ASPIRE HIGHER

SAINT MARY-OF-THE-WOODS
COLLEGE

GRADUATE DEGREE PROGRAMS
2017-2018 CATALOG
PUBLISHED JANUARY 2018

Catalog Rights

This Catalog outlines the current curriculum and requirements of Saint Mary-of-the-Woods College and is the document of authority for all students. Students' academic requirements are based on the catalog that is in force during their first semester of continuous enrollment at Saint Mary-of-the-Woods College. The College reserves the right to change certain requirements for degrees, majors, prerequisites, and scheduling but will make a reasonable effort to honor curricular requirements as stated in this catalog. Every effort has been made to ensure that the information in this catalog is accurate as of January 2018. The official catalog is published on the College's website and will be maintained as the most updated version. Visit the website at www.smwc.edu for the most current list of majors and requirements.

Table of Contents

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.

Vision Statement

Saint Mary-of-the-Woods College embodies a spirit of student-centered academic innovation, faith and leadership to transform ourselves, our communities and our world.

Value Statement

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

*Social Justice	*Spirituality
*Sustainability	*Women's Issues

Accreditation and Approvals

Saint Mary-of-the-Woods College is accredited by the Higher Learning Commission. The College is authorized by name as an approved institution of higher education in the state of Indiana; it is also approved for teacher training by the Indiana Department of Education. The College participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA) and is an approved Indiana NC-SARA institution; see College website for additional information about state approvals of distance education.

Some academic programs are certified or approved by their professional associations, including: American Art Therapy Association, American Music Therapy Association, Council for the Accreditation of Educator Preparation, National Association of Schools of Music, and Society for Human Resource Management.

Diversity Statement

As a matter of institutional priority, Saint Mary-of-the-Woods College strives to be an inclusive environment in which faculty members, staff, students and the greater community are respected and embraced regardless of variations in thoughts, experiences, values and traditions. As an academic institution, we foster a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas.

Founded as a Roman Catholic institution and able to draw on the Greek root of the word catholic meaning "universal," we cultivate this heritage to develop a strong, respectful and trusting environment for students, faculty and staff. Recognizing the sacredness of humanity, we revere the beauty in all gifts and talents.

We believe that diversity, as a multifaceted and a naturally valuable asset, aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to engage as active citizens in an increasingly complex, multicultural and pluralistic society. We believe that diversity encompasses the awareness and celebration of the many

identities that make up our community including, but not limited to, race, ethnicity, religious or spiritual affinity, gender identity or expression, sexual orientation, marital status, parental status, socioeconomic class, age, cultural background, language, differing abilities and region of origin. We acknowledge, respect and celebrate our differences.

In a world where the pursuit of safety and well-being are central, we foster a commitment to social justice and confrontation of discrimination and ultimately uphold human dignity for all. We intentionally work toward understanding, respecting and appreciating diversity by increasing our awareness, content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact within systems and institutions. In doing so, we move beyond tolerance to understanding, accepting and celebrating our differences.

We aspire to create respect for and appreciation of all persons as key characteristics of our campus community and beliefs, to increase the diversity of all parts of our College community through commitment to diversity in our recruitment and retention efforts, and to foster a spirit of openness to active engagement among all members of our campus community. Our commitment to these principles is an integral part of our mission, values and daily activities.

A Message from the President

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 structure, 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 discover that Saint Mary-of-the-Woods College is your path to an exciting future.

Dottie King, Ph.D.

President

Our Foundation

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.

This pen & ink drawing of Mother Theodore Guerin, was done by Terre Haute artist John Laska in 1992

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. The WED 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 and was renamed Woods Online (WOL).

Saint Mary-of-the-Woods College also offers four 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. In 2016, the College began the Master in Healthcare Administration (MHA) program. All four master's degree programs utilize distance learning and intensive campus-based residencies.

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.

In the fall of 2015, Saint Mary-of-the-Woods College expanded its mission to women and men in all of its programs including the undergraduate campus-based programs.

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 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, and letters of recommendation. 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 the TOEFL (Test of English as a Foreign Language). Students must meet one of the following criteria:

- TOEFL with minimum score of 500 (paper examination)
- TOEFL with minimum score of 62 (internet-based examination)

Graduate Admission Process

1. Application is sent to the Office of Admission.
2. The Office of Admission 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, she or he 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 the 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 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 the 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 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. Students are required to maintain a minimum GPA of 3.0 in his or her graduate degree program.

Transfer of Graduate Credit from Other Institutions

Saint Mary-of-the-Woods College accepts transfer credits from regionally-accredited institutions if the student earned a grade of "B" or better in the course. 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: 18 credit hours (9 credit hours of core courses and 9 credit hours of elective courses)
- Master of Arts in Music Therapy: 9 credit hours
- Master of Healthcare Administration: 6 credit hours
- Master of Leadership Development: 6 credit hours

Prior Learning Credit

The Higher Learning Commission does not recognize the acceptance of prior experiential learning at the graduate level.

Auditing a Course

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 fee for auditing a graduate course is $150 per course. 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.

If a program requires a residency, students and faculty will discuss and agree on methods of communication. Typical media of communication are course management systems (e.g. Brightspace), mail, telephone, email, fax, virtual office hours, and recordings. The course syllabus includes assignment due dates, learning outcomes, and expectations for student performance. A schedule 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 the student and faculty about revision or 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. A number of electronic databases, many containing full text articles, are available to authenticated users both on and off campus. Interlibrary loans and "purchase on demand" services allow the library to meet the changing academic needs of students and faculty, whether on campus or at a distance. The library also 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.

SMWC Definition of the Credit Hour

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Lecture classes: Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately 16 weeks for one semester or the equivalent amount of work over a different period of time.
2. At least an equivalent amount of work as required outlined in item #1 above for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
   a. Laboratory classes: For a laboratory class, the hours per week are considered to be all in class with no outside assignments. One unit is two to three hours per week of laboratory time.
   b. Internships and Practica: For each credit hour of internship or practicum, a minimum of 45 hours of on-site work is completed.
   c. Studio Experiences: One hour of instruction and a minimum of five hours outside of class rehearsing per one credit hour.

Course Evaluation

Course evaluation is an important component of the learning process for both students and faculty 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 below 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 and are only granted in unusual circumstances and by approval only. A fee of $35 per credit hour per month will be charged for course extensions. See program guidelines.

Graduate Course Repeat Policy

SMWC 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 seek to mediate the dispute.
4. If mediation is unsuccessful, the student may request a second reading of the examination or assignment. In this case, the program Director may ask two other faculty members who 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 for 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 Chief Financial Officer, 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.

Sanctions

Probation, Suspension and Academic Dismissal

Students will be placed on academic probation when their semester GPA or cumulative GPA is less than 2.0. Prior to the start of the next term, the student will be notified in writing of the probationary status and of the conditions of the probation. Occasionally the resolution of an incomplete grade may change a student's academic status. A student may remain on academic probation for no more than two consecutive terms. Extra-curricular activities may be restricted for students who are on probation. Based on

A student may be suspended from the College for one semester or longer, if:

1   The semester GPA is less than 1.0, or

2   The semester GPA is less than 2.0 for two consecutive semesters, or

3   The cumulative GPA is less than 2.0 for two consecutive semesters.

Prior to the start of the next term, a student who is suspended will be notified in writing of the suspension, its duration and the conditions for eligibility to apply for readmission. Generally, dismissal from the College is the result of unsatisfactory performance following a student's return from a prior suspension. However, a student may be dismissed from the College without previous probation or suspension if the student's academic performance in a given semester is deemed sufficiently unsatisfactory as to warrant dismissal.

Dismissal for Social Cause

A student may be dismissed for social cause. Unsatisfactory conduct or influence will result in dismissal from the College. If, in the judgment of the administration, a student is exerting a harmful influence, the student may be dismissed without any special act of insubordination. It is understood that students, parents and sponsors of all students accept these conditions.

Student Complaints

In the course of admission or enrollment, a student may have a formal problem, complaint, grievance or issue that needs resolution. The definition of a formal complaint is a complaint directed to senior administrative representatives of Saint Mary-of-the-Woods College about the institution and/or its operation that students wish to have formally resolved. 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 cannot be reached, the student should proceed to the student consumer complaint section of the College website: http://www.smwc.edu/student-consumer-information/student-consumer-feedback

By filing electronically, the student is assured that the issue will be acknowledged, tracked and directed to a supervisor, department chair, and/or director of the program in which the student is enrolled. If the outcome is still not satisfactory, the student may appeal to the Vice President for Academic Affairs (VPAA), using the online complaint process. If a resolution is still not 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 address complaints to the College's accreditor (Higher Learning Commission), to the Indiana Commission for Higher Education (for students living in Indiana or in states that belong to SARA), to the department of higher education in the student's home state, and if using military-related Tuition Assistance (TA) to the DoD Postsecondary Education Complaint System. Additional information and links are provided on the College website.

This complaint policy is not a substitute for the College's policies on harassment, academic freedom, FERPA or academic policies and standards (such as grade appeals).

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

Master's degrees are conferred "With Honors" upon those students who attain academic distinction. To be eligible for graduation with honors, a student must have earned 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. Students may also view them online through the College's web portal, 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 birth date, 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 $10.00. A request without payment will not be processed.
4. Unofficial transcripts may be faxed to another institution or agency (fee is $10.00), but an official copy of the transcript (for an additional $10.00) will also be sent to the institution or agency via postal mail.
5. Current or recent students may print an unofficial copy of their transcript online via the College's web portal.

General Policies

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, MHA
6 credit hours = 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 via the College's web portal, 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.

Course Drops

A student who chooses to drop a course may do so without penalty during the drop/add period of their program (shown below in refund charts). From day 5 or 10 (depending on the program) to 50%, a student will earn a "W" grade and after the fifty percent completion point of the course, the student will earn an F.

Refunds

Refund Policy for Dropped Courses (MLD and MHA—8 week modules)

If a course is dropped:	Then:
Days 1 - 5	Student receives 100% credit for tuition for the course dropped less a $10 drop fee per course.
After Day 5	Student receives a 0% credit for the tuition charges. A $10 drop fee will be processed per course.

Refund Policy for Dropped Semester Courses (MAAT and MAMT)

If a course is dropped:	Then:
Days 1 - 10	Student receives 100% credit for tuition for the course dropped less a $10 drop fee per course.
After Day 10	Student receives a 0% credit for the tuition charges. A $10 drop fee will be processed per course.

Refund Policy for Dropped Intensive Courses (MAAT and MAMT)

If a course is dropped:	Then:
Days 1 - 5	Student receives 100% credit for tuition for the course dropped less a $10 drop fee per course.
After Day 5	Student receives a 0% credit for the tuition charges. A $10 drop fee will be processed per course.

Once courses are finalized for registration, the student is responsible for the tuition for all courses in the semester, even if no work is completed.

Days are counted from the first day of the term.

Refunds will only involve those funds paid by the student, the student's family, or an employer. If the student has financial aid, any refund will be calculated according to the percentage of total expenses paid by the student. The remainder of the refund will be returned to the aid program.

Master of Healthcare Administration/Master of Leadership Development Programs
All modules (classes) for the semester are charged at the start of each semester. Financial aid will be disbursed based on the "anticipated" enrollment for all three modules. If a student drops a module within the first 5 days:
- **First module:** The student will not be charged for the module and financial aid will be placed on "hold" until the student enrolls in the subsequent (second) module. The Financial Aid office cannot disburse funds at this time because the student has not participated in any academic events (modules) yet.

  If the student does not return for the subsequent modules, the Financial Aid office will cancel financial aid awards for the semester, as no aid has been earned.

- **Second module:** The student will be refunded for the second module only. Financial Aid will adjust "credit hours enrolled" to reflect the new enrollment status. If the student is over-awarded, the required funds will be returned to the source.

  If the student does not return for the third module, the Financial Aid office will perform the Return to Title IV (R2T4) calculation. The withdrawal date will be the last academic event.

- **Third module:** The student will be refunded for the third module only. The Financial Aid office will adjust "credit hours enrolled" to reflect the new enrollment status. If the student is over-awarded, the required funds will be returned to the source.

The Financial Aid office will check Satisfactory Academic Progress (SAP) each module.

Withdrawals

A student who chooses to withdraw obtains an official withdrawal form from their program director or registrar 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 credit results 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.

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.

2017 - 2018 Charges for Graduate Programs

TUITION (per credit hour)	
Master of Healthcare Administration (MHA)	$565
Master of Leadership Development (MLD)	$565
Master of Arts in Art Therapy (MAAT)	$710
ATR Supervision	$400 (AR 594)
ATR Supervision	$800 (AR 596)
ATR Supervision	$800 (AR 597)
Master of Arts in Music Therapy (MAMT)	$710
FEES	
Application Fee (waived)	NA
Technology Fee (MHA & MLD)	$200/semester
Extension Fee (charged for class extensions)	$35
Graduation Fee	$125
Residency Fee	Varies

Master of Arts in Art Therapy with an Emphasis in Counseling

The Master of Arts in Art Therapy with an Emphasis in Counseling (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 60-72 semester 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 four to six days on campus at the beginning of the Fall and Spring semesters, and complete coursework (through guided mentored study with faculty and interactive activities) from their homes. In addition, students will spend seven days on campus in the middle of the Summer term. 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 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 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).

Program Goals

The goal of the Master of Arts in Art Therapy with an Emphasis in Counseling program is to educate students on theory and techniques that facilitate the use of creativity through art media for emotional, psychological, and spiritual growth.
- To provide instruction, experience, and resources for students according to the educational guidelines of the American Art Therapy Association.
- To foster the student's ability to integrate theories of art therapy, counseling, wellness, and psychopathology as related to the therapeutic self.
- To foster the student's development of appropriate art therapy and counseling skills utilized in treatment.
- To foster independent learning, critical thinking and the ability for the student to articulate their own meaning of art therapy.
- To foster a community of learning and mutual support during and after the residencies.

Program Learning Outcomes

Students graduating from this program will be able to:
1. Integrate knowledge of historical foundations of art therapy and counseling theory and techniques into practical contemporary professional practice of art therapy as evidenced by coursework and, fieldwork evaluations.
2. Distinguish therapeutic benefits of art therapy as applied to a variety of client bases for promoting growth and wellbeing as evidenced through fieldwork evaluations, and the gateway assessment report. Elements of art therapy benefit include:
    a. Therapeutic properties and interventions within media application
    b. Recognition of imagery, symbolism and metaphor
    c. Therapeutic use of various art processes

3. Apply analytical, evaluative, integrative, culturally and developmentally appropriate art therapy and counseling skills incorporating knowledge of diagnostic processes in accord with the current Diagnostic and Statistical Manual (DSM) and International Statistical Classification of Diseases and Related Health Problem (ICD) as evidenced by gateway assessment report and fieldwork evaluations.

a. Assessment,
b. Treatment Planning and
c. Implementation skills
(These skills will reflect principles of human development including models of artistic and creativity, gender and sexuality, family life and psychopathology)

4. Identify and respond to all professional circumstances including state licensing and credentialing criteria with appropriate ethical and legal knowledge and action in all levels of practice including the provision of treatment, conducting research, advocacy, and social justice as evidenced by fieldwork evaluations and final thesis review.

5. Articulate and pursue an ever-evolving personal identity as an art therapist through the engagement of ongoing artmaking for personal growth and self-awareness while incorporating supervision and consultation in an effort to continually inform clinical practice in art therapy and in counseling. This will be evidenced by final art exhibit, final thesis review, and fieldwork evaluations.

6. Develop appropriate and collaborative therapeutic relationships with clients; implement art therapy and counseling services that consider diverse values, beliefs and actions while realizing the impact of oppression, prejudice, discrimination, and privilege; and develop responsive practices that include collaboration, empowerment, advocacy and social justice as evidenced by fieldwork evaluations and the multicultural research project.

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)

Graduation Requirements
- Successful completion of the 60-72 credit hours 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 18 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 art exhibition and thesis contribution

MAAT CURRICULUM   (60-72 credit hours)

Required Courses   **(54 credit hours)**

AR 510	History and Theory of Art Therapy/Counseling	3 credit hours
AR 511	Evaluation and Critical Thinking in Art Therapy	3
AR 521	Art Therapy and Drawing Assessments	3
AR 526	Social and Cultural Issues in Art Therapy and Counseling	3
AR 530	Foundations of Art Therapy and Mental Health Counseling	3
AR 594	Art Therapy Practicum	3
CN 536	Contextual Dimensions in Clinical Mental Health Treatment	3
AR 542	Art Therapy and Counseling through Lifespan Development	3
AR 562	Spirituality, Creativity, Metaphor, and Symbolism	3
AR 596	Internship I	3
AR 597	Internship II	3
AR 581	Group Dynamics in Art Therapy and Counseling	3
AR 583	Ethics and Practice in Helping Professions	3
AR 590	Research Methodologies	3
AR 591	Thesis	3
CN 520	Advanced Appraisal and Assessment	3
CN 560	Psychopathology	3
CN 580	Theories and Techniques of Counseling	3

Elective Courses to complete degree requirements: **(6 –18 credit hours)**

Contact your program or academic advisor for more information about how these courses may apply to state licensure where applicable. *SMWC cannot guarantee equivalency with state licensing boards. The student is responsible for ensuring that state licensing requirements have been met.

Choose from the following:

CN 525 Supervision and Consultation	3 credit hours
CN 535 Community Counseling	3
CN 545 Gender and Sexuality	3
CN 550 Crisis Intervention and Trauma-Informed/Focused Care	3
CN 555 History and Systems of Counseling	3
CN 565 Family Systems	3
CN 575 Addictions Counseling	3
CN 585 Career Development	3
CN 695 Advanced Internship	3

MAAT COURSE DESCRIPTIONS

AR 510 History and Theory of Art Therapy/Counseling (3)
History and Theory of Art Therapy explores theories, models, and strategies of art therapy, counseling, and psychology. It introduces students to the foundation for contemporary art therapy professional practice as it compares and contrasts with the fields of counseling and psychology. It provides students with an understanding of the historical development of art therapy as a profession. It introduces students to art therapy theories and techniques. Students explore the development of a professional identity as an art therapist/counselor.

AR 511 Evaluation and Critical Thinking in Art Therapy (3)
This course will ground students in American Psychological Association (APA) style of writing and the curriculum of the MAAT program. It will introduce critical thinking skills, evaluation of art therapy programs, literature and research, and provide a basis of research understanding including: methodologies, statistics, biases and variables. *Pre/corequisite: AR 510.*

AR 512 Studio Arts for the Art Therapist (3)
This course is designed for the student to explore media properties and uses. Art knowledge and experience gained through this course prepares students for clinical practice and ethical handling of art education and art materials in art therapy. This course must be taken within the first year for students who do not have all material expertise required at admittance.

AR 521 Art Therapy and Drawing Assessments (3)
This course examines fundamentals of graphic development and normal versus abnormal representations in artwork. The course introduces art therapy assessment and other projective evaluation tools. It helps students become aware of test construction, psychometric properties of art therapy assessment, and ethical issues involved in their use, and evidence-based practice. It includes exploration of practical application of art therapy techniques and rationales of media properties and formal elements within the context of assessment. Students will explore how, when, whom and for what purpose(s) art therapy assessment is used. *Prerequisite: AR 510; and pre/corequisite of CN 560.*

AR 526 Social and Cultural Issues in Art Therapy and Counseling (3)
Cultural and Social Issues provide students with the opportunity to understand the relevance of cultural competence and reflective thinking regarding the therapist's attitudes and beliefs, knowledge, and skills. The course will be grounded within the domains of personal values, biases, and assumptions; client's worldviews; and developing and/or implementing appropriate interventions, strategies, and techniques.

AR 530 Foundations of Art Therapy and Mental Health Counseling (3)
Explores foundations of art therapy and mental health counseling through the functions of clinical treatment, symbolic expression, and media properties. The roles of art therapist and counselor will be explored including elements of advocacy, professional organizations, and working in treatment teams. Professional credentialing on both local and national levels will also be addressed. *Prerequisites: AR 510 and CN 580.*

AR 542 Art Therapy and Counseling through Lifespan Development (3)
This course examines bio-psycho-social-spiritual and neuro human and family development with attention to creativity, identity and personality. Theories of normal development along with challenges, the impact of crisis or trauma, environmental and systemic factors for typical and atypical will be included. Students will develop appropriate competencies in art therapy and mental health counseling through the functions of clinical treatment, symbolic expression, and media properties. *Prerequisite: AR 530.*

AR 562 Spirituality, Creativity, Metaphor, and Symbolism (3)
Examines the roles of creativity, symbolism, metaphor, and spirituality in art therapy theory and practice. The student will explore approaches to personal meaning making, and spiritual renewal. Theoretical perspectives of creative and spiritual development will be covered. *Pre/corequisite: AR 510.*

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 experience continues. *Prerequisite: AR 596.*

AR 581 Group Dynamics in Art Therapy and Counseling (3)
This course examines group processes and development, as well as treatment methods. The course of study includes research findings and theoretical approaches to art therapy and group counseling. The format includes group participation and supervised facilitation, discussion and independent study. *Prerequisite/Corequisite: AR 530.*

AR 583 Ethics and Practice in Helping Professions (3)
Examines fundamental ethical issues, standards of professional practice, and responsible business practices. The demands of enhanced technology and the portability of patient information is researched and discussed. Client and material safety with healthcare regulations will also be covered. The course introduces students to a positive approach to ethical decision making that encourages life-long learning, wellness and self-care, as well as promoting the highest standards for clients, agencies, and communities.

AR 590 Research Methodologies (3)
This course emphasizes the basic structures of research methodologies, literature review, and effective research proposal writing. The course encourages critical evaluation of topics, reflection on theory and practice, the consideration of social -cultural implications of research topics, and ethical practice in research. This course culminates in the completion of a research proposal and IRB application. *Prerequisite: AR 530.*

AR 591 Thesis (3)
The written thesis or project is the culmination of a student's work in fulfilling the requirements for a graduate degree. The thesis project will demonstrate organized understanding of literature in the field and related fields, adherence to established research methodology, and cohesive report of findings. The thesis proposal presentation will be completed during the residency portion of this course. The practice of applied research and the development of resulting written document offer the student opportunities to demonstrate ability to incorporate theory into professional practice. *Prerequisite: AR 590 and completed IRB approval.*

AR 594 Art Therapy Practicum (3)
This course reinforces, expands, and integrates content learned in psychopathology, assessment and foundations. As students move from observation to practice they will learn to articulate treatment and related issues in a group, art-based supervision format. In addition to clinical reflection and problem solving, students will conceptualize treatment and give case presentations incorporating their own visual imagery as a way to communicate, give support and feedback while consolidating learning. *Prerequisite: AR 520 and pre/corequisite AR 530.*

AR 595 Course Continuation (0)
The course is designed for students in need of more than one month extension to complete course hours in AR 597 Internship or AR 591 Thesis. Instructor and Program Director Approval. Pass/Fail. *Prerequisite: Incomplete grade in AR 597 or AR 591. Non-repeatable. Course Fee.*

AR 596 Internship I (3)
This is a field-based course whereby students will gain experience by engaging in supervised clinical experiences in community settings. Students will receive individual and group supervision via face-to-face sessions and electronic means. Student learning will be facilitated via readings, discussion, experiential activities, case presentations, interview analysis, DVD, video, web resources, and/or supplemental materials. A minimum of 300 clock hours must be accrued by student. *Prerequisites: AR 530, AR 594, AR 536. Course Fee.*

AR 597 Internship II (3)
This course provides structure and support for the student's clinical experience and weekly group supervision. Through

experience, students advance cognitive, and affective/behavioral competencies in art therapy and counseling. Students will accrue 300 to 450 hours of internship including 150 client contact hours. *Prerequisite: AR 596.*

CN 520 Advanced Appraisal and Assessment (3)
This course will explore rationale and usage of the clinical interview and standardized tests that measure various human attributes. The course includes an overview of statistical procedures relevant to testing standardization and interpretation including psycho-metric properties, validity, and reliability. *Prerequisite: AR 520.*

CN 525 Supervision and Consultation in Helping Professions (3)
This course explores evidence-based foundations in the areas of clinical supervision and consultation models and theories. It covers various approaches to supervision; the supervisory versus consultation relationship; the purpose of specializations; and cultural, legal, and ethical considerations in the provision of supervision/consultation. *Prerequisites: CN 560 Psychopathology; AR 594.*

CN 535 Community Counseling (3)
This course is based in human and community functioning and the need for preventative and restorative practices. The course identifies that counseling helps clients to identify, develop, and use a variety of resources to achieve goals; and that the desired outcomes of counseling are positive change, personal growth, and the acquisition of coping mechanisms and skills. The course examines employment settings of counselors along with models of problem definition, administrative structure, and service delivery in community agencies. *Prerequisites: CN 560 and AR 594.*

CN 536 Contextual Dimensions in Clinical Mental Health Treatment (3)
Prepares students for practical clinical application in Internship I by requiring students to evaluate an existing program within a community mental health care program; research and integrate clinical approaches, techniques, and theories; and to complete written case reviews examining common therapeutic issues associated with practice including diagnostic assessment, treatment planning, referral, and intervention development. In order to pass the course and advance to the clinical work of Internship I, students must receive a B or higher on their Gateway Case Review and a final grade of B or higher for the entire course. *Prerequisite: AR 594 and/or CN 594.*

CN 545 Gender and Sexuality (3)
This course introduces concepts of Human Sexuality to the student. This course will focus on developing skills to address a wide range of therapeutic concepts and skills that address a broad range of human sexuality issues that may arise in clinical practice. Human sexuality will be approached from a range of perspectives to include: the six key concepts outlined in the guidelines provided by the Sexuality and Education Council of the United States (SIECUS), biological, developmental, social, and cultural viewpoints, and the impact of these perspectives on clinical practice. Students will critically reflect on the impact of social location, values, beliefs, and personal experience in developing an understanding of human sexuality within the therapeutic setting. Students will learn to inquire about and address issues of sexuality in their work as art therapists and counselors including the use of intakes, assessment, and treatment. *Prerequisite: CN 580.*

CN 550 Crisis Intervention and Trauma-Informed/Focused Care (3)
This course provides an introduction to crisis intervention theory and practice. Students will examine the neurodevelopmental and neurocognitive impacts of trauma, and trauma-informed/trauma focused treatment strategies, including but not limited to sensory-based art therapy or music therapy interventions. Ethical, legal, and moral considerations related to crisis situations and responses will be reviewed. Special attention will be given to the role of the music or art therapist in providing response to victims of trauma as part of a multi-disciplinary treatment approach. *Prerequisite: CN 560.*

CN 555 Elective History and Systems of Counseling 3 Hours
This course will provide an overview of the history and systems in the field of counseling. Through lecture, readings, interactive online activities, and student research, students will gain knowledge about the relationship of the counseling profession with that of other helping professions, including the creative expressive therapies. *Prerequisites: AR 510*

Theories and Techniques of Art Therapy (for Master of Arts in Art Therapy students).

CN 560 Psychopathology (3)
Examines the major forms of psychopathology based on *Diagnostic and Statistical Manual of Mental Disorder* categories. Topics include the symptomatology, etiology, developmental patterns, theories, and various creative arts treatment approaches related to various diagnostic categories. *Prerequisite: CN 580.*

CN 575 Addictions Counseling (3)
This course provides an overview of the biological, psychological, and social dimensions of substance and process addictions. Participants gain a basic understanding of the psychopharmacology of addictive substances, treatment modalities, the roles and responsibilities of the professional addiction counselor, and art therapy treatment and music therapy treatment in addictions. Attention will be given to trauma-informed and trauma specific care, and self-help and/or support groups, as part of a multi-disciplinary treatment plan for addiction problems**.** *Prerequisite: CN 560, CN 580.*

CN 580 Theories and Techniques of Counseling (3)
This course incorporates major theoretical constructs of counseling and psychological theory into the students' creation of a therapeutic identity. Through role play and video recording students will develop skills in building the therapeutic alliance, confrontation, dealing with resistance, effective uses of various types of therapeutic interventions and termination of the therapeutic process.

CN 585 Career Development and Counseling (3)
This course is designed to introduce students to career counseling theories, processes and techniques. Students will practice current career readiness, skills and themes, and post-modern assessment methods. Also covered will be the potential impact of diversity and social justice on career exposure and choice.

CN 695 Advanced Internship (3)
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. Offered in Spring semester only. *Prerequisite: AR 597.*

CN 696 Advanced Counseling Internship (3)
This is the culminating clinical course whereby students will gain experience by engaging in supervised counseling activities in community settings. Students will receive individual and group supervision via face to face sessions and electronic means. Student learning will be facilitated via readings, discussion, experiential activities, case presentations, interview analysis, DVD, video, web resources, and/or supplemental materials. A minimum of 300 clock hours must be accrued by student, with total clinical hours equaling at least 1000 hours; supervision hours among all clinical courses (practicum, internships and advanced internship) must equal at least 100 hours. Student will also prepare for the NCE exam. *Elective. Prerequisite: Admission to MAAT or permission of Director.*

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 use 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.

Music Area Mission Statement

The Music Area functions as part of the Department of Music and Theatre within the liberal arts framework of Saint Mary-of-the-Woods College. The Music Area is dedicated to offering degrees, programs, and courses designed to prepare students as musicians, music therapists, and appreciators of music. A common core liberal arts music curriculum is central to all undergraduate music degree programs.

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 advanced understanding of therapeutic uses of music, 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
- Apply an advanced understanding of the theoretical foundations of music therapy and counseling to practice.
- 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, and ability to use, methods of music therapy assessment.
- Appraise ethical issues and current business practices of music therapy practice.

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
- ♦ 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 a video audition via a link to a youtube channel or other website, or DVD. When submitting audition materials, students should ensure that they utilize high quality materials. 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) play 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 to 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.

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.

MAMT CURRICULUM   (43 credit hours total)

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/CN 572	Assessment in Music Therapy and Counseling	3
MU 580	Music Therapy in Medicine and Health Care	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
CN 560	Psychopathology	3
CN 580	Theories and Techniques of Counseling	3
CN 581	Group Dynamics in Counseling*	3

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

MAMT COURSE DESCRIPTIONS

MU 520 World Music (3)
Examines the music of diverse cultures through readings, listening, 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-party 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 - 6)
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, but may be taken at another time with consent of program Director. Each credit equals approximately 50 clock hours accrued. Offered in summer. *Prerequisites: CN/MU 572, and PS 580 or CN 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.*

CN/MU 572 Assessment in Music Therapy and Counseling (3)
This course covers formal and informal assessment strategies for music therapy and counseling. Aptitude, achievement, interest, behavioral, and personality instruments, as well as music therapy assessments are presented. Utilization of assessment data for counseling and music therapy are emphasized. Basic psychometric properties of standardized tests will be discussed. Students will learn how to identify specific assessment strategies most appropriate for an individual client's needs and how to synthesize and utilize objective, behavioral and clinical data in service planning. Students will also learn to interpret test results and write appropriate reports based on those test results. Students will understand how various factors affect assessment results and will learn how to use assessment data in an ethical manner with diverse populations. *Prerequisite: MT-BC and Admission to MAMT program or permission of Director.*

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. Offered in summer. *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 of 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. 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 595: Course Continuation (0)

This course is designed for students in need of more than one month extension to complete course hours in MU 591 Thesis. Pass/Fail. Prerequisite: Incomplete grade in MU 591. *Instructor and Program Director approval required. Non-repeatable. Course fee.*

MU 644 Advanced Improvisation II (1- 3)

Further develops improvisation and therapeutic skills by building upon work accomplished in MU 544. 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 personal 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.

CN 560 Psychopathology (3)

Examines the major forms of psychopathology according to the DSM-5. Topics include the symptomatology, etiology, developmental patterns, theories, and various creative arts treatment approaches related to various diagnostic categories.

CN 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.

CN 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. Offered in summer.

Elective Counseling Courses: Several elective counseling courses are provided on a rotating basis. Contact the Program Director for more information about how these courses may apply to state licensure where applicable. **SMWC cannot guarantee equivalency with state licensing boards.** The student is responsible for ensuring that state licensing requirements have been met. Students desiring to take these courses must meet one of the following conditions:

- Current student of SMWC M.A. in Music Therapy program or M.A. in Art Therapy program, OR
- Graduate of SMWC M.A. in Music Therapy program or M.A. in Art Therapy program (additional application materials required).
- Current student or graduate of another Music Therapy or Counseling graduate program (additional application

materials required).

CN 555 History and Systems of Counseling (3)
This course will provide an overview of the history and systems in the field of counseling. Through lecture, readings, interactive online activities, and student research, students will gain knowledge about the relationship of the counseling profession with that of other helping professions, including the creative expressive therapies. *Course is offered Fall semester of even years.*

CN 570 Human Growth and Social Cultural Foundations of counseling (4)
This course will provide an overview of development across the lifespan, taking into effect theories of learning and personality development and biopsychosocial factors affecting development. It will also address multicultural issues in counseling, including social justice, advocacy, and examination of the worldviews of others. The impact of creative expressive therapies on human growth and development and multicultural understanding will also be discussed. *Elective. Prerequisite: Admission to MAMT or permission of Director.*

CN 571 Program Evaluation, Consultation, and Community Counseling (3)
This course provides students with information regarding culturally appropriate methods and measurements required to evaluate counseling programs. Students will learn the roles and types of consultation provided by counselors. In addition, students will learn various theories and models of community counseling. *Elective. Prerequisite: Admission to MAMT or permission of Director.*

CN 585 Career Counseling (3)
This course is designed to introduce students to career counseling theories, processes and techniques. Current assessment methods will be examined along with the ways in which developmental, ethnic, and cultural factors can potentially influence the processes and outcomes of career counseling.

CN 594 Counseling Practicum (3)
This is a field-based course whereby students will gain experience by engaging in supervised counseling activities in community settings. Students will receive individual and group supervision via face to face sessions and electronic means. Student learning will be facilitated via readings, discussion, experiential activities, case presentations, interview analysis, DVD, video, web resources, and/or supplemental materials. A minimum of 100 clock hours must be accrued by student. *Prerequisite: CN 560 and permission from designated program director.*

CN 596 Counseling Internship I (3)
This is a field-based course whereby students will gain experience by engaging in supervised counseling activities in community settings. Students will receive individual and group supervision via face to face sessions and electronic means. Student learning will be facilitated via readings, discussion, experiential activities, case presentations, interview analysis, DVD, video, web resources, and/or supplemental materials. A minimum of 300 clock hours must be accrued by student. *Elective. Prerequisite: Admission to MAMT or permission of Director.*

CN 597 Counseling Internship II (3)
This is a field-based course whereby students will gain experience by engaging in supervised counseling activities in community settings. Students will receive individual and group supervision via face to face sessions and electronic means. Student learning will be facilitated via readings, discussion, experiential activities, case presentations, interview analysis, DVD, video, web resources, and/or supplemental materials. A minimum of 300 clock hours must be accrued by student. *Elective. Prerequisite: Admission to MAMT or permission of Director.*

CN 696 Advanced Counseling Internship (3)
This is the culminating clinical course whereby students will gain experience by engaging in supervised counseling activities in community settings. Students will receive individual and group supervision via face to face sessions and electronic means. Student learning will be facilitated via readings, discussion, experiential activities, case presentations, interview analysis, DVD, video, web resources, and/or supplemental materials. A minimum of 300 clock hours must be accrued by student, with total clinical hours equaling at least 1000 hours; supervision hours among all clinical courses

(practicum, internships and advanced internship) must equal at least 100 hours. Student will also prepare for the NCE exam. *Elective. Prerequisite: Admission to MAMT or permission of Director.*

Master in Healthcare Administration (MHA)

Program Vision: in addition to supporting the overall mission of Saint Mary-of-the-Woods College, the Master in Healthcare Administration Program cultivates effective healthcare leaders with strong practical skills and ethical values prepared to address challenges of an evolving healthcare environment.

Program objectives:

1. To provide students with a comprehensive knowledge base and skills in various aspects of healthcare administration theory and practice
2. To assist students in developing qualities needed for leading healthcare organizations in an ever-changing healthcare environment
3. To prepare students to implement principles of ethics and social justice within various healthcare settings.

Program Learning Outcomes:

Upon completion of the Master in Healthcare Administration Program students will be able to

- Employ analytical, technical, financial, human resources, problem solving and critical thinking skills pertinent to successful careers in healthcare administration
- Demonstrate strong written, visual, presentation and communication skills
- Analyze legal and social responsibilities of healthcare organizations and communicate the impact of legislation on healthcare policies
- Explain ethical obligations of contemporary healthcare leaders and apply ethical decision making
- Address major epidemiological needs of increasingly diverse populations groups
- Connect theory and practice for effective leadership decisions in the diverse and multicultural environment.

Admission Requirements:

Admission to the hybrid accelerated degree format is based on a holistic approach. The admission committee will take into consideration the potential student's goals and aspirations, their academic skills, their ability to balance the demands of outside commitments with being a student, and their commitment to be successful in intensive, time-compressed academic environment.

All students must have:

- a minimum cumulative grade point average of 3.0 from all other higher education institutions (HEI) attended*;
- an undergraduate degree of any discipline from HEI accredited in the United States;
- documented records of the full-time employment obtained prior to admission;
- demonstrated readiness for success in an accelerated, intensive learning environment through a written personal statement and a personal interview;
- at least two references (name, title, and the phone number), with one reference from the place of the full-time employment.

*Applicants with GPA below 3.0 will be reviewed on the case by case basis.

Students can transfer up to nine (9) credit hours of graduate of work completed in other accredited Higher Education Institutions including Saint Mary-of-the-Woods College. Course requirements will apply.

Personal statement should include answers to the following questions:
- Why are you interested in this program?
- How do your professional and academic goals relate to the program?
- How have you prepared yourself to be successful in accelerated/hybrid courses and balance your other commitments?
- Please define how your prior full-time employment experience prepared you for being successful in the accelerated, hybrid academic environment.
- What qualities do you possess that would help you be a successful leader in the field of healthcare administration?
- Why do you think these qualities will help you be a successful leader?

(Note: The personal statement will be scored according to writing (grammar and construction, responsiveness to question prompts), a demonstration of ability to succeed in accelerated, hybrid courses and professional dedication.

Master of Healthcare Administration Curriculum (36 credit hours)

MHA 516 Long Term Care Management (3)

MHA 518 Community Health (3)

MHA 520 US Healthcare System (3)

MHA 530 Healthcare Human Resource Management (3)

MHA 540 Healthcare Marketing (3)

MHA 575 Healthcare Quality (3)

MLD 504 Ethical Decision Making (3)

MHA 560 Healthcare Information Systems (3)

OL 553 Financial Management (3)

OL 555 Vision and Strategic Planning (3)

MHA 599 Healthcare Capstone (6)

How it Works:

- The curriculum is delivered in accelerated hybrid format.
- Students take two classes during 8-week terms.
- Students attend fully online.
- All work, assignments, projects and examinations are completed through the Brightspace, D2L along with such resources as Skype, Adobe Connect, blogs and similar resources.
- The Program is offered in eight 8-week sessions and can be completed in 12-24 months.

MHA COURSE DESCRIPTIONS

MHA 516 Long Term Care Management. An overview of long-term care services, including the nursing home, respite care, independent living and assisted living communities, continuity of care, adult day care, home care, social health maintenance organizations (S/HMOs) and community services dedicated to improving care for the chronically ill. The distinctive functional, procedural, social, emotional, and environmental issues which relate to cost effective management of long-term care services would be discussed.

MHA 518 Community Health. This course examines the theory and practice of community health. The course emphasis is on influence of public health professionals on the status of the population, critical health issues, programming models, theories and policy development, as well as behavioral change intervention programs, services and resources.

MHA 520 US Health Care System. This course is an overview of healthcare system components –need and health status, access and utilization, facilities, finances, insurance, personnel, alternative delivery systems and health care quality. The course promotes an understanding of the environment that thrives on continuing adaptation to change.

MHA 530 Healthcare Human Resources Management. This course offers a review of the principles and practices essential for the development and management of an effective personnel program in health care agencies and institutions. It covers medical personnel recruitment, selection, credentialing, re-credentialing, training, promotion and separation, as well as compensation, labor regulations, legal framework of bargaining, contract administration and grievance procedures. Techniques of supervision and issues such as professionalism, career paths, safety and environmental health regulations, and the impact of unionization on healthcare institutions are also reviewed.

MHA 540 Healthcare Marketing. This course examines the theory of marketing and provides techniques for the marketing of healthcare services, programs and organizations to different population groups including strategies for outreach activities. The course explores relationship between planning and marketing and the history and methods of institutional planning.

MHA 560 Healthcare Information Systems. This course provides a conceptual and practical understanding of healthcare information systems and how they are used. It addresses the systems analysis, development and implementation challenges as it thrives to improve clinical outcomes. Students learn the theory, techniques and systems used to transforming clinical data into information useful for clinical decision-making.

MHA 575 Healthcare Quality. This course concentrates on providing the basic concepts for defining health care quality. It also explores the traditional mechanisms, current developments and challenges in the definitions, measurement, techniques, assessment and continuous improvement of quality in the health care setting. The concepts of Total Quality Management (TQM) and Continuous Quality Improvement (CQI) would be introduced and discussed.

MHA 580 Topics in Healthcare Administration. This course will focus on the review, analysis and implementation of qualitative and quantitative research methods and study designs used in the study of community and environmental health problems.

MLD 504 Ethical Decision-Making. 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 these questions, and methodologies to examine their import, possibilities, and challenges. Also, addresses differences between legal and ethical issues that affect decision-making.

OL 553 Financial Management. 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.

OL 555 Vision and Strategic Planning. 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.

MHA 599 Healthcare Capstone. The course follows a case-study approach to examine healthcare administrative decision making challenges from an individual managerial perspective and culminates with a comprehensive project.

Master of Leadership Development

The Master of Leadership Development (MLD) program at Saint Mary-of-the-Woods College is designed for women and men who wish to pursue a graduate degree that blends interdisciplinary studies with the choice of a focus 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 in either a hybrid class (beginning in August) or fully online (beginning in February) format. Students take two courses every two months; one 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 short period of time. As a result, consistent participation is critical to the success of the learner. The cohort model of learning offers a stimulating and intellectually challenging environment, while promoting a sense of community.

In the fully online format, students will participate in virtual classrooms, web-based assignments, and discussion throughout each course. There will be projects for each course and a capstone project to culminate the learning process.

In the hybrid format, students will participate in face-to-face seminars at the beginning and ending of each course. There will be at least one virtual classroom, web-based assignments, and discussion throughout each course. There will be projects for each course and a capstone project to culminate the learning process.

The program is designed to be completed in one year. There is an option to complete the program in two years. Students must complete all requirements within 5 years of program enrollment.

Focus areas are Organizational Leadership and Not for Profit Leadership. An Individualized Leadership focus may be pursued as well. Additional focus areas may be developed in the future, based upon 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 have:
- Baccalaureate degree from an accredited college or university
- Cumulative GPA of 3.0 (on a 4.0 scale) on any undergraduate and graduate work
- 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
- Current technology equipment including access to internet, web-cam, and audio for virtual classroom participation

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.

Program Expectations

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 participation is an important student obligation and each student is responsible for all work conducted in the web-based learning, virtual or face-to-face classrooms, and discussion boards. Active and timely participation is critical to the success of the learner in this program.

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 nine hours of relevant transfer graduate credit may be accepted per Graduate Program Director approval.

MLD CURRICULUM   (36 credit hours total)

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: Not-for-Profit

The Not-for-Profit focus area gives students the skills they need to become leaders in not-for-profit institutions. 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 Planning for NFP Organizations 3
NFP 555   Vision and Strategic Planning   3
NFP 599   Not-for-Profit Leadership Project   6

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

Focus Area: Individualized Leadership

This focus area allows the student to develop and enhance their leadership skills in an area that Saint Mary-of-the-Woods College does not offer as a specialized area in MLD. A student transfers up to 9 hours of graduate work from an accredited institution in the specific field of choice. The work will be coupled with the MLD Integrative Core Curriculum to create a unique degree. Approval of courses and specified area of study must be granted by the Program Director.

MLD 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 art 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)
Provides 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 these 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.

MLD 551 Leadership Seminar (3)
This course examines topics in leadership theories in dynamic and diversified organizations, as well as practices which include technology applications and innovation. The course of study includes research findings and theoretical approaches to current topics of the literature. The format includes evaluation of scholars and practitioners in the topics, discussions, and an independent study on the focus area of the student's interest.

NFP 551 Proposal and Grant Writing. This course 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.

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 an 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 systems change process. Reinforces the importance of connecting strategic planning with ongoing operational functions of the organization.

NFP 599 Not-for-Profit 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 an NFP organization, a strategic plan that includes a marketing and financial plan, and a board or volunteer retreat plan with specific goals outlined. *Prerequisites: 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 organizational 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 systems 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 or financial plan, or a professional development plan for employees.

College Administration

President 's Office

President: Dottie L. King, Ph.D.

Executive Assistant to the President: Marilyn Cunningham

Chaplain & Campus Minister: Fr. Mario Serrano

Athletic Director: Deanna Bradley

Director of Sports Information and Intramurals: Todd McIntyre

Chancellor

Barbara Doherty, SP, Ph.D.

Academic Affairs

Vice President for Academic Affairs: Janet R. Clark, Ph.D.

Director of Undergraduate Academic Affairs: Sara Boyer, M.L.D.

Director of Career Development Center: Susan Gresham, B.S.

Director of Learning Resource Center: Christina Gunderson, M.S.

Director of Library: Judy Tribble, M.L.S.

Registrar: Deanna L. Smithee, M.S.

Director of Student Affairs: Aimee Janssen-Robinson, M.Ed., CHES

Director, Master of Arts in Art Therapy Program: Jill McNutt, Ph.D., ATRL, LPC, ATCS

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

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

Academic Department Chairpersons

Art and Design: Rebecca Andrews, M.F.A.

Business and Leadership: Donald J. Wasmer, D.B.A.

Education: Wendy Walter-Bailey, Ph.D.

Equine Studies: Sara Schulz, M.Ed.

Languages and Literature: Margaret Berry, M.A., M.B.A.

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

Nursing: Marcia Miller, Ph.D. RN

Sciences and Mathematics: Bellampalli Ramachandran, Ph.D.

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

Advancement

Vice President for Advancement: Karen Dyer, M.Ed.

Executive Director of Marketing and Communications: Dee Reed, MLD

Executive Campaign Director: Catherine Saunders

Senior Director of Advancement and Alumni Relations: Susan Turner, MLD

Director of Major and Planned Gifts: Mikayla Metheney

Director of Publications: Kristy Fry

Director of Grants Development: Susan Dolle

Enrollment Management

Vice President for Enrollment Management: Brennan Randolph, M.B.A.

Executive Assistant for Enrollment Management: Brenda Shay, M.L.D.

Executive Director of Financial Aid: Darla Hopper, M.L.D.

Director of Admissions: Chris Lozier

Director of Institutional Research: Michael King, M.A.

Senior Director of Information and Academic Services: Mary Samm

Finance

Chief Financial Officer: Jaclyn Walters

Associate Controller: Kari Wolfe

Events and Facilities Reservation Coordinator: John Mace

Operations

Vice President for Operations: Vicki Kosowsky

Director of Security: Dave Sherrill

Director of Human Resources: Diana Warren

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; Professor of Leadership Development; M.Ed., Indiana State University, 1992.

Kathy Gotshall, 1999; 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.

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; Certified Art Therapy Supervisor, Ph.D., Lesley University, 2016; M.S., Mount Mary College, 2002.

Lamprini Pantazi, 2007; Associate 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.

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

D.J. Wasmer, 1984; Chair, Department of Business and Leadership; Professor of Business; D.B.A., Southern Illinois University, 1994.

Frank Whittle, 2000; Assistant Professor of Business; M.B.A., Indiana State University, 1997.

Christine Wilkey, 2005; Associate Professor of Human Services; M.S.W., Indiana University, 1993.

Faculty Emeriti

Sharon Ammen

Laurette Bellamy, SP

Brenda Carlyle

Sandra Chappell

Joyce Cadwallader

Ellen Cunningham, SP

Jane Curley

Janice Dukes

Mary Lou Dolan, CSJ

Sonja Frantz

Joanne Golding, SP

Patrick Harkins

Cherry Kinney

L. Bernard LaMontagne, STL

Isabella Lindner

Christine Marks

Jennie Mitchell

Debra Moore-Hardin

Carol Nolan, SP

Rosemary Nudd, SP

Judy Stoffel

Martha Steidl, SP

Thomas Swopes

Mary Josephine Suelzer, SP

Emily Walsh, SP

Charles Watson

Robert Watts

Elizabeth Westgard