

SAINT MARY-OF-THE-WOODS

COLLEGE



GRADUATE CATALOG

2008-2010

Revised July 2008

Table of Contents

Mission Statement	4
Accreditation	4
A Message from the President.....	4
Then and Now	5
Administration.....	7
The Distance Learning Concept	7
Minimum Admission Requirements for Graduate Programs	7
Admission Process	8
Non-Matriculating Students	8
Degree Requirements	8
Transfer of Graduate Credit From Other Institutions.....	8
Prior Learning.....	8
Academic Advisement and Student/Faculty Communication.....	9
Course Evaluations.....	9
Student Use of Local Community Resources.....	9
Saint Mary-of-the-Woods College Library	9
Grading Policy.....	10
Course Extensions/Incomplete Grades.....	11
Audits	11
Repeating Courses.....	11
Appeal of Grade Assignment	11
Probation Policy	11
Change of Status (Leave of Absence)	11
Financial Aid/Definition of Full and Part-time Graduate Study	12

Financial Aid and Withdrawal From Courses	12
Schedule for Payment.....	12
Tuition Refund Policies.....	13
Graduation	13
General Policy	13
2008-2009 Charges for Graduate Programs	14
Delinquent Balances.....	14
Delinquent Account Collections.....	14
Master of Arts in Art Therapy	15
Post-Master’s Certificate in Art Therapy	18
Master of Arts in Earth Literacy.....	25
Certificate Program	28
Master of Education	30
Master of Leadership Development	35
Master of Arts in Music Therapy	41
Master of Arts in Pastoral Theology	48
Certificate in Pastoral Theology (21 hours)	52
Youth Ministry Graduate Certificate Program (12 hours).....	55
Board of Trustees	58
Trustees Emeriti	65
Administration.....	70
Graduate Faculty	73
Faculty Emeriti.....	77

The College reserves the right to change certain requirements for degrees, prerequisites, majors, fees, scheduling, etc. Every effort has been made to assure that all information contained in this catalog is accurate as of July 2008. The official catalog is published on the College’s webpage and may be updated annually. Hard copies of the catalog are available in the College Library and in the Registrar’s Office.

Saint Mary-of-the-Woods College

Mission Statement

Saint Mary-of-the-Woods College, a Catholic women's college sponsored by the Sisters of Providence, is committed to higher education in the tradition of the liberal arts. The College serves a diverse community of learners in undergraduate and graduate programs, while maintaining its historical commitment to women in its campus program. By participating in this community, students develop their abilities to think critically, to communicate responsibly, and to engage in lifelong learning and leadership, and to effect positive change in a global society.

Accreditation

The College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and approved for teacher training by the Indiana Department of Education and the National Council for Accreditation of Teacher Education. Programs of various departments are certified by their professional associations, including the National Association of Schools of Music, American Music Therapy Association, and the Institute for the Certification of Computer Professionals (ICCP). The Ohio Board of Regents has authorized the awarding in Ohio of all of the College's external degrees.

A Message from the President

Welcome to a college that changes lives. We are proud to be the oldest Catholic liberal arts college for women in the United States. This catalog for Saint Mary-of-the-Woods College serves many purposes. It introduces our programs to prospective students; it provides the information for schedule planning for enrolled students and their academic advisors; and it gives the formal details to our many constituents of our courses of study and the degrees we offer.

SMWC faculty and staff are dedicated to helping students find what they are called to do with their lives by identifying and strengthening their knowledge, skills, talents, and abilities. Here, you will discover what you have to offer the world, as well as what the world offers and needs of you.



Saint Mary-of-the-Woods College is a transforming experience. Whether you are looking at the College for the first time, or if SMWC has been a part of your history, please come for a visit. We look forward to welcoming you.

David G. Behrs, Ph.D.

President

Then and Now

In 1840, six Sisters of Providence left their convent in Ruille-sur-Loir, France on a journey to the wilderness of Indiana. Mother Theodore Guerin, a woman whose spirit and philosophy are the foundations the College relies on to this day, 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 teacher, but Mother Theodore felt unworthy of the task of founding an institution of learning. She feared her frail health might impede the progress of others.

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

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

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

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

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

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, student computer labs, "smart classrooms," and

the use of course management software.

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

Saint Mary-of-the-Woods College also offers six master's degree programs, open to both women and men, in the distance format. The Master of Arts in Pastoral Theology (MAPT) program, initiated in 1984, provides advanced theological training for those who are or plan to be active in church ministry. The Master of Arts in Earth Literacy (ELM) program, which welcomed its first class in 1998, grounds participants in the theory and practice needed to work toward creating a just and sustainable Earth community. 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 2006, the College introduced the Master of Leadership Development (MLD) program. The program explores culture and creativity, leadership identity, ethical decision-making and critical analysis of research. In 2008 the College added the Master in Education Program. The program is based on the Five Core Propositions of Professional Teaching Standards (NBPTS) and is designed for teachers with at least two years of teaching experience who wish to pursue a master's degree while continuing to teach full-time. The program can be completed in one year with a two year option if needed.

All six master's degree programs utilize distance learning and intensive campus-based residencies.

Administration

Each 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), the Graduate Program Directors Committee (GPDC), and the Graduate Admissions Committee assist each Director in maintaining a program of high quality.

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

The GPDC is comprised of the directors of the graduate programs. The function of the GPDC is to implement policies which crossover 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.

The Graduate Admissions Committee for each program reviews applications to the program and recommends acceptance, refusal, fulfillment of preliminary requirements, and/or approval of transfer credit.

The Distance Learning Concept

The Woods established its first distance learning degree programs at the undergraduate level to overcome the discrepancy between expressed educational needs of adults and the constraints imposed on their time and mobility by work and family obligations. Distance learning provides both an alternative to traditional classroom attendance and an independent study mode for those who prefer it.

Today the Woods continues its commitment to undergraduate higher education for women through degree and certificate programs in campus-based and distance learning programs. Beginning with the Graduate program in Pastoral Theology (MAPT) in 1984, the College has added several more graduate programs: Earth Literacy (ELM) in 1998, Music Therapy (MAMT), and Art Therapy (MAAT) in 2000, Masters in Leadership Development in 2007, and Master of Education in 2008. All graduate programs accept women and men.

Minimum Admission Requirements for Graduate Programs

To qualify for admission, applicants must present evidence of the following: an earned baccalaureate degree from an accredited college; official transcripts of all collegiate work, a completed application form, letters of recommendation, and an application fee. Additional admission requirements for a specific program are listed in the view book and handbook.

Admission Process

1. Application is sent to the Office of Distance and Graduate Admission..
2. The Director of the program and that program's Graduate Admission Committee review the application.
3. The applicant is notified of acceptance, refusal or the need to fulfill preliminary requirements.

Non-Matriculating Students

1. Students may take up to 9 hours of graduate credit on a non-matriculating basis. If a student wishes to continue after 9 hours of credit have been completed, he or she must apply to be admitted in a degree or certificate program. If admitted, the credits may be applied to a graduate degree or certificate program.
2. Students who are within 9 hours of completing an undergraduate degree may take up to 9 hours in a Master's program as non-matriculating students. Once an undergraduate degree has been earned, the graduate credit may be applied toward a graduate degree or certificate 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, then the student enrolling in a SMWC graduate degree or certificate program will be considered as having taken the graduate courses already completed, and must substitute an equivalent number of graduate credits, appropriate to the specific graduate program, toward a graduate degree or certificate. These courses may be taken at SMWC or another accredited institution.

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

Degree Requirements

It is Saint Mary-of-the-Woods College policy that a minimum of 30 hours is required for graduate degree programs. Each Master's program must be completed within 7 years.

Transfer of Graduate Credit From Other Institutions

See program specific guidelines.

Prior Learning

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

Academic Advisement and Student/Faculty Communication

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

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

During the residency, student and faculty agree on methods of communication. Typical media of communication are course management systems (e.g. Desire 2 Learn), mail, telephone, e-mail, fax, and audio-cassette. A schedule of assignment due dates is also agreed upon at the residency. Observance of the assignment due dates during the term is essential. Schedule changes can be made only with the approval of the faculty.

An understanding should also be reached between student and faculty about revision or rewriting of assignments, if necessary.

Course Evaluations

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.

Student Use of Local Community Resources

In order to complete courses, 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.

Saint Mary-of-the-Woods College Library

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

Graduate students are encouraged to use the library during campus residencies. They may request assistance by phone (812-535-5223) or email (library@smwc.edu). The library staff will mail books and e-mail articles to graduate students free of charge. The loan period for books is 120 days. Books may be renewed at least once unless they have been reserved for others or are recalled.

Students are responsible for the cost of returning books mailed to them.

Grading Policy

The following grading system is used:

A = 4.0

A- = 3.7

B+ = 3.4

B = 3.0

B- = 2.7

C+ = 2.4

C = 2.0

C- = 0

D = 0

D- = 0

F = 0

I = Incomplete

W = Withdraw

P = Pass

R = Repeat

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

A 3.00 cumulative average 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 average is subject to probation. Also see specific program guidelines.

Course Extensions/Incomplete Grades

Course extensions/incomplete grades are program specific. See program guidelines.

Audits

A student may petition to audit a course by submitting a written request to the Director of the specific graduate program prior to registration. The student should state the reason(s) for the request. Courses may be audited at the discretion of the instructor and the program Director. A fee will be required for official audits. Auditors will be provided with course materials and will be expected to participate in all of the required course meetings.

The audit fee is listed in the current fee statement. At the conclusion of the course, notation of audit (AU) will be recorded on the student's transcript.

Repeating Courses

A graduate course may be repeated only once.

Appeal of Grade Assignment

A student who believes that a grade awarded is in error may appeal that grade through the established procedure. The procedure is explained in detail in the Graduate Student handbook of each program.

Probation Policy

Probation status may be imposed for the following reasons: serious deficiencies in academic work, and/or failure to follow program procedures including prompt submission of work and/or payment of past due accounts.

The following requirements may be imposed on probationary students to influence serious and persistent efforts to restore compliance with the program standards: achievement of a specified grade in each course, use of specified remedial aids, payment of bills by due date or negotiated arrangement with the Vice President for Finances, 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.

Change of Status (Leave of Absence)

Changes of Status will be granted for sufficient reason. Under such conditions the student will send a written request to the program Director for a Change of Status form requesting an official

change of status for one course period. A Change of Status fee is charged at the beginning of each new course period. A student may be granted consecutive leaves ordinarily not to exceed one year. If at the end of the year a student is unable to return, the student is considered withdrawn from the program.

While on Change of Status, the student is considered an active, although not enrolled, student. As such, the student will continue to receive periodic correspondence from the program office, including information pertinent to the scheduled residency dates.

Financial Aid/Definition of Full and Part-time Graduate Study

The Financial Aid office will assist in applying for federal loans and loan extensions. Limited need-based institutional financial aid is available from Saint Mary-of-the-Woods College at the graduate level.. Contact the Financial Aid Office for assistance.

MAPT has an endowed scholarship fund. Contact the specific program Director for additional sources of financial assistance.

Part-time graduate students enroll in at least 4 credits per semester; full-time graduate students enroll in at least 9 hours per semester. Any student who is enrolled in four (4) hours of graduate study during each of the half-year semester periods, January-June and July-December, is eligible to apply for a Federal Stafford Loan. The College is required to verify such enrollment. The student makes loan arrangements.

Students who qualify for Veterans Administration assistance also require College certification of half-time status as described above. Students request forms from the VA.

Individual students may qualify for Veterans Administration loans that also require College certification of half-time status as described above.

Financial Aid and Withdrawal from Courses

Pursuant to Federal Regulations that became effective January 1, 2001, students receiving Federal Loans who withdraw from courses must withdraw before 60% of the semester has been completed to avoid loss of financial aid. For details, contact the Financial Aid Office. Specific withdrawal dates are stated in the Handbooks of specific programs.

Schedule for Payment

The following payment options are available: tuition may be paid in full with residency reservation, or a payment plan may be used. Consult specific program directors. Credit card payments (Discover, VISA, and MasterCard) 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 can be printed from the SMWC website. Payment information can be telephoned to 812-535-5124. The

MLD and MED programs offer a two month payment plan; all other programs offer a four month payment plan. A \$35 payment plan fee is due with the first payment.

Tuition Refund Policies

1. Dropping a course

Refund for a student who receives permission to drop a course:

A. through 30% of the course, the student pays 1/3 of the tuition for the dropped course, plus other residency fees.

B. 31-60% of the course, the student pays 2/3 of the tuition for the dropped course.

C. After 60% of the course, the student pays the full tuition for the courses dropped.

D. Refunds will involve only those funds paid by a student or the student's employer. Any refund for students on financial aid will be calculated according to the percentage of the total expenses paid by the student. The remainder of the refund will be returned to the aid program from which it came.

2. Withdrawing from a program

A student who chooses to withdraw obtains an official withdrawal form from the program Director and states the reasons for withdrawal. The student receives no credit for unfinished courses. The refund policy is the same as above.

Graduation

Degrees are awarded in August, January, and May of each year. See specific program guidelines. An official commencement ceremony is held only in May. Candidates for a degree in August or January may participate in the commencement ceremony.

General Policy

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

2008-2009 Charges for Graduate Programs

Application Fee: (one time, non-refundable)	\$ 35
Tuition Fee: (per semester credit hour)	\$452
Audit Per Course Fee: one course -	\$120
Two courses -	\$165
Graduation Fee:	\$70
MLD and MED technology fee per term	\$50
Technology fee per year unless specific program requires a higher fee	\$120

Special Fees: See specific Program for Special Fees

The College reserves the right to alter fees.

Delinquent Balances

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

Delinquent Account Collections

If it 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.

Master of Arts in Art Therapy

The Master of Arts in Art Therapy 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 developing the therapeutic self. The 48 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 persons 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 30 years. Students spend five days on campus at the beginning of each semester, and then complete course work (through guided independent study with assistance from faculty) from their homes. In addition, students will spend seven days on campus for each of the three summer intensives. Housing opportunities are available on or off campus when students attend the week or weekend intensives.

This program is approved by the Higher Learning Commission of the North Central Association of Colleges and Schools. The MAAT program is designed to meet the goals and standards of the American Art Therapy Association's Educational Program Approval Board and the Art Therapy Credentials Board. Upon completion of the program and 1,500 paid hours of supervised direct client contact in art therapy, students become eligible to apply for registration as an art therapist (ATR) by the Art Therapy Credentials Board (ATCB) and the American Art Therapy Association (AATA).

Learning Outcomes

Students graduating from this program will be able to:

- Integrate theories of art therapy with practical application as evidenced by fieldwork and internship performance.
- Understand and define the foundations, principles and therapeutic uses of art.
- Apply analytical, evaluative, and integrative skills of art, psychology and counseling.
- Apply professional standards of conduct and business practices.
- Successfully develop a grant proposal for an art therapy project or employment.
- Articulate a personal view of art as therapy and art in therapy.

Admission Requirements

- Official transcripts
- Bachelor's degree from an accredited institution
- GPA of at least 2.7 (on a 4.0 scale)
- At least 18 semester hours in studio art (drawing - 3, ceramics - 3, painting - 3, sculpture – 3 and 6 more)
- At least 12 semester hours in psychology (General Psychology, Theories of Personality, Developmental (birth to death) and Abnormal Psychology)
- Competence with art materials as demonstrated by a portfolio (drawing, painting, ceramics, sculpture)
- Personal goals and biographical statement (250 words typed)
- Three letters of recommendation
- Personal interview
- Completed application form and fee.
- Access to registered art therapists for future clinical and internship experiences.

Graduation Requirements

- Successful completion of the 48 hour required curriculum
- Minimum GPA of 3.0 (on a 4.0 scale)
- Remediation of all academic and art studio deficiencies identified on admission
- No more than 15 graduate credits may be transferred from other accredited institutions
- All degree requirements must be completed within 7 years from admission and:
- Completion of a Master's thesis show.

MAAT CURRICULUM (48 hours)

Required Courses:

AR 510 T	theories and Techniques in Art Therapy	3
PS 580	Theories and Techniques in Counseling	3

AR 520	Assessment Techniques in Art Therapy	4
PS 560	Psychopathology	3
AR 530	Clinical Art Therapy I	3
PS 581	Group Dynamics and Counseling	3
AR 535	Clinical Art Therapy II	3
AR 525	Multicultural Art Therapy	4
AR 542	Art Therapy through the Life Span	3
AR 583	Professional Ethics and Business Practices	3
AR 536	Clinical Art Therapy III	2
AR 562	Art Therapy and Spiritual Growth	3
AR 570	Internship I in Art Therapy	2
AR 590	Research I: Thesis or Major Project	3
AR 573	Group Supervision	1
AR 572	Internship II in Art Therapy	2
AR 591	Research II: Thesis or Major Project	3

Electives:

AR 565	Spirituality Independent Study	1
AR 580	Topics in Art Therapy	1

Services Offered:

Field and internship sites with supervision by registered art therapists

Research and grant writing opportunities

Post-Master's Certificate in Art Therapy*

The Post-Master's Certificate in Art Therapy at Saint Mary-of-the-Woods College provides an educational opportunity for persons who already have a master's degree in a related field (Social Work, Counseling) to receive education and training in art therapy. This 29-35 semester credit hour curriculum follows the same sequence as the Master of Arts in Art Therapy program at Saint Mary-of-the-Woods College. All courses are formatted as distance learning with limited time on campus. Students are on campus one long weekend each semester and for a seven-day intensive in the summer. Assignments are contracted as guided independent study, and can be turned in via fax, regular mail, e-mail or in person. A local registered art therapist (ATR) will supervise each student enrolled in Clinical Art Therapy I and both internship courses.

Admission Requirements

- 18 semester hours in studio art (drawing-3, ceramics-3, painting-3, sculpture-3 and 6 more)
- 12 semester hours in psychology (including Life Span Developmental and Abnormal Psychology)
- Completed Master's degree in psychology, social work, counseling or in a related field from an accredited institution
- GPA of at least 3.0 (on a 4.0 scale)
- Three letters of recommendation
- Personal interview
- Application fee
- Completed application form
- Competence with art materials as demonstrated by a portfolio (drawing, ceramics, painting, sculpture)
- Personal goals and biographical statement (250 words, typed).

After completing the 29-35 credit hour certificate program, graduates must accumulate 1,500 supervised direct client contact art therapy hours to be eligible to apply for their registration (ATR). All guidelines for this certificate program come from the American Art Therapy Association and the Art Therapy Credentials Board.

Graduation Requirements

- Successful completion of the 29-35 hour required curriculum
- Minimum GPA of 3.0 (on a 4.0 scale)
- Remediation of all academic and art studio deficiencies identified on admission
- No more than 12 graduate credits may be transferred from other accredited institutions
- All degree requirements must be completed within 7 years from admission.

Post-Master's Certificate Curriculum (29-35 hours)*

The core curriculum for the Post-Master's Certificate consists of the twelve courses listed below. If a student has successfully completed a group dynamics course and an ethics course as a part of a previous master's degree in social work or counseling, she/he qualifies for the 29-hour curriculum (11 courses).

AR 510	Theories and Techniques in Art Therapy	3
AR 520	Assessment Techniques in Art Therapy	4
AR 530	Clinical I in Art Therapy	3
AR 535	Clinical II Special Topics	2
AR 525	Multicultural Creative Arts Group Therapy	4
AR 542	Art Therapy through the Life Span	3
AR 536	Clinical III in Art Therapy	2
AR 570	Internship I in Art Therapy	2
AR 590	Research I: Methods	3
AR 572	Internship II in Art Therapy	2
AR 573	Group Supervision	1
PS 581	Group Dynamics in Counseling	3
AR 583	Professional Ethics and Business Practices	3

*pending changes

Employment opportunities

Art Therapists work with a variety of populations in numerous settings:

- Children and adolescents
- Adults and geriatrics
- Families
- Medical and psychiatric hospital settings
- Residential treatment centers
- Public and private school settings
- Out patient counseling centers
- Correctional facilities
- Open studio art programs
- Community cancer support programs
- Battered women's shelters
- People with special needs
- Spiritual renewal programs
- Personal growth groups
- Grief and loss support programs

Additional Policies

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

Art Therapy Graduate Program Fees

Special Fees:

(See general Graduate Program Section for graduate program fees)

Special Supervision Fee:

Each clinical \$200

Each internship \$700

Course Descriptions

Semester I:

AR 510 **3**
Theories and Techniques of Art Therapy

Examines the theoretical foundations of art therapy, covers the history of art therapy, the Expressive Therapies Continuum, and various theoretical orientations of art therapy, Explores the application of art therapy techniques and the rationale as guided by media properties.

PS 580
Theories and Techniques of Counseling **3**

Examines the major theories of counseling and psychotherapy. Topics examined include forming the therapeutic alliance, confrontation, dealing with resistance, the effective use of various types of therapeutic interventions, and terminating the therapeutic process.

Summer Intensive I:

AR 520 **4**
Assessment Techniques in Art Therapy

Examines fundamentals of graphic development. Introduces art therapy assessments and other projective evaluation tools. Legal and ethical issues regarding art therapy evaluations will be examined.

Semester II:

AR 530 **3**
Clinical Art Therapy I

Explores symbolic expression based on methods in art psychotherapy. Topics include diagnostic, developmental, individual, group, and family therapy issues. Requires five to eight hours

per week observation and participation at a practicum site. One hour per week supervision as arranged.

PS 560 **3**
Psychopathology

Examines the major forms of psychotherapy based on DSM-IV diagnostic categories. Topics include the symptomatology, etiology, developmental patterns, theories, and treatment approaches related to various diagnostic categories.

Semester III:

AR 535 **3**
Clinical Art Therapy

Examines the applications of the Expressive Therapies Continuum and art therapy techniques with different types of psychological disorders. Requires five to eight hours per week observation and participation at a practicum site. One hour per week supervision is arranged.

PS 581 **3**
Group Dynamics in Counseling

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.

Summer Intensive II:

AR 525 **4**
Multicultural Art Therapy

Explores aspects of cultural diversity and the therapeutic relationship. Students will examine worldviews, personal views and biases through their own heritage and experiential activities.

Semester IV:

AR 583 **3**
Professional Ethics and Business Practices

Examines fundamental ethical issues, standards of professional practice, and responsible business practices. Includes issues of reimbursement and grant writing involved in the profession.

AR 542 **3**
Art Therapy Through the Life Span

Examines art therapy techniques with children, adolescents, families, and geriatric populations.

Semester V:

AR 536 **2**
Clinical III in Art Therapy

Prepares students for practical applications in art therapy. Students must pass a “Gateway” before moving on to an internship.

AR 562 **3**
Art Therapy and Spiritual Growth

Examines the use of art therapy approaches for personal and spiritual renewal.

Semester VI:

AR 570 **2**
Internship I in Art Therapy

Directed on-site clinical experience in art therapy treatment. A minimum of 350 clock hours. Weekly supervision by a Registered Art Therapist. *Prerequisite: Clinical Art Therapy I, II, III and approval to start an internship.*

AR 590 **3**
Research Methods

Students will be introduced to basic research methodology and grant writing in order to develop and write a research proposal, grant proposal or professional contribution report. Course is designed to prepare students to plan, implement, evaluate and write the culminating thesis, grant proposal or professional contribution in the final semester of their graduate research course, AR 591. As their final research studies requirement, students seeking certification need only submit the written proposal and orally defend (present) their work at an agreed upon date and time.

Summer Intensive III:

AR 573 **1**
Group Supervision

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 Booster & Art Exhibition

Semester VII:

AR 572 **2**
Internship II in Art Therapy

Directed on site clinical experience in art therapy treatment. A minimum of 350 clock hours. Weekly supervision by a registered Art Therapist. *Prerequisite: Internship I.*

AR 591 **3**
Thesis Research and Writing

The written thesis or grant is the culmination of a student's work in fulfilling the requirements for a graduate degree. The practice of applied research and the development of a resulting written document offer the student opportunities to demonstrate ability to incorporate into professional practice: a) clear grasp of the basic concepts of research, b) confident capacity to read and understand research articles in the literature including those across professional disciplines, c) effective development of a graduate level research effort, and d) competent skills in writing a research thesis, grant proposal or professional contribution report.

Electives:

AR 565 **1**
Spirituality Independent Study

Under the supervision of an Art Therapy faculty member, the student may pursue a research project or guided independent study.

AR 580 **1-4**
Topics in Art Therapy

Advanced study of topics of special interest to the student.

Master of Arts in Earth Literacy

The Master of Arts in Earth Literacy is a 36 credit hour program that prepares women and men to work effectively toward creating a more viable Earth Community. The program was approved by the North Central Association of Colleges and Schools in August 1997 and first enrolled students in February 1998.

The goal of the Earth Literacy program is to facilitate an integrated exploration of being-in-the-world. Students and faculty will understand the world as a web of elegant, complex and integrated systems, develop skills in identifying and solving problems, formulate effective strategies for change, foster development of a personal world view which integrates the individual into the web of life, experience and celebrate the beauty, mystery and wonder inherent in the universe and recognize community as a sustaining force for transformation.

Earth Literacy Degree Curriculum (36 Hours)

The Earth Literacy curriculum includes 22 hours of interdisciplinary, team-taught courses which explore Earth Literacy using the perspectives of the natural and social sciences, the humanities, the arts and spirituality. Required courses are EL 501, EL 510, EL 520, EL 530, EL 540, and EL 575. The remaining 14 hours are devoted to practica or courses which provide the experience and skills needed within the person's area of interest. At least two internships (6 credits total) are required, one of which must be focused on the student's ecological region. Practica and topics courses may be taken concurrently with required courses once EL 510 has been completed.

Course Descriptions

EL 501* **4**
Concepts of Earth Literacy

Examines world views and the ways in which they impact human relationships with the natural world. Ecological concepts provide the framework for analysis. Fall.

EL 510* **4**
Principles of Evolution and Change

Examines development of the principles of evolution and change using the perspective of the natural sciences. Winter

EL 520* **4**
Nature and Cultures

Explores what it means to be human and the development of culture and religion as they relate to human interactions with the natural world. Fall

EL 530* **4**
Justice and Earth

Studies basic principles of economics, ethics, and justice in relationship to ecological issues. Winter

EL 540* **4**
Healing Earth

Examines the mutual interactions of natural and cultural systems as expressed through personal values and social structures. Fall

EL 545 **4**
Integrative Project

Integrates themes of the program while focusing on a particular problem or issue. The integrative project requires a substantial paper and presentation of the project. Project topics will normally be selected by the end of EL 520. Winter

EL 550 **1**
Certificate Project

Integrates program themes while focusing on a particular problem or issue. Project topics will normally be selected by the end of EL 520. Winter

EL 575* **2**
Integrative Seminar

Re-examines core concepts of earth literacy applied to the problem statements explored in students' integrative projects. Winter

EL 590
Practicum

1-4

Provides an opportunity for students to work with earth literacy professionals in a specific, practical area of interest. The student works with a supervisor or team of supervisors, developing abilities to apply theory to practice. Journals and a culminating paper exploring the application of theory to a problem will be required. Fall, Winter

EL 591
Teaching for Ecological Awareness

3

The natural world as teacher during child development, the process of developing ecological literacy and consciousness, place-based education and the development of ecological awareness and citizenship, and the roles of systems and worldviews in education. (Three weekends in Winter semester)

EL 592
Education through Engaging the World Practicum

3

Awakening the whole child to Earth's community by designing learning experiences in nature, forming strategies for awakening the whole child to Earth's community, developing sets of resource people, places, and sources that support ecological citizenship (including *Environmental Education Materials* of the North American Association of Environmental Educators), and practice in connecting state curriculum standards to ecological focus and practice. (Week in summer of Winter semester)

EL 599
Topics in Earth Literacy

1-4

Advanced study of topics of special interest to the student. Fall, Winter

* Five-day campus residency required. Preliminary and follow-up assignments completed at home.

Certificate Program

The Earth Literacy Certificate Program is a master's level course of study that confers 21 credits. It is designed for those who desire a structured experience in Earth Literacy, but do not desire a master's degree. Prerequisites for admission to the Certificate Program are the same as those for admission to the Degree Program. Fees for the Certificate Program are also the same.

Requirements

1. Completion, with an average of at least B, of the following courses:

EL 501 Concepts of Earth Literacy	(4)
EL 510 Principles of Evolution and Change	(4)
EL 520 Nature and Cultures	(4)
EL 530 Justice and Earth	(4)
EL 540 Healing Earth	(4)

2. Completion of EL 550 Certificate Project (1)

Earth Literacy-Genesis Farm Partnership

Genesis Farm is a 140-acre ecological learning center founded by Miriam MacGillis OP, and located in Blairstown, NJ. SMWC will confer 10 credits towards the Master of Arts in Earth Literacy to students who successfully complete Genesis Farm's 12-week Residential Program and Bioregional Study. Detailed information about this partnership is available from the Earth Literacy Program Director.

Earth Literacy-Sisters of Providence Practicum Bundles

Practicum experiences (6-10 credits) may bundle into on-campus work with White Violet Center for Ecojustice and/or the Sisters of Providence Physical Plant Operations to gain expertise in (1) small farm operations or (2) physical plant sustainability.

Administration

The program is administered by a Director who is appointed by the President of the College and reports to the Vice President for Academic Affairs. The Director is assisted by the Earth Literacy Admission Committee. The Admissions Committee reviews applications to the program and recommends acceptance, refusal, and fulfillment of preliminary requirements and approval of transfer credit.

Graduate Faculty

Faculty on the teaching teams for Earth Literacy courses hold terminal degrees. Persons contributing input on specific topics have appropriate experience and expertise. Faculty teams will vary for each of the courses.

Admission and Curriculum Format

Admission requirements for the Master of Arts in Earth Literacy are:

- a baccalaureate degree from an accredited institution,
- a GPA greater than or equal to 2.5/4.0,
- official transcripts of all collegiate work,
- a completed application form,
- two letters of recommendation, and
- a non-refundable application fee.

Up to seven graduate credits (minimum grade of B) may be transferred from an accredited educational institution toward the degree requirements. Transferred credit may not be substituted for any part of the required courses and may not count toward more than three of the required practicum credits. Transfer of graduate credit is subject to the approval of the program Director.

Additional Policies

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

Master of Education

The Master of Education (M.Ed.) program is designed for educators who wish to take a leadership role to purposefully enhance student learning through the design and evaluation of curriculum and instruction. The program will provide teachers with practical knowledge and skills needed to become leaders in their learning community.

The program can be completed in one year using a hybrid-course format, with on-site face-to-face cohort group seminars at the beginning and end of each course, an interactive webinar experience in the middle of each course, and web-based assignments and discussion throughout the course. Students in the program must be practicing teachers with two years of teaching experience. Students will take two courses every two months. If students cannot meet this rigorous schedule, a two-year completion option taking one course every two months is also available. The M.Ed. utilizes a cohort model.

The M.Ed. relates to the INTASC Principles, the Education Department Program Goals (EDPG), and is built on the Five Core Propositions of the National Board of Professional Teacher Standards (NBPTS). The program focuses on the Teacher as Leader in Curriculum and Instruction and combines coursework in pedagogy and leadership to prepare teachers to lead curriculum reform efforts, develop school improvement plans, implement curriculum development and assessment projects, and serve as change agents within their learning communities.

Mission Statement

The mission of the Master of Education is to expand knowledge and skills in the study and practice of teaching. The program empowers teachers to integrate collaborative technology tools and other pedagogical resources to address diverse student needs and circumstances. Graduates of the program will serve as teacher/leaders, using theory, action research, and data to improve practice and promote student learning.

Admission Requirements

To apply for the Master of Education program, students must submit the following:

- Completed application form
- Official transcripts of all collegiate work
- Resume documenting a minimum of two years teaching experience (holding a current teaching license and teaching as lead teacher in own classroom)
- One- to 2-page essay describing the applicant's interest in the M.Ed. and gains hoped for from the program

- Two letters of recommendation from persons knowledgeable about the applicant’s professional or academic experience
- Non-refundable application fee of \$35 (waived with online application)

Other admission requirements include the following:

- Baccalaureate degree from an accredited college or university
- Cumulative GPA of 3.0/4.0 or higher on undergraduate coursework
- Cumulative GPA of 3.0/4.0 or higher on graduate work
- Access to a laptop computer with Windows XP or Mac OS 10.x or higher as well as a wireless card
- Access to a Broadband connection

The deadline for M.Ed. applications is March 1. Applications are accepted and processed after the application deadline.

MASTER OF EDUCATION CURRICULUM (36 credit hours)

Course #	Title	Hours
MED 501	Teacher as Leader	3
MED 502	Accountability, Assessment, and Change	3
MED 503	Psychology of Student Learning	3
MED 504	Using Technology in Curriculum and Instruction	3
MED 505	Research, Reflection and Practice	3
MED 506	Content Specialization	3
MED 507	Action Research Project I	3
MED 508	Culture, Context, and Learners	3
MED 509	Action Research Project II	3
MED 510	Current Issues and Problem-Solving	3

MED 511	Action Research Project III	3
MED 512	Resources and Grant Writing	3

Graduation Requirements

Completion of the 36 credit hour curriculum outlined above with a minimum cumulative GPA of 3.0/4.0 is required. Up to 6 credit hours of relevant graduate transfer credits may be accepted per Graduate Program Director approval. Nine hours may be granted for the Action Research Project requirements for teachers who are NBPTS certified. These hours cannot be combined (i.e., student cannot receive 15 hours of credit).

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

M. Ed. Course Descriptions

MED 501 3 Teacher as Leader

Introduces the Five Core Propositions from the NBPTS and provides an overview of leadership theories and styles. Teachers will reflect upon and develop their personal leadership skills, including communication, collaboration, mentoring, planning, and ethical decision-making.

MED 502 3 Accountability, Assessment, and Change

Provides a foundation for developing a culture of accountability around student learning and teaching. Assessment practices and appropriate interpretation of assessment results will be examined as a means to guide the change process.

MED 503 3 Psychology of Student Learning

Provides a theoretical basis for how learning occurs, why it fails, and implications for practice and the profession. Teachers will examine the effects of individual/cultural differences and contexts on learning. Theoretical approaches to classroom management and application to the teacher's unique setting will also be explored.

MED 504 **3**
Using Technology in Curriculum and Instruction

Assists teachers to effectively integrate technology into the curriculum. Teachers will learn methods of teaching students to use technology as a learning tool, as well as evaluating the impact of technology on student learning.

MED 505 **3**
Research, Reflection, and Practice

Empowers teachers to become critical consumers of research and to utilize research findings in their practice. Teachers will review the literature in a selected area of interest and develop a proposal for an Action Research Project.

MED 506 **3**
Content Specialization

Provides an opportunity for teachers to deepen their knowledge in their content area. Teachers will explore ways to apply their increased knowledge to their instructional practice. In addition, they will develop a plan for ongoing learning in their content area.

MED 507 **3**
Action Research Project I

Using their own schools and classrooms as laboratories, teachers will conduct an Action Research Project. This course focuses on the implementation and data collection phase of the Project.

MED 508 **3**
Culture, Context, and Learners

Enhances teachers' ability to work with culturally diverse students. Teachers explore the influence of context and culture on student behavior and learning, inspire students to respect and appreciate differences, and promote intercultural communication. Topics such as the impact of poverty on learning, community building, bullying prevention/intervention, and treating students equitably will be covered.

MED 509 **3**
Action Research Project II

Using their own schools and classrooms as laboratories, teachers will conduct an Action Research Project. This course focuses on the data analysis phase of the Project.

MED 510 **3**
Current Issues and Problem-Solving

Teachers investigate and debate selected current issues to determine the impact on the education system. Teachers will explore processes and models to solve problems and promote change within the educational system.

MED 511 **3**
Action Research Project III

Using their own schools and classrooms as laboratories, teachers will conduct an Action Research Project. This course focuses on implications and communication of results of the Project.

MED 512 **3**
Resources and Grant Writing

Provides information about funding sources appropriate for education-related projects. Teachers will identify local, regional, and/or national resources and develop grant writing skills.

Master of Leadership Development

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

The MLD program is designed to be completed in one year using a hybrid-course format, with on-site face-to-face cohort group seminars at the beginning and end of each course, an interactive webinar experience in the middle of each course, and web-based assignments and discussion throughout the course. Students take two courses every two months; one course from the Integrative Core and one from the Focus Area.

The Focus Areas offered in the MLD program are: *Organizational Leadership* and *Not-for-Profit Leadership*. Each Focus Area will have a cohort of 15 students. Additional Focus Areas may be developed in the future, based on market research and student interest

Mission Statement

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

Admission Requirements

To apply for the Master of Leadership Development program, students must submit the following:

- Completed application form
- Official transcripts of all collegiate work
- Résumé documenting a minimum of two years of work experience
- One- to 2-page essay describing student's interest in the MLD and selected Focus Area and what they hope to gain from it

- Two letters of recommendation from persons knowledgeable of the applicant’s professional or academic experience
- Non-refundable application fee of \$35

Other admission requirements include the following:

- Baccalaureate degree from an accredited college or university
- Cumulative GPA of 2.75 / 4.0 or higher on any undergraduate work
- Cumulative GPA of 3.0 / 4.0 or higher on any graduate work
- Access to a laptop computer with Windows XP or Mac OS 10.x or higher as well as a wireless card

The deadline for MLD applications is November 1. Applications for the MLD are accepted once annually and processed after the application deadline.

Master of Leadership Development Curriculum (36 hours)

Integrative Core		(15 hours)
MLD 501	The Individual in Context	3
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: 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 hours)

OL 551	People and Change	3
OL 552	Balancing Customer and Organizational Needs	3
OL 553	Financial Management	3
OL 554	Information Technology Management	3
OL/NFP 555	Vision and Strategic Planning	3
OL 599	Organizational Leadership Project	6

Focus Area: Not-for-Profit Leadership

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

Required Courses (21 hours)

NFP 551	Proposal and Grant Writing	3
NFP 552	Working with Stakeholders	3
NFP 553	Technology and Resource Management	3
NFP 554	Financial Management for NFP Organizations	3
OL/NFP 555	Vision and Strategic Planning	3
NFP 599	Not-for-Profit Leadership Project	6

Graduation Requirements

Completion of the 36-hour curriculum outlined in the Course Requirements (15-hour Integrative Core and 21-hour Focus Area) with a minimum cumulative gpa of 3.0/4.0 is required. Up to 6 hours of relevant graduate transfer credit may be accepted per Graduate Program Director approval.

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

Course Descriptions

MLD 501

3

The Individual in Context

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

3

Culture, Creativity, and Leadership

Explores the interaction of culture, creativity, and the arts with 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 leadership style.

MLD 503

3

Leadership Identity

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

3

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 those questions, and methodologies to examine their import, possibilities, and challenges. Also, addresses differences between legal and ethical issues that affect decision-making.

MLD 505

3

Critical Analysis of Research

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.

OL 551

3

People and Change

Examines strategies for empowering and motivating people to effect change within an organization. Provides an overview 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	3
Balancing Customer and Organizational Needs	
Includes marketing research, development of products and services, channels of distribution, communication, and use of appropriate technology.	
OL 553	3
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 organization health. Introduces concepts of benchmarking and interpreting reports to develop action plans.	
OL 554	3
Information Technology Management	
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	3
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.	
OL 599	6
Organizational Leadership Project	
Capstone course incorporates various perspectives of the core and the focus area. Requires a real-life project that is approved by the focus area advisor. Example projects for this area include: a grant proposal for a new facility or activity, a strategic plan that includes a marketing and financial plan, or a professional development plan for employees.	
NFP 551	3
Proposal and Grant Writing	
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	3
Working with Stakeholders	
Discusses strategies that help NFP leaders work with boards, staff, volunteers, partners, and clients 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 **3**
Technology and Resource Management

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 **3**
Financial Planning for Not-for-Profit Organizations

Discusses budget processes that involve the NFP board. Emphasizes integration of resource planning and management, analysis of program objectives in relation to budget, and communication of financial and compliance information to relevant groups. Includes overview of NFP accounting and budgeting software.

NFP 555 **3**
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 systemic change process. Reinforces the importance of connecting strategic planning with ongoing operational functions of the organization.

NFP 599 **6**
NFP Leadership Project

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

Master of Arts in Music Therapy

Mission Statement

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

The program is designed especially 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 at this time are completed through guided independent study from students' homes. Saint Mary-of-the-Woods College has offered this type of distance learning for over 30 years. Students are also required to come to campus for two 6-day summer intensives during the program.

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

Program Goals

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

Learning Outcomes

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

Admission Requirements

- Official transcripts
- Bachelor's degree in music therapy or a related field from an 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*
- Entrance Examination**
- Interview (by telephone or in person)
- Complete application form and fee
- Two letters of recommendation

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

beginning of the performance. The audition should consist of two vocal or instrumental pieces of contrasting nature.

**Each student will have an individual entrance examination prior to or during the first residency. The purpose of the entrance exam 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 ten 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 exam, each student will be asked to perform five of these prepared songs from memory, using voice, piano, and guitar. Each student will also be asked to play and sing two simple songs by sight.

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

Music Therapy Curriculum (42 hours)

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

MU 522 **3**
Contemporary Issues in Music

Investigates a current issue or problem in music and society. Each student chooses a topic (to be approved by instructor), researches it, and creates a paper or project based on the research. Prerequisite: music degree. Fall or Winter.

MU 544 **3**
Advanced Improvisation and Composition for Music Therapy

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. Prerequisite: MT-BC. Summer.

MU 545 **0**
Introduction to Teaching Seminar

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.

MU 456 **0**
Professional Business Practices Seminar

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.

MU 547 **0**
Thesis Presentations

Introduces students to the thesis process. Participants hear Thesis Proposal Presentations given by fellow students (those enrolled in MU 591 Thesis). Participants are invited to ask questions and give feedback to help presenters refine their proposals. Assists participants in the development of ideas for their own thesis proposals. Pass/Fail.

MU 580 3
Music Therapy in Medicine and Health Care

Surveys the medical applications of music therapy across a variety of settings and populations, throughout the lifespan. Emphasis is on theoretical and empirical support for music therapy approaches in the treatment of persons with physical illnesses. Prerequisite: MT-BC.

MU 581 3
Client Assessment in Music Therapy

Investigates existing methods of music therapy assessment. Reviews Standards of Practice regarding assessment. Includes development of a music therapy assessment tool. Prerequisite: MT-BC.

MU 582 3
Guided Imagery and Music

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. Prerequisite: MT-BC. Summer.

MU 583 3
Professional Ethics and Business Practices

Critically examines ethical thinking and behavior for music therapists. Includes examination of AMTA Code of Ethics and application of an ethical decision-making mode to ethical dilemmas.

MU 584 3
Music Psychotherapy

Examines the use of music in psychotherapy and music as psychotherapy. Various theoretical models and techniques are considered. Prerequisite: MT-BC.

MU 590 3
Research Methods

Introduces basic research methodology; requires the development of a research 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 3
Thesis

Requires an oral defense of the proposal prepared for MU 590, completion of the approved research project, and a written thesis. Requires adherence to SMWC Thesis Preparation Guidelines and correct use of APA style. Prerequisite: MU 590.

MU 680 (elective) **1-3**
Topics in Music Therapy

Advanced study of a music therapy topic of special interest to the MAMT student. Topic must be approved by the Director of Music Therapy. As needed.

MU 644 (elective) **1-3**
Advanced Improvisation II

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. Prerequisite: MU 544 (or consent of instructor). As needed.

PS 560 **3**
Psychopathology

Examines the major forms of psychopathology based on DSM-IV-TR diagnostic categories. Topics include the symptomatology, etiology, developmental patterns, theories, and treatment approaches related to various diagnostic categories.

PS 580 **3**
Theories and Techniques of Counseling

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 the termination process.

PS 581 **3**
Group Dynamics and Counseling

Examines group processes and development, as well as treatment methods. Studies research findings and theoretical approaches to group counseling. Includes small group experiences, discussion, and independent study.

Graduate study leading to the Master of Arts in Pastoral Theology is a logical extension of the mission of Saint Mary-of-the-Woods College. Recognizing that its mission includes meeting the needs of society and of the Church to which the institution is related, Saint Mary-of-the-Woods College began a series of conferences in 1970 under the aegis of the Contemporary Christianity Institute. More than 8,000 men and women have participated in these conferences. The Master of Arts in Pastoral Theology at Saint Mary-of-the-Woods College is a development of the original institute. The program was approved by the North Central Association of Colleges and Schools on June 22, 1984, and the first students were enrolled on September 7, 1984.

The Master of Arts in Pastoral Theology (MAPT) is designed for women and men who are or plan to be engaged in ministry and for those seeking personal enrichment in theological study. The program is a non-traditional approach to graduate study designed for men and women who cannot take the time off from professional and family responsibilities to pursue graduate studies in a traditional classroom situation. Thirty-six semester hours of graduate credit are required for the master's degree. Graduates of accredited colleges who have completed a baccalaureate degree are eligible for admission.

Mission Statement

The graduate program in pastoral theology prepares women and men personally and professionally for service in pastoral ministry. The program is also useful for persons not in professional ministry who desire a theological foundation for the Christian life. Rooted in the Roman Catholic tradition, the program welcomes all who seek a deeper understanding of the integration of Christian texts and tradition, contemporary culture and personal experiences.

Goals

- Provide instruction, experience and resources for serious theological inquiry.
- Integrate personal spirituality and pastoral action.
- Develop appropriate skills for ministerial service.
- Foster independent learning, critical thinking, ability for theological reflection, clear and coherent expression, and commitment to the Christian lifestyle.
- Participate in a community of worship, learning and mutual support.

Distance Learning Format

The graduate programs at Saint Mary-of-the-Woods College employ the distance learning format similar to that used by the College as an option for undergraduates since 1973. The distance learning format developed at Saint Mary-of-the-Woods College is recognized as an innovative approach to graduate study. The Master of Arts in Pastoral Theology program is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The graduate format requires that students spend one weekend on campus three times a year, at the beginning of each course. Students complete readings and assignments at home and send their work to the assigned course professor who will return the work with comments. In addition, one week is spent on campus for each of the two required intensive courses. The intensive courses are offered in alternate summers. During both the initial and the return residency weekends at Saint Mary-of-the-Woods College, students meet with faculty and graduate staff. The students become familiar with the methods of individual, self-directed, long distance learning that characterizes the program. They also complete the first unit of the new course under the direction of MAPT faculty and meet with the faculty member who will be their assigned course professor for the remaining units of the course.

The academic contract between the professor and the student begins with the residency and continues throughout the course. The professor's role is to present the introduction to the course material, to assist the student in understanding the assignments and responsibilities involved and to evaluate student achievement. The successful completion of the course depends upon the ability of the student to meet the stated requirements, utilizing to the full the expertise and advice of the professor.

Most graduates and current students are involved in some form of pastoral ministry in parishes, schools, hospitals, diocesan offices, youth ministry, social service centers and prisons. Several graduates have pursued doctoral studies or have earned doctoral degrees.

Admission Requirements

Admission requirements for the Master of Arts in Pastoral Theology are:

- graduation from an accredited institution of higher education with a baccalaureate degree
- official transcripts of all collegiate work
- the completed application form including statement of the applicant's educational and ministerial goals
- two letters of recommendation from persons who attest to the applicant's suitability for graduate study and for some form of ministry
- non-refundable application fee

Applicants whose background in theology is limited may be required to pursue preliminary studies in theology before they are admitted. Up to 12 semester hours of transfer graduate credit may be accepted toward the degree with the approval of the Graduate Admission Committee.

Pastoral Theology Degree Curriculum (36 hours)

The program of graduate studies includes three key components for a total of 36 graduate credit hours: Theological Foundations, Spiritual and Professional Development and Pastoral Skills. Key Roman Catholic documents and The Catechism of the Catholic Church support each course.

I. The Theological Foundations segment consists of seven 3-semester hour courses which are taken in the following sequence:

	(21 hours)
TH 502 God and the Human	3
TH 510 Perspectives on Hebrew Scriptures	3
TH 511 Perspectives on Christian Scriptures	3
TH 520 Jesus and Discipleship	3
TH 530 Identity, Nature and Mission of the Church	3
TH 540 Society and Ethics	3
TH 570 Liturgy and Sacraments	3

The entire Theological Foundations component is approached with a praxis methodology: experiential, scriptural, historical, systematic and applied.

II. The Spiritual and Professional Development component consists of two 3-hour intensive courses:

	(6 hours)
TH 550 Integrative Spirituality	3
TH 560 Ministerial Identity	3

Each intensive course requires a one-week residency on campus during alternate summers.

III. The Pastoral Skills component consists of three 3-hour courses: **(9 hours)**

TH 562	Arts and Skills for Ministry	3
TH 590	Pastoral Project	3
TH 599	Professional Readings	3

In addition to these components, the student will either present for public hearing a summary of her/his pastoral project/proposal or successfully complete a qualifying exam.

Graduation Requirements

Successful completion of 36 graduate credit hours with a 3.0 (B) cumulative gpa and either a public hearing of the pastoral project/proposal or successful completion of a qualifying exam satisfies the requirements for the Master of Arts degree.

Additional Policies

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

Certificate in Pastoral Theology (21 hours)

The curriculum for the graduate certificate includes 18 graduate credit hours selected from the Theological Foundations component, plus one of the summer intensive courses, for a total of 21 semester hours.

Course Descriptions

I. Theological Foundations Component (21 hours)

Courses are approached from the praxis methodology: experimental, scriptural, historical, systematic and applied.

TH 502 3 **God and the Human**

Focuses on fundamental theology: treating the thought systems that undergird theology and the basic elements of Christian revelation: God's self-disclosure, the human responses for faith and the fulfillment of revelation in Jesus Christ.

TH 510 **3**
Perspectives on Hebrew Scriptures

Introduces method and interpretation in biblical studies with consideration of key topics in the Hebrew Scriptures: covenant and law, prophecy, wisdom, psalms and messianism.

TH 511 **3**
Perspectives on Christian Scriptures

Studies the development of the Gospels and an examination of central concepts in the Christian Scriptures: Kingdom, discipleship, parables, Pauline and Johannine theology.

TH 520 **3**
Jesus and Discipleship

Emphasizes the mystery of Jesus Christ as revealed in history, Scripture, the Christian tradition and the experience of believers. The study includes biblical sources, the development and varied expressions of Christology, some specific Christological issues and the call and response of discipleship.

TH 530 **3**
Identity, Nature and Mission of the Church

Covers the origins, identity, nature and mission of the Church through historical, conciliar, systematic and pastoral sources. The course examines the Church as a phenomenon that finds its source and continued existence in the mystery of the Holy Trinity, and explores the contemporary pursuit of Christian unity.

TH 540 **3**
Society and Ethics

Examines the process of ethics as choice-making at the levels of the personal, the ecclesial and the societal as a fundamental way of understanding and participating in the transformational dialogue of God and the human. Through the examination of sources and issues, the study seeks to develop an awareness of questions which can be deemed to be “ethical” questions, a language with which to frame and confront those questions and methodologies to examine their import, possibilities and challenges.

TH 570 **3**
Liturgy and Sacraments

Provides a liturgical theology and history of Christian liturgy. The course examines the shape and theology of the Church's worship and addresses contemporary questions of liturgical theology and practice from a post-Vatican II perspective. Special attention is given to Initiation, Eucharist and the Liturgy of the Hours.

II. Spiritual and Professional Development Component

(6 hours)

Summer Intensives

Promotes the personal development of the minister and of professional skills through lecture, discussion, readings, communal prayer and group reflection.

TH 550

3

Integrative Spirituality

Presents a holistic approach to the spiritual life of the Christian. Examines the spiritual classics in terms of their contemporary usefulness.

TH 560

3

Ministerial Identity

Investigates the person and roles of the minister today, scriptural and historical models of ministry and development of skills in theological reflection. Activities for personal, pastoral and professional development.

III. Pastoral Skills Component

(9 hours)

Includes the theory and practice of ministry: religious education, adult education, youth ministry, pastoral care, spiritual direction and other related areas.

TH 562

3

Arts and Skills for Ministry

Introduces the resources and methods for developing essential skills for ministry. These include pastoral care, faith development, experience in theological reflection and adult catechesis.

TH 580**1-3****Topics in Pastoral Theology**

Allows study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled classes. Repeatable as needed.

TH 590**3****Pastoral Project**

Incorporates one of the integrating activities of the pastoral theology program into the development of a pastoral project. In the project, the students identify a pastoral problem or concern, develop a response, implement the response using a method of theological reflection with a selected audience, evaluate the results and present the process and personal theological reflection in written form.

TH 599**3****Professional Readings**

Provides a selected reading program for which content is determined in accord with the special interest of the student and the topic of the pastoral project.

Youth Ministry Graduate Certificate Program (12 hours)

The certificate program is designed to meet the needs of women and men who wish to grow in their knowledge of, and skills for, youth ministry. The certificate program integrates instructional and informational technologies within its coursework, utilizes national competency-based standards in the development of curriculum and assessment, and partners with diocesan offices in preparation of those seeking ministry with youth.

Courses are taught in a blended distance-learning format. While the majority of the coursework is completed on-line, time is also spent in the student's diocesan setting, as well as during a required summer intensive at SMWC.

The program consists of three blocks of courses, with credit being granted at the completion of all three blocks (12 credits). Two of them, (blocks one and three), are offered in a combination of on-line and diocesan site formats. Block two must be taken in residence at SMWC during the summer semester.

TH 581	Youth Ministry I	4
TH 582	Youth Ministry II	3
TH 583	Youth Ministry III	5

TH 581

Youth Ministry I 4

a) Ministry: Call and Response

Participants explore the call to ministry, the gifts of the minister, and the need for a balanced life required to respond to the call and meet the challenges of ministry.

b) Reaching the Millennial Generation

Participants explore theories of adolescent development (emotional, physical, spiritual, etc), along with an overview of the current population. Information is situated in the context of church documents on evangelization and youth ministry.

c) Theological Foundations: Revelation and Ministry

Participants study the basic elements of Christian revelation, including God's self-disclosure, the human response of faith, and the culmination of revelation in Jesus Christ, in the context of pastoral ministry with youth.

d) Echoing our Faith with Young People

Participants explore the aims, principles, processes, and methods of adolescent catechesis and their utilization in the implementation of effective programs.

TH 582

Youth Ministry II 3

a) Theological Reflection on Ministry

Participants reflect upon and identify the key aspects of their ministry, including naming the ways the minister currently lives out the call and identifying goals for future growth.

b) Theological Foundations: Issues for Pastoral Ministry

A study of the theology of pastoral ministry, the principals of the moral life, and the tenets of Catholic social teaching.

c) Theological Foundations: Sacraments, Liturgy and Prayer

Participants explore the theology of prayer and worship, as well as practical models for their practice. Participants will plan and lead prayer and worship experiences for the community.

TH 583

Youth Ministry III

5

a) Theological Foundations: Ecclesiology and Ecumenism

Participants examine the structure of the church throughout history, highlighting the documents of the Second Vatican Council as they relate to ministry. The church's relationship with other Christian faith traditions will be examined, both historically and in present day practice. Participants will gain an understanding of how the theology of the church has evolved as they articulate their own understanding of ecclesiology.

b) The Minister as Organizational Leader

Participants identify their own leadership styles in order to develop skills in leadership, planning, and administration.

c) The Minister as Collaborative Leader

Participants reflect upon the value of collaboration in ministry in light of current models and theories of collaboration.

d) The Minister as Empowering Leader

Participants focus on the process of developing leadership in youth and adults by focusing first on their giftedness, then preparing them for ministry in light of the call to discipleship. Participants will develop a management system for recruiting and supporting volunteers.

e) Applied Reflections on Ministry

Participants have the opportunity to synthesize their learning and growth through formation and the practice of ministry. (Portfolio development).

Board of Trustees

Chair

1. Mary Barrett '65
Barrett Glick & Associates
Naperville, IL

Vice Chair

2. Kathleen Wentland Lubeznik '80
Executive Assistant
McDonald's Restaurants of LaPorte County
Michigan City, IN

Secretary

3. Joan Slobig, SP '64
Parish Life Coordinator
Saint Mary's Village Church
Saint Leonard Church
Saint Mary-of-the-Woods, IN
4. Michael Ariens
Chairman of the Board
Ariens Company
Brillion, WI
5. Mary Clare Ariens '55
President

- Ariens Foundation
Brillion, WI
6. David Bailey
Retired General Manager
WTHI-TV
Marshall, IL
7. Robert Baldwin
CEO
Safety Resources, Inc.
Zionsville, IN
8. Stephen Bevans, SVD
Catholic Theological Union
Chicago, IL
9. Mary Howard Brown '57
Mayor
Ft. Thomas, KY
10. Anne M. Franklin '78
The Sartim Group, LLC
Roanoke, TX
11. Janet Gilligan, SP '61
Professor of English

Wayne State College

Wayne, NE

12. John Haggerty

Retired Executive Vice President

Comerica Incorporated and Comerica Bank

Birmingham, MI

13. Mary Melanie Haluszka, MD '78

Urologist Associates of North Texas

Irving, TX

14. Susan Hamilton '66, '90 MA

Director

Confluence LLC

Naples, FL

15. Wayne Hamilton

Managing Director

Confluence LLC

Naples, FL

16. Patricia Hughes Hartlage, MD '63

Pediatrics and Neurology

Evans, GA

17. Martha Head '53

Board of Directors

Vail Valley Foundation

Vail, CO

18. Jerome Hellmann

Owner

Realty Investment Group, Inc.

Terre Haute, IN

19. Henry Kuehn

Chairman and Director

IN-X Corporation

Evanston, IL

20. Cynthia Hux Martin '78

Owner

Bunch of Ladies

Terre Haute, IN

21. Kathryn Martin '63

Chancellor

University of Minnesota Duluth

Duluth, MN

22. Reverend John Noga

Archdiocese of Chicago

St. Louis de Montfort Church

Oak Lawn, IL

23. Carmen Hansen Rivera '70

President

Carmen, Inc.

Indianapolis, IN

24. Patricia Sullivan Roach '52

Retired Educator

Chicago, IL

25. Jerome C. Schmidt

Retired Vice President

Union Central Life

Cincinnati, OH

26. Marcia Schmidt

President

National Alumnae Board

Cincinnati, OH

27. Michael Sermersheim

Vice Chairman

Farmers Bank

Louisville, KY

28. Patricia Hannan Sermersheim '49

President

PHS Management Company

Louisville, KY

29. Alice Sherfick Shelton '87

Director of Business Services

Marian College

Indianapolis, IN

30. Virginia Smith '89

President and Secretary Treasurer

Princeton Mining Company, Inc.

Terre Haute, IN

31. James Sonderman

Retired President/CEO

Furniture Suppliers, Inc

Jasper, IN

32. Marilyn Sonderman

Secretary/Treasurer

Furniture Suppliers, Inc

Jasper, IN

33. Lisa Stallings, SP '74

Director of Worship

Cathedral of the Assumption

Louisville, KY

34. Denise Wilkinson, SP '68

General Superior

Sisters of Providence

Saint Mary-of-the-Woods, IN

Saint Mary-of-the-Woods College

Trustees Emeriti

May 2008

Michael and Mary (Mimi) Ariens

Michael and Patricia Sermersheim

Jerome Schmidt

James Sonderman

Joan Slobig, SP

May 2007

Edward J. Hynds, Jr.

Joan Lescinski, CSJ, Ph.D.

May 2006

None

May 2005

Jeanette Hagelskamp, SP '73

Juanita Schretter '59

May 2004

Thomas Nairn, OFM

Phillip Summers

May 2003

None

May 2002

David Bailey

Phyllis Banks '89

Martha Moore '61

Nancy Reynolds, SP '65

Nancy Williams '60

May 2001

Walter Bruen

Larry Gildersleeve

Maureen Phillips '66

Diane Ris, SP '64

Richard Smith

Robert Spanogle

May 2000

Carmen Piasecki '70

Marion Blalock

Josie George '94

Frank McKeon

May 1999

Susan Hamilton '66

Wayne Hamilton

Julia Ladner '51

Frank Ladner

John David Mooney

May 1998

Jeanine Heller '70

George Buskirk

May 1997

Monica Dell'Osso '71

May 1996

Nancy Nolan, SP '59

Lawrence Ann Liston, SP '66

Frank Morgan

May 1995

Joyce Brophy, SP '62

Julianne Haefeli '51

May 1994

James Michaletz, CSV

Doris Parker

May 1992

Donna Watzke '59

May 1991

Leonard Delehanty

Tracy Schier '62

Richard Zapapas

May 1988

Jane Bodine, SP '54

Celestine Hamant '62

Vernon Hux

Margaret Mencke '49

May 1987

Dan Hoyt

Carolyn Kessler, SP '54

May 1986

Marian Brady, SP

Lawrence Kennedy

Rose Marie Ruffle, SP '63

May 1982

Margaret Kern, SP '48

Marguerite Lewis '37

Alexa Suelzer, SP '39

Sondra Wellman '54

May 1981

Adam Jones, Jr.

William Brennan

Kevin O'Donnell

Julia Walsh

May 1980

John O'Neill, Jr.

May 1979

Joe Bindley

Administration

President of the College

David G. Behrs, Ph.D.

Co-Chancellors

Jeanne Knoerle, SP, Ph.D. and Barbara Doherty, SP, Ph.D.

Executive Director for College Relations/Special Assistant to the President: Lynn Hughes

Academic Affairs

Vice President for Academic Affairs: Maggy Smith, Ph.D.

Assistant Academic Dean: Dottie King, Ph.D.

Director of the Library: Judy Tribble

Director of the Master of Arts in Art Therapy Program: Kathy Gotshall, M.A.T.

Director of the Master of Arts in Earth Literacy Program: Mary Lou Dolan, CSJ, Ph.D.

Director of the Master of Arts in Music Therapy Program: Tracy Richardson, M.S.

Director of the Master of Arts in Pastoral Theology Program: Virginia Unverzagt, D.Min.

Director of the Master of Education Program: Anneliese Payne, Ph.D.

Director of the Master of Leadership Development Program: D.J. Wasmer, Ph.D.

Director of the Woods External Degree Program: Gwen Hagemeyer (interim)

Registrar: Susan Meier

Department Chairpersons

Business, Art and Media: Terry McCammon

Education: Sonja Frantz, Ph.D.

Languages and Literature: Christopher Hudson, Ph.D.

Mari Hulman George School of Equine Studies: Christine Stewart Marks, Ph.D.

Music and Theatre: John McIntyre, D.M.A.

Sciences and Mathematics: Janet Clark, Ph.D.

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

Theology and Philosophy: Robert Watts, Ph.D.

Conferences and Non-Credit Programs

Director of Conferences and Non-Credit Programs: Julie White

Development and Alumnae Relations

Vice President for Development: Debra Purviance

Director of Annual Giving: April Simma

Director of Publications: Kristy Fry

Communications Manager: Christine Knoblock

Enrollment Management

Vice President for Enrollment: Arthur Criss

Director of Campus Admission: Jill Blunk

Director of Distance and Graduate Admission: Sara Lindsey

Director of Financial Aid: Jacki Switzer

Financial Affairs

Vice President for Finance and Administration: Gordon Afdahl

Controller: Missie Schwab

Director of Human Resources: Diana Warren

Information Systems Manager: Michael Patrick

Buildings, Maintenance and Custodial Services Manager: Jim Haley

Bookstore Manager: Rebecca Knezevich

Director of Sodexo Food Service: Russ Englemann

Student Development

Vice President for Student Life: Vicki Kosowsky

Director of Athletics: Deanna Bradley

Director of Campus Life/International Services: Jeff Malloy

Director of Campus Ministry: Dr. Carolyn Sur, SSND

Director of Career Development: Susan Gresham

Director of Health Services:

Director of Security and Safety: Charles Rairdon

Graduate Faculty

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

Sharon Ammen, 1997; Associate Professor of Theater; Ph.D. University of Maryland, 1997

Christine Arthur, 2007; Adjunct Art Therapy Faculty; Registered and Board Certified Art Therapist, 2005; Licensed Mental Health Counselor, 2003; M.A., Naropa Institute, 1996.

Theresa Boland SP, 2008; Assistant Professor of Education; M.A. Dominican University 1993; M.A. Saint Mary-of-the-Woods College, 2008.

Sharon Boyle, 2002; Coordinator, Undergraduate Program in Music Therapy and Associate Professor of Music Therapy; M.M., East Carolina University, 1995

Joyce Cadwallader, 1977; Professor of Biology; Ph.D., Indiana State University, 1974

Richard Collins, 1996; Associate Professor of Theology; Ph.D., Marquette University, 1996

Susan Cotter-Schaufele, 2007; Adjunct Music Therapy Faculty, M.A., Saint Mary-of-the-Woods College, 2006.

Timothy Crain, 2007; Adjunct Music Therapy Faculty; Ph.D., The Florida State University, 2002.

Kathleen Desautels, SP, 2000; Adjunct Earth Literacy Faculty; 8th Day Center for Social Justice, Chicago; M.A., LaSalle University

Barbara Doherty, SP, 1984; Professor of Theology; Ph.D., Fordham University 1979

Mary Louise Dolan, CSJ, 1997; Director of the Master of Arts in Earth Literacy Program and Professor of Biology; Ph.D., University of Pittsburgh, 1975

Ruth Eileen Dwyer, SP, 1970; Professor Emerita of Theology; D.Min., Saint Mary of the Lake University, 1988

Sonja Frantz, , Associate Professor of Education; Ph.D. Indiana State University, 2000

Sheila Gilbert, 2002; Adjunct Theology Faculty; M.A., Saint Mary-of-the-Woods College, 1989

Christine Glaser, 2000; Adjunct Earth Literacy Faculty; Ph.D., University of Munich, 1984

Kathy Gotshall, 1999; Director of the Master of Arts in Art Therapy Program and 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

Patricia Grajkowski, 2006; Adjunct Art Therapy Instructor, Licensed Professional Counselor – Art Therapist in the state of Texas; Registered and Board Certified Art Therapist, Licensed Marriage and Family Therapist

Nancy Groover, 2007; Adjunct Art Therapy Faculty, Registered Art Therapist, 2006; M.A., Naropa Institute, 2003.

Kathleen M. Heath, 2002; Adjunct Earth Literacy Faculty; Associate Professor of Anthropology, Indiana State University; Ph.D., University of Utah, 2001

Lisa D. Hinz, 2000; Adjunct Art Therapy Faculty; Registered Art Therapist, 1995; Ph.D., Louisiana University, 1987; Licensed Psychologist

Christopher Hudson, 2002; Chair, Department of Languages & Literature and Associate Professor of English; Ph.D., The University of Texas at Austin, 1998

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

Liza Hyatt , 2004; Adjunct Art Therapy and Earth Literacy Faculty; Registered and Board Certified Art Therapist, Licensed Mental Health Counselor, M.A., Antioch University, 1990

Pat Jancosek, 2002; Assistant Professor of Art, M.F.A., University of Kansas, 1991

Alexandra Kanellis, , Assistant Professor of Education; Ph.D., Indiana State University, 2008

Dottie King, 2002; Assistant Dean and Associate Professor of Mathematics; Ph.D., Indiana State University, 2005

Carolyn Koebel, 2004; Adjunct Music Therapy Faculty; M.M., Michigan State University, 2001

Carol Lark, 2003; Adjunct Art Therapy Faculty; Registered and Board Certified Art Therapist, 1986 & 1995; Ph.D., The Union Institute, 1998

L. Bernard LaMontagne, 1974; Assistant Professor of Theology; S.T.L., University of Ottawa, 1963

Suellyn Mahan, 2007; Adjunct Music Therapy Faculty; Ph.D., Indiana State University, 1996.

John McIntyre, 2003; Associate Professor of Music; D.M.A., University of Southern California, 1993

Patricia McIntyre, 2004; Adjunct Theology Instructor; Ph.D., University of Southern California

Mary Lucille Milano, 1991; Professor of Theology; D.Min., Graduate Theological Foundation, 1994; J.D., Northern Illinois University, College of Law, 1978; M.Div., McCormick Theological Seminary, 1977

Jennie Mitchell, 1989; Professor of Business; Ph.D., Indiana State University, 2000

Joseph Moreno, 2003; Adjunct Music Therapy Faculty; M.A., New York University; M.M.E., University of Kansas

Lamprini Pantazi, 2007; Assistant Professor of Leadership Development; M.B.A., Indiana State University, 2007, M.S., Panteion University of Social & Political Sciences, Athens Greece, 2002

Anneliese Payne, 2003; Director of Master of Education and Associate Professor of Education; Ph.D., Indiana State University, 1997

Susan Pietrus, SP, 1980; Professor of Music; D.M.A., University of Southern California, 1993

Nancy Reynolds, SP, Adjunct Theology Faculty; J.C.L., Catholic University of America, 1984; M.A., The University of Nebraska, 1972

Tracy Richardson, 1995; Director of Music Therapy and Associate Professor of Music Therapy; M.S., Indiana State University, 1999

Cathy Rumschlag, 2001; Adjunct Music Therapy Faculty; M.S., Saint Francis College, 1990

Paul Salstrom, 1994; Associate Professor of History; Ph.D., Brandeis University, 1988

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

Roberta Shoemaker-Beal, 2000; Adjunct Art Therapy Faculty; Registered Art Therapist, 1973; M.F.A., Maryland Institute/College of Art, 1973

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

Alexa Suelzer, SP, 1981; Professor Emerita of Theology and Philosophy; Ph.D., Catholic University of America, 1962

Carolyn Sur, SSND, 2005; Adjunct Theology Faculty, Ph.D., St. Louis University

Ann Sullivan, SP, 1983; Adjunct Earth Literacy Faculty; Director of the White Violet Center for Eco-Justice; D.Min., Graduate Theological Foundation, 1989

Lisa Summer, 2002; Adjunct Music Therapy Faculty; MCAT, Hahnemann University, 1983

Tammy Tintjer, 2006; Assistant Professor of Biology, Ph.D., Indiana University, 2005

Alan Turry, 2000; Adjunct Music Therapy Faculty; D.A., New York University, 2007

Ann Turry, 2002; Adjunct Music Therapy Faculty; M.A., New York University, 1990

Virginia Unverzagt, 2001; Director of the Master of Arts in Pastoral Theology and Associate Professor of Theology; D.Min., Graduate Theological Foundation, 1994; M.A.P.T., Saint Mary-of-the-Woods College, 1988

Eugene Wahl , 2003; Adjunct Earth Literacy Faculty; Ph.D., University of Minnesota, 2002

D.J. Wasmer, 1984; Director of Master of Leadership Development and Professor of Business,
DBA, Southern Illinois University, 1994

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

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

Roberta Williams, 2000; Adjunct Art Therapy Faculty; Board Certified Art Therapist, 1998;
Licensed Clinical Social Worker, 1993; Registered Art Therapist, 1989; University of Louisville,
1985

Faculty Emeriti

Laurette Bellamy, SP

William Eyke, SP

Patrick Harkins

Robert Martin

Carol Nolan, SP

Judy Stoffel

Mary Josephine Suelzer, SP

Leona Walsh, SP

Elizabeth Westgard

Ruth Eileen Dwyer, SP

Marie Brendan Harvey, SP

Marian Krajewska

Conrad Monrad, SP

Martha Steidl, SP

Alexa Suelzer, SP

Emily Walsh, SP

Charles Watson

Catherine Joseph Wilcox, SP