

HERRON SCHOOL OF ART AND DESIGN  
IUPUI

DRAFT: September 18, 2009

## PROPOSAL FOR MASTER OF ARTS IN ART THERAPY

**Format: ICHE required fields of information**

**Cover Page**

**INSTITUTION:** Indiana University-Purdue University Indianapolis

**COLLEGE:** Herron School of Art and Design

**DEGREE PROGRAM TITLE:** Master of Arts in Art Therapy

**FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE:**  
Master of Arts/Art Therapy

**SUGGESTED CIP CODE:**

**LOCATION OF PROGRAM/CAMPUS CODE:**

**PROJECTED DATE OF IMPLEMENTATION:**  
Recruitment of students starting Fall 2010  
Enrollment of first graduate students in program starting Fall 2011

**DATE PROPOSAL WAS APPROVED BY  
INSTITUTIONAL BOARD OF TRUSTEES:**\_\_\_\_\_

**SIGNATURE OF AUTHORIZING  
INSTITUTIONAL OFFICER**\_\_\_\_\_

**DATE**\_\_\_\_\_

**DATE RECEIVED BY COMMISSION FOR HIGHER EDUCATION**

\_\_\_\_\_  
**COMMISSION ACTION  
(DATE)**\_\_\_\_\_

## **A. ABSTRACT**

Master of Arts in Art Therapy

To be offered on-campus by:

Herron School of Art and Design,  
Indiana University-Purdue University, Indianapolis

## **OBJECTIVES**

- To provide graduate training in Art Therapy to qualified students.
- To prepare qualified students to succeed in careers as professional art therapists.
- To prepare students to become certified professionally as art therapists.
- To prepare students for becoming Licensed Mental Health Counselors in Indiana.
- To prepare art therapists who can thrive professionally in the field of art therapy and, in particular, to serve the growing need for trained professional art therapists in Indianapolis, Indiana, the surrounding region and the nation.
- To prepare graduate students to become professional art therapists who can work with diverse client populations in health, community, school, and related settings.

## **CLIENTELE TO BE SERVED**

Qualified students who seek graduate training in Art Therapy and are seeking careers as professional art therapists.

## **CURRICULUM**

The Master of Arts in Art Therapy degree program will require 60 semester credit hours total.

The curriculum includes:

- 25.5 semester credits of Art Therapy core content coursework;
- 13.5 semester credits of field experience plus required Internships;
- 12 semester credits of required coursework in counseling (from School of Education);
- 3 semester credits of required coursework in studio art or art history;
- 3 semester credits of required studio art; and
- 3 semester credits of elective coursework.

Subject areas covered in the required core courses:

- Introduction to Counseling Theory and Practice,
- The History, Theory and Practice of Art Therapy,
- Art Therapy with Children and Adolescents
- Art Therapy with Families and Adults,
- Ethical and Legal Issues in Art Therapy,
- Assessment and Evaluation in Art Therapy,
- Cultural and Social Diversity in Art Therapy and Counseling,
- Addictions,
- Professional Issues Capstone,

- Studio Art,
- Lifespan Development,
- Individual Appraisal: Principles and Procedures,
- Introduction to Group Counseling, and
- Strategies for Educational Inquiry.

Prerequisites and undergraduate preparation:

- 24 semester credit hours of studio art;
- 12 semester credit hours of psychology including developmental and abnormal psychology (or 9 semester credit hours of psychology including developmental and abnormal psychology and 3 semester credit hours of sociology); and
- a bachelor's degree from an accredited institution of higher learning.

Internship and Advanced Internship:

- 12 semester credit hours of internships earned over 2 semesters;
- 900 hours minimum; and
- professional supervision.

Unique features: Herron's graduate program in art therapy will be developed in partnership with Riley Hospital for Children, Indianapolis. The strength of Herron as a professional school of art and design will provide an outstanding base for the new graduate program.

**EMPLOYMENT OPPORTUNITIES:** Graduates will find work as credentialed professional art therapists in a variety of settings (including institutional settings and private practice). Many graduates are expected to pursue becoming Licensed Mental Health Counselors in the state of Indiana, a field with a very strong projected growth in jobs over the next decade.

## **B. PROGRAM DESCRIPTION**

### **1. Describe program and objectives**

*"While art can be used to achieve some degree of understanding of the person who makes it, the process of art therapy and its potential to help peoples grow, rehabilitate, and heal also comes from the actual making of art. Helping people understand their art expressions can certainly be part of art therapy, but the process of making art is equally important. Art therapy is a modality with special qualities for reparation, transformation, and self-exploration."*

--Cathy A. Malchiodi, The Art Therapy Sourcebook, 1998

This quotation exemplifies why Herron is so excited about adding this program to our family of degrees we offer. We are uniquely positioned to offer a wonderful learning experience to aspiring art therapists.

Art Therapy is a specialized profession that uses the creative process of art making to improve and enhance the physical, mental, and emotional well being of individuals of all ages. Art therapy integrates the fields of human development, visual art, and the creative

process with models of counseling and psychotherapy. Simply put, art therapy is a method of treatment in which art and psychology are uniquely combined to explore the experiences of an individual or group.

Art therapists are professionals who hold a professional degree in art therapy. Art Therapy graduate programs prepare students to help improve the psychological, emotional, and physical health of patients. Graduate programs in art therapy deal with issues ranging from physical injuries to emotional and psychological problems. Academic requirements for a Master of Arts in Art Therapy cover a wide range of study from theories of art therapy and counseling to standards of practice and evaluation. Currently, the field of art therapy has gained attention in health care facilities throughout the United States and within the disciplines of psychiatry, psychology, counseling, education, and the arts.

As the only professional school of art and design in the state of Indiana, Herron will provide a rigorous curriculum and high quality studio experiences for students majoring in Art Therapy. Located on the medical research campus of one of the nation's leading urban universities, Indiana University-Purdue University, Indianapolis (IUPUI), Herron provides our students with a comprehensive educational experience as well as access to real-world applications in art therapy. Artists understand the creative process and through a specialized curriculum will develop a therapeutic understanding and utilization of skills that contribute to the care of people living with or overcoming psychological and physical challenges.

Riley Hospital for Children announced an initiative to launch an art therapy program at Riley Hospital by hiring full-time art therapists. Riley's new art therapy initiative will provide young patients with a much needed creative and emotional outlet to help keep their spirits healthy even though their bodies may be very sick. This exciting announcement highlights a need that can be filled by Herron as we develop highly trained graduates for employment in health care facilities and social service organizations within our community and beyond. Herron's Master of Arts in Art Therapy degree will directly support the Riley Hospital art therapy initiative through the students' field practice requirements. Opportunities are very broad as Indiana positions itself as a leader in medical research and the life sciences fields.

Herron's Art Therapy program will be housed in Eskenazi Hall on the IUPUI campus where students will complete the art courses necessary for the two-year, 60 credit hour master's degree.

Eskenazi Hall provides state of the art studio and exhibition space to its over 900 current undergraduate and graduate students. The addition of a Master of Arts in Art Therapy degree program will add to the school's vast range of program offerings. Courses outside of the art-related courses will be provided through IUPUI campus in the IU School of Education. Many students will acquire their clinical internships and practicum experience through local health care facilities, many of which are also located on or near the IUPUI campus such as the Melvin and Bren Simon Cancer Center and the Riley Hospital for Children.

Herron's graduate program in Art Therapy is designed to prepare highly competent professional art therapists for Indianapolis metropolitan area, Indiana, the nation, and the world. These art therapists will be able to work effectively with diverse client populations in

health, school, community, mental health and related settings.

Herron's Art Therapy program has the following overall objectives:

1. to train and educate graduate students who represent diversity in gender, race, ethnicity, sexual orientation, culture, socioeconomic status, religious affiliation, and disability status;
2. to promote a sense of professional identity in the graduate students enrolled in the program;
3. to prepare professional art therapists who understand the goals of art therapy and can effectively engage theoretical knowledge in effective practice with diverse client populations;
4. to prepare ethical and highly skilled practitioners who are knowledgeable and skilled in the most current and effective methods of art therapy, leadership, and advocacy in the field;
5. to prepare professional art therapists who are committed to helping others lead fulfilling lives;
6. to support graduate students to earn appropriate credentialing in art therapy;
7. to emphasize a commitment to the value of inquiry and best practices in the field of art therapy; and
8. to work in partnership with a range of constituents and other professionals to effect thoughtful change in the profession of art therapy as a part of the overall health care system at local, national and international levels.

**Objectives:**

Graduates of Herron's Art Therapy Program (note: this is planned to parallel the objectives of IUPUI School of Education Counseling program) will be knowledgeable, trained, and skilled with the following capabilities:

- understand content related to the core areas identified by the national credentialing organization (Art Therapy Credentials Board);
- understand the knowledge and skill requirements of art therapy and the contextual relationships of providing art therapy services;
- understand the nature of and needs of individuals at developmental levels from children through adults;
- understand the issues and trends in serving as a professional art therapist in a multicultural and diverse society;
- design, implement and evaluate art therapy programs in a range of institutional settings;
- function with effective communication skills that can be utilized to work effectively with individuals, and promote the function and value of art therapy;
- understand the process of working as an art therapist with individuals;
- understand the process of working as an art therapist in a group setting;
- understand the process of consultation and can effectively consult with parents, other health and mental health providers, administrators, and others;
- understand approaches to assessment and evaluation, including appropriate uses and limitations within the assessment process;
- will have knowledge of and continually demonstrate ethical and legal behaviors

- consistent with the art therapy profession;
- will stay abreast of current research and apply empirically supported procedures in art therapy practice; and
- will continue to increase their effectiveness and learn through professional involvement as art therapists

### **Licensing requirements for professional art therapists:**

The following are the requirements of the AATA and the Licensure as a Mental Health Counselor (LMHC) from the Social Worker, Marriage and Family Therapist and Mental Health Counselor Board Professional Licensing Agency. A summary of how all requirements are met through proposed coursework is provided in the table that follows.

[from AATA website]:

“Educational Requirements: One must complete the required core curriculum as outlined in the AATA Education Standards to qualify as a professional art therapist. Entry into the profession of art therapy is at the master's level. Graduate level art therapy programs include:

- \* Master's degree in art therapy
- \* Master's degree with an emphasis in art therapy
- \* Twenty-four (24) semester units in art therapy coursework with a Master's degree in a related field.”

[from AATA website]:

“The American Art Therapy Association, Inc. (AATA) promotes and regulates the educational, professional, and ethical standards for art therapists and is the official member organization for professionals and students in the field of art therapy. The Art Therapy Credentials Board (ATCB), a separate organization, grants registration (ATR) after reviewing documentation of completion of graduate education and postgraduate supervised experience. The Registered Art Therapist (ATR) who successfully passes the written examination administered by the ATCB is qualified as Board Certified (ATR-BC), a credential requiring maintenance through continuing education.”

[also from AATA website]:

“Registration and Board Certification Requirements: The ATR and ATR-BC are the recognized standards for the field of art therapy, and are conferred by the Art Therapy Credentials Board (ATCB). In order to qualify as a registered art therapist (ATR), in addition to the educational requirements, an individual must complete a minimum of 1,000 direct client contact hours after graduation. One hour of supervision is required for every ten hours of client contact.”

### **Following graduation, students must complete additional clinical work before being licensed.**

[from ATCB website, including the chart below]:

“BECOMING A REGISTERED ART THERAPIST (ATR) REQUIRES THE COMPLETION OF MASTER’S LEVEL EDUCATION (INCLUDING ART THERAPY CORE CURRICULUM AND SUPERVISED PRACTICUM AND INTERNSHIP EXPERIENCES) AND POST-

EDUCATION SUPERVISED CLINICAL EXPERIENCE. THE CHART BELOW SUMMARIZES THE THREE OPTIONS CURRENTLY AVAILABLE. PLEASE CLICK ON EACH OPTION FOR MORE DETAILED INFORMATION AND AN APPLICATION FORM."

	Option A	Option B	Option C <i>IMPORTANT: Completed Option C applications must be postmarked by September 1, 2010 in order to be considered.</i>
<i>Education</i>	Master's degree or higher from an AATA approved program at the time of applicant's graduation	Master's degree or higher from a non-AATA approved program with a minimum of 24 semester credits in specified art therapy coursework	Master's degree or higher in a related field (see related field definition) and 24 semester credits in art therapy coursework
<i>Practicum Hours</i>	Incorporated within AATA approved program-no documentation required	700	700
<i>Practicum-Direct Client Contact Hours</i>	Incorporated within AATA approved program-no documentation required	350	350
<i>Practicum Supervision Hours</i>	Incorporated within AATA approved program-no documentation required	70	70
<i>Post-education Experience Hours (Direct Client Contact)</i>	1,000	1,500	1,500
<i>Post-education Supervision Hours</i>	100	150	150
<i>Post-education Supervision Hours under a current ATR or current ATR-BC</i>	50	75	75
<i>References</i>	3	3	3

**Licensing requirements for licensed mental health counselor in Indiana:**

[all from the Application for Licensure as a Mental Health Counselor (LMHC) from the Social Worker, Marriage and Family Therapist and Mental Health Counselor Board



Professional Licensing Agency]:

#### “PROFESSIONAL ORIENTATION

Studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

- A. History of the helping professions including significant factors and events;
- B. Professional roles and functions including similarities and differences with other types of professionals;
- C. Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- D. Ethical standards of the ACA and related entities, ethical and legal issues, and their applications to various professional activities (eg, appraisal, group work);
- E. Professional preparation standards, their evolution and current applications;
- F. Professional credentialing including certification, licensure, and accreditation practices and standards, and effects of public policy on these issues; and
- G. Public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele.

#### SOCIAL AND CULTURAL FOUNDATIONS

Studies that provide an understanding of issues and trends in a multicultural and diverse society.

- A. Multicultural and pluralistic trends including characteristics and concerns of diverse groups;
- B. Attitudes and behavior based on such factors as age, race religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability;
- C. Individual, family, and group strategies with diverse populations.

#### CAREER AND LIFESTYLE DEVELOPMENT

Studies that provide an understanding of career development and related life factors.

- A. Career development theories and decision-making models;
- B. Career, avocation, educational, and labor market information resources, visual and print media, and computer-based career information systems;
- C. Career development program planning, organization, implementation, administration, and evaluation;
- D. Interrelationships among work, family, and other life roles and factors including multicultural and gender issues as related to career development;
- E. Career and educational placement, follow-up and evaluation;
- F. Assessment instruments and techniques relevant to career planning and decision-making;
- G. Computer based career development applications and strategies, including computer-assisted career guidance systems;
- H. Career counseling processes, techniques and resources including those applicable to specific populations.

#### HUMAN GROWTH AND DEVELOPMENT

Studies that provide an understanding of the nature and needs of individuals at all

developmental levels.

- A. Theories of individual and family development and transitions across the life-span;
- B. Theories of learning and personality development;
- C. Human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology and environmental factors as they affect both normal and abnormal behavior;
- D. Strategies for facilitating development over the life span.

#### APPRAISAL

Studies that provide an understanding of individual and group approaches to assessment and evaluation.

- A. Theoretical and historical bases for assessment techniques;
- B. Validity including evidence for establishing content, construct, and empirical validity;
- C. Reliability including methods of establishing stability, internal and equivalence reliability;
- D. Appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- E. Psychometric statistics including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations;
- F. Age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups;
- G. Strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling.

#### GROUP WORK

Studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

- A. Principles of group dynamics including group process components, developmental stage theories, and group members' roles and behaviors;
- B. Group leadership styles and approaches including characteristics of various types of group leaders and leadership styles;
- C. Theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature;
- D. Group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods and methods of evaluation of effectiveness;
- E. Approaches used for other types of group work, including task groups, prevention groups, support groups, and therapy groups.

#### HELPING RELATIONSHIPS

Studies that provide an understanding of counseling and consultation processes.

- A. Counseling and consultation theories including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications;
- B. Basic interviewing, assessment, and counseling skills;

- C. Counselor or consultant characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations and skills;
- D. Client or consultee characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and non verbal behaviors and persona characteristics, traits, capabilities, and life circumstances.

#### RESEARCH AND PROGRAM EVALUATION

Studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

- A. Basic types or research methods to include qualitative and quantitative research designs;
  - B. Basic parametric and non parametric statistics;
  - C. Principles, practice, and applications of need assessment and program evaluation;
- Uses of computers for data management and analysis

#### FOUNDATIONS OF MENTAL HEALTH COUNSELING

Studies in this area include, but are not limited to, the following:

- A. Historical, philosophical, societal, cultural, economic, and political dimensions of mental health counseling;
- B. Roles, functions, and professional identity of mental health counselors;
- C. Structures and operations of professional organizations, training standards credentialing bodies, and ethical codes pertaining to the practice of mental health counseling;
- D. Implications of professional issues unique to mental health counseling including, but not limited to, recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status; and
- E. Implications of sociocultural, demographic, and lifestyle diversity relevant to mental health counseling.

#### CONTEXTUAL DIMENSIONS: MENTAL HEALTH COUNSELING

Studies in this area include, but are not limited to, the following:

- A. Assumptions and roles of mental health counseling within the context of the health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of the public and private mental health care systems;
- B. Theories and techniques of community needs assessment to design, implement, and evaluate mental health care programs and systems;
- C. Principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities; and

- D. Theoretical and applied approaches to administration, finance and budgeting; management of mental health services and programs in the public and private sectors; principles and practices for establishing and maintaining both solo and group private practice; and concepts and procedures for determining accountability and cost containment.

## KNOWLEDGE AND SKILLS FOR THE PRACTICE OF MENTAL HEALTH COUNSELING

Studies in this area include, but are not limited to, the following:

- A. General principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior, and general principles and practices of the promotion of optimal mental health;
- B. Specific models and methods for assessing mental status; identification of abnormal, deviant, or psychopathological behavior, and the interpretation of findings in current diagnostic categories [*e.g. Diagnostic and Statistical Manual (DSM)*];
- C. Application of modalities for maintaining and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including crisis intervention, brief, intermediate, and long-term approaches;
- D. Basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for the purpose of identifying effects and side effects of such medications;
- E. Principles of conducting an intake interview and mental health history for planning and managing of client caseload;
- F. Specialized consultation skills for effecting living and work environments to improve relationships, communications and productivity, and for working with counselors of different specializations and with other mental health professionals in areas related to collaborative treatment strategies;
- G. The application of concepts of mental health education, consultation, outreach and prevention strategies, and of community health promotion and advocacy; and
- H. Effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs affecting mental health services in general and the practice of mental health counseling in particular.

## PRACTICUM

- (1) Students complete at least a one hundred (100) hour practicum that enabled the applicant to develop basic counseling skills and to integrate professional knowledge and skills appropriate to the applicant's program emphasis.
- (2) Students complete a minimum of forty (40) hours of direct service with clients during this practicum and at least one fourth (1/4) of the hours were completed in group work.

Students receive the following supervision during the completion of the practicum:  
Applicant received a minimum of one (1) hour per week of individual supervision and a minimum of one and one-half (1 ½) hours per week of group supervision with other students over a minimum of one (1) academic term. For the purposes of this certification, individual supervision is defined as supervision rendered to completion of this practicum, the applicant did receive the following number of hours of face-to-face supervision: \_\_\_\_\_

The supervision for this practicum was conducted by either a program faculty member or a supervisor working under the supervision of a program faculty member using audiotape, videotape, and/ or direct observation.

#### INTERNSHIP

- (1) Students complete at least a four hundred fifty (450) hour internship that enable the applicant to refine and enhance basic counseling skills, to develop more advanced skills and to integrate professional knowledge and skills appropriate to the student's initial post graduation professional placement.
- (2) Students complete a minimum of two hundred forty (240) hours of direct service with clients appropriate to the program of study.
- (3) Additionally, student is provided with the following opportunities:
  - a. For the student to become familiar with a variety of professional activities other than direct service.
  - b. For the student to develop audiotapes and/or videotapes of the student's interactions with clients appropriate for use in supervision.
  - c. For the student to gain supervised experience in the use of a variety of profession resources, such as, assessment instruments; computers; print and non print media; professional literature; research; and information and referral to appropriate providers.

Students receive the following supervision during the completion of the internship:  
Student received a minimum of one (1) hour per week of individual supervision and a minimum of one and one-half (1 ½) hours per week of group supervision, throughout the internship. For the purposes of this certification, individual supervision is defined as supervision rendered to one (1) person at a time, and group supervision is supervision rendered to at least two (2) and more than twelve (12) individuals at one (1) time. During the completion of this internship, the applicant did receive the following number of hours of face-to-face supervision: \_\_\_\_\_

The supervision for this internship is conducted by a program faculty member or by a supervisor working under the supervision of a program faculty member using audiotape, videotape, and/or direct observation.

#### ADVANCED INTERNSHIP

Students complete at least the following experience during the completion of the advanced internship:

- (1) Students complete at least a four hundred fifty (450) hour advanced internship that enabled the applicant to provide direct mental health counseling services while under the supervision of one of the professionals listed below.

Students receive the following supervision during the completion of the advanced internship:

One (1) hour per week of individual supervision and a minimum of one and one-half (1 ½) hours per week of group supervision with other students, throughout the advanced internship. For the purposes of this certification, individual supervision is defined as supervision rendered to one (1) person at a time, and group supervision is supervision rendered to at least two (2) and not more than twelve (12) individuals at one (1) time. During the completion of this advanced internship, the applicant did receive the following number of hours of face-to-face supervision: \_\_\_\_\_

A faculty member conducted the supervision for this advanced internship, or a supervisor working under the supervision of a program faculty.”

<b>COURSE TITLE</b>	<b>AATA</b>	<b>LMHC</b>
<b>Introduction to Counseling Theory and Practice (HER-T 502)</b>	*Application of art therapy with people in different treatment settings *Group work *Counseling and psychological theories	*Helping relationships *Foundations of mental health counseling *Knowledge and skills for the practice of mental health counseling
<b>The History, Theory and Practice of Art Therapy (HER-T 503)</b>	*History and theory of art therapy *Techniques of practice in art therapy	*Helping relationships *Knowledge and skills for the practice of mental health counseling
<b>Introduction to Group Counseling (EDUC-G 532)</b>		*Group dynamics, processes, counseling, and consultation
<b>Lifespan Development (EDUC-P 514)</b>	*Human growth and development	*Human growth and development
<b>Art Therapy with Children and Adolescents (HER-T 505)</b>	*Group work *Application of art therapy with people in different treatment settings	*Knowledge and skills for the practice of mental health counseling
<b>Individual Appraisal: Principles and Procedures (EDUC-G 505)</b>		*Assessment and appraisal of individuals
<b>Career Counseling (EDUC-G 552)</b>	*Career and lifestyle development	*Lifestyle and career development
<b>Ethical and Legal Issues in Art Therapy and Counseling (HER-T 504)</b>	*Ethical and legal issues of art therapy practice	*Professional orientation
<b>Art Therapy with Families and Adults (HER-T 511)</b>	*Group work *Application of art therapy with people in different treatment settings	*Knowledge and skills for the practice of mental health counseling *Human growth and development
<b>Assessment and Evaluation in Art Therapy (HER-T 507)</b>	*Art therapy assessment *Assessment *Psychopathology	*Knowledge and skills for the practice of mental health counseling
<b>Practicum (HER-T 501)</b>	*Practicum	*Clinical Instruction
<b>Internship (HER-T 600)</b>	*Internship	*Internship *Clinical Instruction
<b>Strategies for Educational Inquiry (Y520)</b>	*Research	*Research and program evaluation
<b>Cultural and Social Diversity in Counseling and Art Therapy (HER-T 508)</b>	*Cultural and social diversity *Cultural and social diversity with emphasis on theories of counseling	*Social and cultural foundations
<b>Addictions and Art Therapy (HER-T 509)</b>	*Application of art therapy with people in different treatment settings	
<b>Advanced Internship (HER-T 601)</b>	*Internship	*Internship *Clinical Instruction
<b>Professional Issues Capstone (HER-T 602)</b>	*Standards of practice in art therapy *Thesis or culminating project	*Professional orientation and ethics *Contextual dimensions of mental health counseling
<b>Studio Art</b>	*Studio art	

Following graduation, students must complete additional clinical work before being licensed.

[also from the Application for Licensure as a Mental Health Counselor (LMHC) from the

Social Worker, Marriage and Family Therapist and Mental Health Counselor Board Professional Licensing Agency]:

“You must submit proof that you have acquired at least 3,000 hours of post-graduate clinical experience over a two (2) year period of time.”

## **2. Admission requirements/ student clientele/ financial aid**

### **a. Admission requirements:**

Application Materials [note: application materials are closely parallel with the application materials required for School of Education master’s in counseling]

The application for the master’s degree program in Art Therapy will be available online. Applicants to the MA in Art Therapy degree program are required to submit the following materials:

- (1) completed online application;
- (2) a personal/goal statement including a description of prior Art Therapy coursework (included as part of the online application);
- (3) two letters of recommendation from former professors or employers;
- (4) official results of the General tests of the Graduate Record Examination that are less than five years old (we do not require applicants to take any GRE specialty test);
- (5) a portfolio of artwork; and
- (6) official transcripts (except from IU schools).

Note: GRE test results will be waived only for applicants who have completed a previous master’s degree and have earned a GPA of 3.3 or above for that degree.

Students must meet all other requirements mandated for enrollment in a graduate program at IUPUI.

### **b. Prerequisites**

Students seeking admission to Herron’s graduate program in art therapy should have completed the preparatory work at the undergraduate level, including 24 semester credit hours in studio art, and 12 semester credit hours in psychology including developmental and abnormal psychology (or psychology and sociology). Students should have satisfied the preparation outlined by NASAD for advanced professional study in Art Therapy (see below). Students may be asked to complete preparatory class work that is needed that they have not yet completed prior to enrolling in the graduate coursework.

[FROM NASAD HANDBOOK, 2009-2010, p. 107]

“XII. BACCALAUREATE DEGREES IN PREPARATION FOR  
ADVANCED PROFESSIONAL STUDY

A. Art Therapy. The Master’s degree is the appropriate credential for the professional



training of art therapists. Therefore, baccalaureate programs in art therapy should focus on preparation for graduate work, emphasizing the development of studio skills and pre-professional studies in the behavioral and social sciences.

1. Curricular Structure. Undergraduate prerequisites for graduate study may be met in both the professional (BFA) and liberal arts (BA/BS) formats recognized by the Association. Regardless of the degree plan adopted, studies in psychology, sociology, anthropology, and introductory courses in art therapy should comprise 20-30% of the total degree program. Percentages in studio and other art studies, general studies, and electives will vary according to the professional or liberal arts emphasis of the program.
2. Specific Recommendations for General Studies. Study in such areas as oral and written communication, biology, human physiology, and the social sciences is strongly recommended.
3. Essential Competencies, Experiences, and Opportunities (in addition to those stated for all undergraduate degree programs):
  - a. Advanced skills in one of the studio arts disciplines.
  - b. Knowledge of the basic principles of sociology and cultural anthropology, including understanding of social conflict, group dynamics, the relationship of culture to the development of personality, and studies of family and other social groups.
  - c. Knowledge of the basic principles of general psychology and abnormal psychology, with additional studies suggested in educational, clinical, experimental, and social psychology, and psychology of exceptional children.
  - d. Opportunities for students to evaluate their interest in therapeutic work. Such opportunities might include working as a volunteer in agencies serving individuals with various handicaps or others seeking the psychological benefits of creative expression, enrolling in a survey course which emphasizes the history and theory of art therapy, or being introduced to studio techniques useful in art therapy.

Introductory courses in the theory and practice of art therapy must be taught by instructors who are competent and experienced as therapists.”

### **c. STUDENT CLIENTELE**

During at least the initial launch of the program, student clientele for the graduate program in Art Therapy are expected to be students who can enroll full-time.

Each admitted student to Herron’s graduate program in art therapy is required to hold a bachelor’s degree from an accredited institution in the United States, or have the equivalent academic preparation from an institution outside the United States.

The preferred applicant will present the following credentials:

1. an undergraduate grade point average of 3.0 or higher;
2. a cumulative grade point average in any graduate course work of 3.3 or higher (does not apply if the applicant has taken no graduate work);
3. complete the Graduate Records Examination (GRE) and have scores sent to Herron who will consider the score in combination with other application materials;
4. strong letters of recommendation that attest to the
5. applicant's academic abilities and the ability to work effectively with others;
6. a personal statement indicating goals that are consistent with the program's art therapy focus and describing any prior Art Therapy coursework; and
7. A portfolio documenting original artwork, demonstrating competence with art materials.

#### **d. Enrollment limits, and criteria**

We are planning at the outset that the program will attract approximately 10 full-time qualified candidates to enroll each year. If more qualified candidates seek enrollment than we expect initially, then we will begin the process of developing plans to meet larger enrollments. Because of the requirements of intensive study in art therapy, and the requirements for close supervision during field work and internships, it is recommended by both the AATA and NASAD to maintain a low faculty to student ratio. For these reasons, we are planning our curriculum, faculty needs, and student enrollment expectations very carefully.

The above credentials (see c. above) are not cutoff criteria—meeting all the criteria does not guarantee admission, nor are applicants automatically denied admission if all criteria are not met. It should be noted that the faculty will consider a variety of criteria in selecting applicants for admission to the Art Therapy Program. Included in these considerations are such things as the quality and consistency of the applicant's past academic record, evidence of the ability to work cooperatively and effectively with others, and the spaces available for new students in the program.

International students: Non-native speakers must demonstrate English language proficiency. International students must demonstrate a proficiency in English by receiving a score above the following minimum level: 550 (paper-based test); 213 (computer-based test); or 79 (internet-based test) on the Test of English as a Foreign Language (TOEFL). Students with scores above 550/213/79 but below 600/250/100 are eligible for admission but will be advised to enroll in English as a Second Language coursework.

#### **e. financial support for graduate/professional students**

- (a) institutional
- (b) other sources

**-- To be provided by Fiscal Officers--**

## 8. Proposed curriculum

### a. Requirements

#### MASTER OF ARTS IN ART THERAPY CURRICULUM

##### # of credit hours:

60 semester credit hours [requires two years of full-time study].

##### Breakdown of credits

Art Therapy Content Core Coursework:	25.5 credits
(includes specialization course + professional issues capstone)	
Practicum/Field Experience:	1.5 credits
Internships	12 credits
Counseling Coursework (School of Education):	12 credits
Studio Art or Art History:	3 credits
Studio Art:	3 credits
Elective:	<u>3 credits</u>
TOTAL	60 credits

##### REQUIRED: Art Therapy Content Coursework (25.5 credits):

HER-T 502 Introduction to Counseling Theory and Practice (3 credits)  
HER-T 503 The History, Theory and Practice of Art Therapy (3 credits)  
HER-T 505 Art Therapy with Children and Adolescents (3 credits) [specialization course]  
HER-T 511 Art Therapy with Families and Adults (1.5 credits) [specialization course]  
HER-T 504 Ethical and Legal Issues in Art Therapy (1.5 credits)  
HER-T 507 Assessment and Evaluation in Art Therapy (1.5 credits)  
HER-T 508 Cultural and Social Diversity in Art Therapy and Counseling (3 credits)  
HER-T 509 Addictions and Art Therapy (3 credits)  
HER-T 602 Professional Issues Capstone (6 credits)

##### REQUIRED: HER-T 501 Practicum (1.5 credits)

[100 hours minimum]

##### REQUIRED: HER-T 600 Internship (6 credits)

[450 hours minimum]

##### REQUIRED: HER-T 601 Advanced Internship (6 credits)

[450 hours minimum]

##### REQUIRED: Studio Art (3 credits)

##### REQUIRED: Studio Art /or/ Art History (3 credits)

ELECTIVE (3 credits): Options : Career Counseling /or/ a choice from Studio Art, Art History, Psychology, Sociology

REQUIRED core courses from IUPUI School of Education master's program in Counseling:

EDUC-P 514: Lifespan Development (3 credits)  
EDUC-G 505: Individual Appraisal: Principles and Procedures (3 credits)  
EDUC-G 532: Introduction to Group Counseling (3 credits)  
EDUC-Y 520: Strategies for Educational Inquiry (3 credits) – Research Course

**a. Sample curriculum**

**RECOMMENDED FULL-TIME 2 YEAR CURRICULUM:**

YEAR ONE: FALL SEMESTER: 15 credits

HER-T 502 Introduction to Counseling Theory and Practice (3 credits)  
HER-T 503 The History, Theory and Practice of Art Therapy (3 credits)

EDUC-P 514 Lifespan Development (3 credits) [also offered in the spring]  
/OR/  
Studio Art or Art History

EDUC-G 532 Introduction to Group Counseling (3 credits) [also offered in the summer]  
HER-T 505 Art Therapy with Children and Adolescents (3 credits)

YEAR ONE: SPRING SEMESTER : 15 credits

EDUC-G 505 Individual Appraisal: Principles and Procedures (3 credits) [also offered in the summer]

EDUC-P 514 Lifespan Development (3 credits) [also offered in the fall]  
/OR/  
Studio Art or Art History

Course Elective (recommend EDUC-G 552 Career Counseling) (3 credits)  
HER-T 507 Assessment and Evaluation in Art Therapy (1.5 credits)\*  
HER-T 511 Art Therapy with Families and Adults (1.5 credits)\*  
HER-T 501 Practicum (1.5 credits)  
HER-T 504 Ethical and Legal Issues in Counseling Art Therapy (1.5 credits)\*

YEAR TWO: FALL SEMESTER: 15 credits

HER-T 600 Internship/Supervision (450 hours min.) (6 credits)  
EDUC-Y 520 Strategies for Educational Inquiry —Research course (3 credits) [also offered spring and summer semesters]  
HER-T 508 Cultural and Social Diversity in Art Therapy and Counseling (3 credits)\*  
HER-T 509 Addictions and Art Therapy (3 credits)\*

YEAR TWO: SPRING SEMESTER: 12 credits

HER-T 601 Advanced Internship (450 hours min.) (6 credits)

HER-T 602 Professional Issues Capstone (6 credits)

Studio Art (3 credits)—R511/R512, S501/S502, P501/P502, G501/G502, C511/C512

\*= courses will meet for 8-week sessions

**c. Existing courses**

Year one: FALL SEMESTER: 15 credits

EDUC-P 514 Lifespan Development (3 credits)

EDUC-G 532 Introduction to Group Counseling (3 credits)

Year one: SPRING SEMESTER: 15 credits

EDUC-G 505 Individual Appraisal: Principles and Procedures (3 credits)

Elective (recommended Career Counseling—EDUC-G 552) (3 credits)

Studio Art /or/ Art History (3 credits)

Year two: FALL SEMESTER: 15 credits

EDUC-Y 520 Strategies for Educational Inquiry—Research course (3 credits)

Year two: SPRING SEMESTER: 15 credits

Studio Art (3 credits)

**d. New courses to be introduced by the campus**

Year one: FALL SEMESTER:

HER-T 502 Introduction to Counseling Theory and Practice (3 credits)

HER-T 503 The History, Theory and Practice of Art Therapy (3 credits)

HER-T 505 Art Therapy with Children and Adolescents (3 credits)

Year one: SPRING SEMESTER :

HER-T 504 Ethical and Legal Issues in Art Therapy (1.5 credits\*)

HER-T 511 Art Therapy with Families and Adults (1.5 credits\*)

HER-T 507 Assessment and Evaluation in Art Therapy (1.5 credits\*)

HER-T 501 Practicum (1.5 credits)

Year two: FALL SEMESTER:

HER – T 600 Internship (450 hours min.) (6 credits)

HER-T 508 Cultural and Social Diversity in Art Therapy and Counseling (3 credits\*)

HER-T 509 Addictions and Art Therapy(3 credits\*)

Year two: SPRING SEMESTER:

HER-T 601 Advanced Internship (450 hours min.) (6 credits)

HER-T 602 Professional Issues Capstone (6 credits)

\*= courses will meet for 8-week sessions

Herron School of Art and Design will carry malpractice insurance starting in the spring semester coinciding with the beginning of practical experience.

**e. All courses for the degree to be delivered by another institution**

None.

**9. Describe form of recognition**

Degree will be awarded: Master of Arts in Art Therapy from Herron School of Art and Design, Indiana University-Purdue University, Indianapolis.

a. Type of certificate or degree

Students who complete the graduate program in Art Therapy at Herron School of Art and Design, IUPUI will receive a Master of Arts professional degree in Art Therapy from Indiana University.

b. Indiana University CIP Code number

The classification of instructional programs (CIP) code for the MA program in Art Therapy is not yet determined.

c. Program, Organizational and Site information

The Herron School of Art and Design is an autonomous professional school of Indiana University, located on the campus of Indiana University-Purdue University, Indianapolis. Therefore, the degree will be awarded through Herron School of Art and Design, and the diploma will read as follows: *Master of Arts in Art Therapy, Indiana University, Herron School of Art and Design*.

**10. List program faculty and administrators**

**Art Therapy Program administrators:**

Valerie Eickmeier, Dean, Herron School of Art and Design, and Professor of Sculpture, is the overall administrator in charge of all Herron degree programs.

Craig McDaniel, Associate Dean and Professor of Fine Art, Herron, provides academic leadership and coordination of Herron degree programs.

Peg Frey, Assistant Dean for Fiscal & Administrative Affairs.

Cory Robinson, Chair, Department of Fine Arts, and Assistant Professor of Furniture Design, provides academic leadership and coordination of Art Therapy as a degree program.

A Herron faculty member with Art Therapy specialization will be hired prior to the launch of the new degree program to provide direct coordination of activities of graduate students in the program (e.g. overseeing internships and placement for field work).  
Amy Maidi, Director of Student Services, Herron. Oversees scheduling of classes, audit checks for degree progress.  
Pam Hacker, Academic Adviser, Herron, provides advising services for students.  
Emily Clossin, Academic Advisor/Student Recruiter, Herron, coordinates recruitment activities.  
Katie Hutton, Director of External Affairs, Herron, coordinates marketing.  
Kim Hodges, Director of Development, Herron, coordinates development and fund-raising for scholarships.

### **Herron School of Art Administration**

VALERIE EICKMEIER, Dean of the School  
JILL CHRISTY, Administrative Assistant to the Dean  
CRAIG McDANIEL, Associate Dean of Academic and Student Affairs (on sabbatical research leave 2009-2010)  
JENNIFER LEE, Interim Associate Dean of Academic and Student Affairs (2009-2010 academic year)  
PEG FREY, Assistant Dean of Fiscal and Administrative Affairs  
KATHY PATALUCH, Director, Basile Center for Art, Design and Public Life  
ABBEY PINTAR, Administrative Assistant, Basile Center for Art, Design and Public Life  
KATIE HUTTON, Director of External Affairs  
PAULA KATZ, Director of Herron Galleries  
AMY MAIDI, Director of Student Services  
PAM HACKER, Student Advisor  
EMILY CLOSSIN, Student Recruiter and Advisor  
STACY FILES, Senior Administrative Assistant, Student Services  
KIM HODGES, Director of Development  
JEFFREY BARNES, Senior Administrative Assistant, Development  
CARLA EWING, Human Resource Specialist  
JASON McCLELLAN, Technology Director  
JUSTIN ESCUE, Technology Assistant  
SONJA STAUM-KUNIEJ, Head Librarian  
KIM GIBSON, Faculty Secretary

### **Program faculty:**

2.0-2.5 new full-time faculty will be hired: Assistant/Associate Professors of Art Therapy will be added to the Herron faculty. Each will hold a Masters degree in Art Therapy, will be a registered art therapist (ATR), and one or more of them will have practiced Art Therapy professionally within the last five years. These new faculty will devote all their teaching to the required courses in art therapy in the new degree program. (Note: Other required art therapy courses will be taught by part-time faculty with appropriate graduate degrees in art therapy and/or related fields (example: mental health counseling) and appropriate professional experiences.) The search for the senior faculty member in Art Therapy will be conducted in this academic year (2009-2010). This person will teach undergraduate introductory courses in Art Therapy for this first year, will finalize graduate

course syllabi, and will serve on search committees for the rest of the Art Therapy faculty in the 2010-2011 academic year, in order that all needed faculty will be in place when the program is launched in the 2011-2012 academic year.

Graduate level Studio art classes to be taken by students in Art Therapy will be taught by existing Herron studio faculty. Art history electives classes will be taught by existing Herron art history faculty. Coursework in the IUPUI School of Education Counseling program will be taught by existing faculty in those schools.

HERRON SCHOOL OF ART AND DESIGN Full-time Faculty – available to teach graduate level courses in studio art and art history for students in the proposed graduate program in Art Therapy

Agha, Anila, MFA, University of North Texas, 2004; BFA National College of Arts, Lahore; Assistant Professor of Drawing

Baker, Lesley, MFA, Rhode Island School of Design, 2000; BED, Texas A & M University, 1986; Assistant Professor of Ceramics

Borgmann, Cindy Bixler, Ed.D., Indiana University, 1981; MS, Indiana University, 1976; B.S., Purdue University, 1973; Associate Professor of Art Education

Eickmeier, Valerie, MFA, Washington University, 1982; BFA, Kansas City Art Institute, 1979; Dean and Professor of Sculpture

Farrow, Vance, MFA, University of Cincinnati, 1996; BFA, Murray State University, 1993; Associate Professor of Foundation Studies and Drawing

Giddings, Anita, MFA, Indiana State University, 1995; BFA, Herron School of Art, 1983; Elective Art Coordinator and Lecturer

Goodine, Linda Adele, MFA, Florida State University, 1983; MS, Ithaca College, 1981; BA, University of Rochester, 1977; Professor of Photography

Groshek, Matthew, MFA, University of Wisconsin, 1986; BFA, University of Wisconsin, 1982; Assistant Professor and Public Scholar of Exhibition Design

Hong, YoungBok, MFA, The School of the Art Institute of Chicago, 2001; BA, Ewha University 1993; Associate Professor of Visual Communication

Hull, Greg, MFA, University of Delaware, 1991; BFA, Kansas City Art Institute, 1985; Associate Professor of Sculpture

Jacobson, Marc, MFA, University of Wisconsin, Milwaukee, 1985; BFA, University of Wisconsin, Milwaukee, 1976; Professor of Painting



Lee, Flounder, MFA, California State University Long Beach, 2007; BFA, University of Florida Gainesville, 2003, Assistant Professor of Photography

Lee, Jennifer, Ph.D., Emory University, 2003, MA, Archaeology, University of Sheffield, U.K., 1994, BA, Wesleyan University, 1990; Assistant Professor of Art History

McDaniel, Craig, MFA, Ohio State University, 1986; MS, Urban Mgmt., Drexel University, 1976; MFA, University of Montana, 1975; BS, University of Pennsylvania, 1970; Associate Dean and Professor of Fine Art

Mikulay, Jennifer, Ph.D., University of Wisconsin, 2007; MA, Rutgers University, 1995; BA Marquette University, 1990; Assistant Professor and Public Scholar of Visual Culture

Morrison, David L., MFA, University of Wisconsin, 1985; BFA, University of South Dakota, 1981; Professor of Printmaking

Nemeth, Jeanne, Ph.D., Indiana University, 2007; MFA, University of Cincinnati; MS, Indiana University-South Bend, 1983; BS, Indiana University, 1976; Assistant Professor of Art Education

Nickolson, Richard Emery, MFA, Indiana University, 1972; BFA, Maryland Institute, College of Art, 1968; Professor of Painting

Nordgulen, Eric, MFA, Indiana University, 1985; BFA, East Carolina University, 1982; Associate Professor of Foundation Studies and Sculpture, Fine Art Department Chair

O'Connell, Kathleen, MFA, Syracuse University, 1988; BFA, Herron School of Art, 1982; BA, Indiana University, 1976; Associate Professor of Visual Communication

Potter, William, MFA, University of Cincinnati, 1997; BFA, Columbus College of Art and Design, 1995; Associate Professor of Foundation Studies, Foundation Program Coordinator

Richardson, Mark, MFA, Indiana University, 1980; BFA, University of Massachusetts, 1976; Associate Professor of Ceramics

Riede, Danielle, MFA, Virginia Commonwealth University, 2005; BA, The University of Virginia, 1998; Assistant Professor of Painting

Robertson, Jean, Ph.D., The University of Pennsylvania, 1983; MA, University of Pennsylvania, 1973; BA, University of Pennsylvania, 1971; Professor of Art History

Robinson, Cory, MFA, San Diego State University, 2002; BFA, Herron School of Art, 1999; Assistant Professor of Furniture Design

Sanematsu, Helen, MFA, School of Art, Yale University, 1998; BA Occidental College, 1989; Assistant Professor of Visual Communication

Setser, Meredith. MFA, University of Wisconsin-Madison, 2004; BFA, Herron School of Art, IUPUI, 1997; Assistant Professor of Printmaking

Streekstra, Holly, MFA, Louisiana State University, 2006; BFA, University of Minnesota, Minneapolis, 2001; Assistant Professor of Sculpture

Tennant, Phillip, BFA, New York State University at Alfred, 1971; Professor of Furniture Design

Vander Kooi, Lee, MGD, North Carolina State University, 2004; BFA, University of Akron, 2000; Assistant Professor of Visual Communication

Vice, Christopher, MFA, California Institute of the Arts, 1992; B.S., North Carolina State University, 1989; Associate Professor of Visual Communication and Visual Communication Department Chair

Winship, Andrew, MFA, The School of the Art Institute of Chicago, 1998; BFA University of Michigan School of Art and Design, 1995; Assistant Professor of Painting and Printmaking

**Faculty at Herron's Art Therapy Program will comply with the following criteria as stipulated by AATA:**

“The program must demonstrate that faculty members and their assignments adequately provide for course teaching, student advisement, and supervision.

\* The directorship of the art therapy program must:

1. be a full-time position in the institution for degree programs;
2. be held by professionally qualified art therapist(s): Registered and Board Certified Art Therapists (ATR-BC) or Registered Art Therapists (ATR) with licensure in a mental health related field (e.g., art therapy, counseling, social work, psychology) or Registered Art Therapists (ATR) with a doctorate in art therapy or related field (e.g., counseling, psychology, social work).

\* All members of the graduate faculty teaching required art therapy content areas (IV.A.) must be Registered Art Therapists.

\* At least one-half of the art therapy faculty must have practiced art therapy within the most recent five (5) year period.”

**11. Describe needed learning resources**

**a. Library holdings**

Needed by Herron Art Library:

As outlined by AATA requirements for a graduate program in Art Therapy: “Students and art therapy faculty must have access to a collection of art therapy books and journals, in addition to literature and journals in mental health and fine arts.” (Herron Art Library already provides an extensive collection of literature and journals in fine arts.) Subscription will be taken for: Journal of the American Art Therapy Association ([www.arttherapyjournal.org](http://www.arttherapyjournal.org)) which is the leading publication in the field of art therapy. The purpose of the Journal is to advance the understanding of how visual art functions in the treatment, education, development, and enrichment of people. A recognized academic publication for more than twenty years, Art Therapy provides a scholarly forum for diverse points of view on art therapy and strives to present a broad spectrum of ideas in therapy, practice, professional issues and research.

The Indiana University Library system does have a large collection of works on Art Therapy. This will be a valuable resource that matches the curriculum we are proposing. In appendix A you will find a list of books in the library system that obviously relate to the subject of Art Therapy. A keyword search returned over 400 titles, and the list provided covers topics such as the history of art therapy; art therapy with families, children, the disabled, the addicted, rape survivors, cancer survivors, those with eating disorders, Alzheimer’s patients, older adults, survivors of childhood sexual abuse, and children with autism; art therapy and social action; gender and art therapy; spiritual art therapy; printmaking in art therapy; photography and art therapy; medical art therapy; self-mutilation and art therapy; and ethical issues in art therapy.

**See attached, Appendix A: Art Therapy holdings, IU library system**

## **12. Describe other program strengths**

As the only professional school of art and design in the state of Indiana, Herron will provide a rigorous curriculum and high quality studio experiences for students studying Art Therapy. Located on the medical research campus of one of the nation’s leading urban universities, Indiana University-Purdue University, Indianapolis (IUPUI), Herron provides our students with a comprehensive educational experience as well as access to real-world applications in art therapy. Artists understand the creative process and through a specialized curriculum will develop a therapeutic understanding and utilization of skills that contribute to the care of people living with or overcoming psychological and physical challenges.

Herron School of Art and Design houses the necessary equipment and facilities as required by AATA to launch the new graduate program in Art Therapy. Students and faculty in the Art Therapy program will have regular access to the following facilities:

1. classrooms for academic courses;
2. studio space for working with art materials; and
3. offices and conference rooms for faculty and student advisement.

\* The program must have regular access to the following equipment:

1. audio-visual equipment for classroom instruction;
2. studio art equipment and special supplies;

3. office equipment and supplies; and
4. computers with internet access.

The development of this new graduate program in Art Therapy at Herron coincides with a proposal to develop an Art Therapy Initiative at Riley Hospital for Children, in Indianapolis. The Herron program will work closely with Riley Hospital in the development of practicum and internship experiences for the Herron Art Therapy graduate students.

**See attached, Appendix B: Riley Hospital for Children  
Art Therapy Program: Description, Purpose and Objectives**

**C. PROGRAM RATIONALE**

**1. Institutional Factors**

Herron seeks to develop a graduate program leading to the degree Master of Arts in Art Therapy. This new graduate program will increase Herron's graduate degree programs, which currently include: Master of Arts in Art Education, Master of Fine Arts in Visual Communication, and Master of Fine Arts in Visual Art and Public Life (with emphasis majors in Furniture Design, Printmaking, and Sculpture).

Through the art therapy degree program, the Herron School of Art and Design will attract the best and brightest students both locally and from out-of-state, thus adding to central Indiana's diverse population, economic status, and cultural vibrancy. Graduates of this degree program will serve in hospitals, community health centers, correctional facilities, and social service agencies. According to the American Art Therapy Association, Inc., art therapy is an expanding field and employment will continue to grow as art therapy becomes more recognized by professionals and clients in all settings. A master's (MA) degree in art therapy can lead to careers as therapists, psychologists, researchers, and more.

**Compatibility with IUPUI Mission**

The proposed graduate program in Art Therapy at Herron is highly compatible with IUPUI's mission and the mission of Indiana University. Specifically, developing the graduate program in Art Therapy strategically positions Herron within the goal that "IUPUI desires additional graduate degrees at both master's and doctoral levels, which are linked to IUPUI's academic strengths in the health sciences, philanthropy, liberal arts and the professions as they relate to the urban environment of the city of Indianapolis." (p. 11 of "Eight Campus Identities, One Shared Destiny", which constitutes the *Final Report of the Mission Differentiation Project*, 2005.) Furthermore, the development of a graduate program in Art Therapy is consistent with IUPUI's identity: "This campus is clearly set for a future as the urban and medical science campus of the state of Indiana and of IU." (p. 17, "Eight Campus Identities, One Shared Destiny")

## **PLAN FOR ADMINISTERING THE PROGRAM and ASSESSMENT**

Herron School of Art and Design located on the IUPUI Campus will administer the MA in Art Therapy degree program. Dean Valerie Eickmeier will have final administrative authority in overseeing all aspects of the graduate program. Additional administrative support and leadership for the MA in Art Therapy will be provided by Herron's Associate Dean, Assistant Dean of Fiscal and Administrative Affairs, Chair of the Department of Fine Arts, and the Fine Arts Department's MFA/MA Committee (this is a faculty-led committee composed of 4 faculty members, Fine Arts Dept. Chair and Associate Dean). The Chair of the Department of Fine Arts will be responsible for scheduling graduate classes and overseeing the evaluation of the graduate faculty's teaching and related research.

### **ASSESSMENT**

This new graduate program – leading to the Master of Arts in Art Therapy – will subscribe to best practices for a “learner-centered” paradigm of instruction (rather than a teacher-centered paradigm of instruction). Central to the curriculum of the graduate program will be multiple, systematic opportunities for students to be involved in and challenged by a variety of project-based activities, field experience, responses to readings, research projects, discussions, and art works. Reviews of progress are to be conducted both within the structure of each course (including group critiques and individual critiques with course instructors), and periodic assessments of progress by each graduate student's MA Advisory Committee. These reviews of progress are designed: to increase graduate students' effectiveness in mastering learning outcomes (at both the individual course and overall program levels); to provide significant opportunities for students to demonstrate their learning (including gauging their higher-order learning of advanced critical thinking and problem solving skills); and to provide regular opportunities for the assessment of students' learning.

The MA in Art Therapy program will undergo regular evaluation by the Fine Arts Department's MFA/MA curriculum committee, the Herron Academic Affairs Committee, Fine Arts Department Chair, Associate Dean, and the Dean of the School. Evaluations will be based on review of the curriculum, student development, and overall competency of student work. Outside evaluation will be provided by Herron's accreditation agency, National Association of Schools of Art and Design (NASAD). Student's success in field experiences (Internship and Advanced Internship) will also provide opportunity to evaluate the program. In addition, surveys and interviews will be conducted with project partners and other stakeholders (e.g. employers) to determine whether coursework and collaborative experiences are relevant and meaningful. Program evaluation will be monitored regularly on an individual student basis. The progress of each graduate student will be evaluated at the end of 30 credit hours, 45 credit hours, and at the presentation of the culminating project for Professional Issues Capstone course. These plans are articulated in greater detail below.

The Assessment Plan for the MA in Art Therapy degree program will develop, maintain, refine, and monitor each of the essential elements for effective assessment. We have initiated the process (which will be ongoing throughout the life of this graduate program) to:

1. Identify learning outcomes for each course as it is developed (these are articulated in each course syllabus), and to identify overall learning outcomes for the program as a whole (see below). These learning outcomes are identified and will be communicated in both oral and written formats to students and prospective students. Learning outcomes are not set in stone; as the program matures, a regular re-evaluation of the effectiveness, continued significance, and relevance of intended learning outcomes (at both the course and program levels) will result in revisions and additions.
2. Indicate opportunities students have for learning the knowledge and skills identified in item 1 (this will occur at both the course and program level).
3. Indicate where, when, and how faculty assess student learning related to their outcomes (this will occur at both the course and program level).
4. Describe what faculty members have learned from these assessments (this will occur regularly at both the course and program level).
5. Describe pedagogical, curricular, and programmatic decisions resulting from reflection on assessment findings (this will occur on an annual basis as well as at systematic periodic intervals for major program reviews).

Through the assessment process, we will ensure that this graduate degree program:

- Continues to be taught by faculty with appropriate training and experience in each area of specialization;
- Attends to the needs of students for working knowledge of the technological developments applicable to their area(s) of specialization.
- Prepares students for successful professional licensure (AATA and LMHC).
- Continues to meet the operational and curricular standards presented in the NASAD Handbook that are applicable to all graduate degree programs in Art Therapy; (see below)
- Continues to meet the operational and curricular standards presented by AATA in order for successful professional licensure. (see below)

\*\*\*

**THE CURRICULAR OVERVIEW BELOW IS QUOTED FROM THE NASAD HANDBOOK (2008), p. 114 – 117 F. Art Therapy]. In order to maintain the accreditation standing of Herron School of Art and Design our new graduate program in Art Therapy is planned to satisfy all the curricular requirements and recommendations outlined by NASAD:**

1. The master's degree in art therapy requires at least 30 semester hours or 45 quarter hours and two years of full-time graduate work.
2. In addition to the general requirements for graduate study, completion of an appropriate undergraduate program or undergraduate studies meeting the requirements outlined in Section

- XII.A. above is essential for students entering master's degree programs in art therapy.
3. At least 50% of the course work shall be in art therapy and shall include the following:
- a. An extensive history of the discipline with attention given to the basis of art therapy found in the work of art therapists, artists, pedagogues, psychiatrists, psychologists, philosophers, and critics; a research component should be provided; and the opportunity for individual research projects is recommended.
  - b. Studies in the theory and practice of art therapy, including experience with the technique of practice; distinction between diagnostic and therapeutic applications; and work with both children and adults. Differing theoretical viewpoints should be presented.
  - c. Practical training opportunities including a practicum or internship for which credit is given, and field work for which no credit is given. (See guidelines for practical training below.)
  - d. Opportunities during the latter stages of the program for specialization in art therapy requiring sequences of at least two courses in a given area, and elective courses and directed individual study in art therapy to provide flexibility to the individual program. Provision should be made for studies in disciplines related to art therapy, including psychology, sociology, cultural anthropology, art history, criticism, and aesthetics.
4. The program shall meet the following guidelines for practical training:
- a) **Practicum.** The practicum is generally treated as course work for which credit is given. It demands a specified minimum number of hours that includes supervised contact with clients, as well as related activities (such as preparation and clean-up, conferences with field supervisors, record-keeping, and participation in staff meetings). Practicum courses should extend over two semesters and should require at least 600 hours in the field. If conducted during the normal semester, between 2 and 3 workdays per week will be required. The same number of hours may be provided by concentrated summer work in a shorter period or evening work over a more extended period.
  - b) **Field Work.** In addition to the practicum, it is strongly urged that classroom instruction be enriched by field work. Approaches and ideas discussed in the classroom should be tested in practice from the start. The academic and the clinical should be closely coordinated throughout the two years of training. Field work preceding or following the practicum in the same setting is often valuable for the sake of a more sustained experience. To provide contact with a broad variety of clients, total field experience should usually take place in several different settings. Field work earns no additional credit and the number of hours to be spent is more flexibly determined than is the case with the practicum.
  - c) **Supervision.** Close and timely supervision is crucial in the practicum. A registered art therapist is the supervisor of choice. Other clinical personnel such as social workers, special educators, psychologists, and psychiatrists may provide general supervision in the absence of an art therapist; however, it is expected that art therapy faculty members will provide close off-the-job supervision in the latter case and general supervision for all students in the practicum.
  - d) **Settings.** In view of the applicability of art therapy to broad areas of rehabilitation and education, efforts should be made to provide placements not only in the conventional psychiatric institutional settings, but also in such

settings as non-psychiatric hospitals, corrections agencies, schools, substance abuse rehabilitation programs, halfway houses for adolescents and psychiatric patients, and community centers.

5. The institution must maintain an appropriate collection of library materials to support the art therapy program. Medical art, art education, and psychology holdings are required in addition to basic works on the theory and practice of art therapy. The development of a collection of case materials appropriate for instructional use is essential.

6. Professional courses in the theory and practice of art therapy must be taught by instructors who are competent and experienced art therapists. A maximum student/faculty ratio is 7 to 1 for art therapy programs.

7. It is recommended that there be at least two hours of supervision for every 20 hours of practicum.

8. Institutions are expected to state in their published materials the specific registration or certification to which their curricula will lead.

#### **G. Multiple Orientations**

1. The Master of Arts or Master of Science degree combining studio practice and scholarship or research, assuming the completion of appropriate undergraduate work, requires at least 30 semester hours or 45 quarter hours of advanced study in art/design and related areas.

2. Work for the degree produces competencies to develop research studies and utilize findings in design or studio practice. Students must demonstrate knowledge and skills in research methodology, the ability to conceptualize problems generically, and the ability to connect research to problem solving in the creation of art/design.

3. Requirements for work in other disciplines must be correlated to the goals and objectives of common or individual degree programs.

4. Normally, the awarding of the degree requires the satisfactory completion of a thesis and/or a comprehensive examination.

#### **Curricular requirements provided below are adopted from the AATA's Educational Standards for master's programs in Art Therapy:**

\* Programs shall require that each student admitted to the degree program successfully complete not later than twelve (12) months after entering the program (and including credits taken before admission):

1. a minimum of eighteen (18) semester hour credits (or twenty-seven [27] quarter-hour credits) of study in studio art which demonstrates proficiency and disciplined commitment in art making. Equivalency of non-academic studio art experience or art therapy based coursework may be specified in the graduate program's literature. It is imperative that the applicant evidence a range of experience using a variety of art materials and processes.

2. a minimum of twelve (12) semester hour credits (or eighteen [18] quarter-hour credits) of study in psychology, which must include developmental psychology and abnormal psychology.

#### **AATA requirements:**



#### IV. Required Curriculum

For the master's degree, a minimum of 48 graduate semester credits (or 72 quarter-hour credits) is required to meet standards for graduate level art therapy education. [60 graduate semester credits (or 90 quarter-hour credits) may be required for licensure or clinical education standards in some states].

##### \* Required Content Areas

1. Required art therapy content areas: A minimum of 24 semester credits (or 36 quarter-hour credits) in art therapy content is required. Content areas must be taught by faculty who hold an ATR. The titles which follow are strictly content/competency areas, not course titles. The program director is responsible to determine how the content/competency is addressed. Attention to licensure standards will assist programs in determining structure and course titling. The course of study must be sequential and include the following:

- o History and theory of art therapy: To include art therapy history and theory, events, and practitioners, and the development of art therapy as a distinct therapeutic practice. Overview of psychotherapy theories relevant to art therapy.

- o Techniques of practice in art therapy: Direct experience of the therapeutic utility and psychological influence of art processes and materials. Identifying the therapeutic effect of art making leading to establishment of therapeutic goals and intervention strategies.

- o Application of art therapy with people in different treatment settings: Clinical interventions for the treatment of children, adolescents, adults, couples and families in inpatient, outpatient, partial treatment programs, and aftercare. Essential interviewing and counseling skills for developing the therapeutic relationship. Exploration of verbal, behavioral, and artistic communication, assessment, treatment planning, treatment approaches, relationship dynamics, and role on the treatment team.

- o Group work: Theoretical and experiential understanding of group art therapy and counseling methods and skills. Principles of group dynamics, therapeutic factors, member roles and behaviors, leadership styles and approaches, selection criteria, and short- and long-term group process.

- o Art therapy assessment: Fundamentals of art therapy assessment, statistical concepts including reliability and validity, selection of the assessment tool, and familiarity with a variety of specific art therapy instruments and procedures used in appraisal and evaluation. Understanding of developmental levels, cultural factors, psychopathology, and psychological health manifested in artwork and art-making. Administration and documentation of art therapy assessment, formulation of treatment goals, objectives, and strategies related to assessment and evaluation.

- o Ethical and legal issues of art therapy practice: Professional identity, professional ethics, and the ethical practice of art therapy. Familiarity with the ethical standards of the AATA and ATCB, as well as the ACA and other related fields. The proper application of ethical and legal principles of art therapy practice.

- o Standards of practice in art therapy: Professional role as an art therapist with regard to function and relationships with other mental health providers. Knowledge of professional organizations, credentialing and licensure, public policy, advocating for the profession, and client advocacy. Preparation to enter the job market and practice in resume writing and professional interviewing skills.

- o Cultural and social diversity: Foundation of knowledge in cultural diversity theory and competency models applied to an understanding of diversity of artistic language,

symbolism, and meaning in artwork and art making across culture and within a diverse society. Investigation of the role of the art therapist in social justice, advocacy, and conflict resolution.

- o Thesis or culminating project: The integration of knowledge with regard to the profession of art therapy including the literature in the field through a culminating project including, but not limited to, thesis or other extensive and in depth projects. Use of structured methods and formats such as quantitative and qualitative research, formal case studies, and arts-based research.

2. Required related content areas: These content areas may be taught by faculty from related fields and/or by faculty members who hold an ATR. The following are content/competency areas, not course titles. (See A.1. above).

- o Psychopathology: Criteria of psychiatric diagnoses, use of the DSM multi-axial system, and theories of psychopathology. Ability to recognize indicators of functional and organic disorders in behavior and artwork of clients. Basic knowledge of types of psychopharmacological medications.

- o Human growth and development: Human psychological development across the life span, theories of personality development, cultural and environmental influences. Familiarity with human behavior, including developmental crises, disability, exceptional behavior, and addictive behavior.

- o Counseling and psychological theories: Historical development of counseling and psychological theories, understanding of systems perspective, application to case material, and interviewing and counseling skills. Critical thinking with regard to similarities and differences between art therapy intervention and counseling intervention.

- o Cultural and social diversity: Theories of counseling and development of competencies essential for a culturally responsive therapist with regard to age, gender, sexual orientation, ethnicity, nationality, socio-economic status, developmental disability, education, family values, and religious and spiritual values. Cultural self-awareness through self-assessment, strategies for working with diverse communities, and critical thinking with regard to attitudes, beliefs, and competent practice.

- o Assessment: Historical perspectives of assessment, basic concepts of standardized and non-standardized testing and assessment, fundamentals of psychological testing, biopsychosocial assessment, statistical concepts including reliability and validity, strategies for selection of the assessment tool, and familiarity with a variety of specific instruments and procedures used in appraisal and evaluation.

- o Research: Basic tenets of planning, conducting, and evaluating research and understanding research methodology, to include qualitative and quantitative designs. The importance of research in the psychotherapy professions, ethical, practical, and legal considerations, and the use of research to assess effectiveness of mental health and art therapy services.

- o Studio art: Maintain contact with the discipline of art making. Explore the impact of art processes and materials through ongoing participation in personal art making. Strengthen connection to the creative process, understanding of personal symbolic language, and arts based learning allowing for the opportunity to integrate intellectual, emotional, artistic, and interpersonal knowledge.

- o Career and lifestyle development— optional—(As career counseling is a required element for counseling licensure in many but not all states, this content/competency is listed as optional):

Occupational counseling, career development theory, information/ resources, diversity factors, supervision, and ethical and legal issues.

Knowledge and skills considered essential in enabling individuals and organizations to positively affect career development and aptitude.

Development of art therapy based career counseling.

**\* Practicum/Internship**

1. Practicum and Internship: In order to develop art therapy and counseling skills, each student must successfully complete supervised practice as follows:

- o a minimum of one hundred (100) hours of supervised art therapy practicum involving observation and practice in preparation for internship;
- o a minimum of six hundred (600) hours of supervised Internship over at least two academic terms. Three hundred (300) hours must be working directly with patients in individual, group, or family formats. A minimum of 350 total client contact hours must be accumulated in practicum and/or internship. It is recommended that programs preparing students for mental health counseling licensure require a minimum of nine hundred (900) hours of supervised Internship during which at least 400 total client contact hours must be accumulated in practicum and/or internship. The balance of the supervised hours (indirect hours) must include discussion of student's work with the supervisor(s) and related activities including, but not limited to: case review, record keeping, preparation, treatment team meetings, in-service conferences, and related milieu activities, evaluation of outcome, and successful termination of therapy. Students will demonstrate the ability to effectively communicate clinical material and integrate theory and practice through case presentation.

2. Supervision: Students must have both individual and group supervision.

o Individual Supervision: For every ten (10) hours of client contact, there must be one (1) hour of supervision by a registered art therapist (ATR) or licensed professional in a related field (e.g., creative arts therapy, social work, psychology, marriage and family therapy, psychiatry, or counseling). This may be one-to-one or triadic and is usually performed by the onsite supervisor

o Group Supervision: There must be one and a half (1.5) hours of group supervision by a registered art therapist for every ten (10) hours of client contact. The ratio of eight (8) students to one (1) ATR supervisor may not be exceeded. This is usually performed by a program faculty member.

**\* Specialization**

The art therapy program must provide opportunities for specialization in competency areas such as variations in patient age, practice setting, and type of intervention (individual, group, or family).

**Assessment of the Art Therapy graduate program will occur at multiple levels:**

- Evaluations of students' progress will be assessed:
  - o Evaluation of students' progress in acquiring essential competencies (for program as a whole and for individual courses) and mastering learning objectives (for the program as a whole) is evaluated at clearly-defined checkpoints by each graduate students' MA Advisory Committee (see below for additional detail).

- Evaluation of students' success in meeting the learning objectives is embedded in each course (measuring students' progress in mastering the learning outcomes defined for each course)
- Evaluation of students' overall achievement is assessed by their faculty advisor at:
  - Completion of 30 credits (1/2 point), including completion of field experience practicum
  - Completion of 45 credits (3/4 point), including completion of Internship—assessment by faculty advisory, internship supervisor, and graduate student (who writes a self-reflection)
  - Completion of 60 credits (final), including completion of Advanced Internship – assessment by faculty advisory, advanced internship supervisor, and graduate student (who writes a self-reflection)
- Assessment of the quality of the program and the success of meeting programmatic goals
  - MFA/MA Committee, graduate faculty, and Herron administration jointly conduct a thorough Program Review **two** years after the start of the program and then every **five** years thereafter, evaluating on the following [note: each of these areas of the program are monitored on an ongoing basis at the appropriate staff, faculty, and department level]:
    - Curriculum (evaluated on the basis of quality, effectiveness, professional relevance, efficiency)
    - Specific program objectives (as outlined on pp. 4-6 of this Proposal)
    - Assessment of our continued effectiveness in employing the unique features of this program (as outlined on p. 4 of this Proposal)
    - Quality of instruction
    - Quality of graduate students' performance in meeting learning objectives (by course and overall program requirements)
    - Placement of graduates
    - Professional success of graduates
    - Alignment and success in contributing to campus and university mission
    - Effectiveness in recruitment—to evaluate if the program enrolls students, in sufficient numbers, who are a good fit for the overall goals of the program
    - Facilities/equipment
    - Financial aid
    - Budgetary resources
    - Faculty resources
    - Advising
    - Quality of work by students on Graduate Assistantships
  - National Schools of Art and Design's Re-accreditation Review occurs every 10 years. The graduate program will be evaluated thoroughly in concert with the overall review of all phases of the school's operation.
  - Periodic Program Reviews as scheduled and required by IUPUI campus administration.

## **2. Student Demand**

Currently, there are only 27 AATA approved graduate art therapy programs in the country. Regionally, we would be in competition for students with the following non-art schools:

- Southern Illinois University
- Adler School of Psychology
- Ursuline College
- Wayne State College
- St. Mary-of-the Woods College

The art schools in the regions with art therapy programs are:

- Pratt Institute
- The Art Institute of Chicago.

There is a need for a graduate program in Art Therapy in central Indiana. The only existing graduate level art therapy program in the state of Indiana is located at St. Mary-of-the-Woods College, in West Terre Haute, Indiana.

An undergraduate pre-art therapy program is now offered at University of Indianapolis. The successful development of our proposed program would allow graduating students from the University of Indianapolis program, who are accepted at Herron, to remain in central Indiana and attend a graduate program in Art Therapy, at Herron/IUPUI.

## **3. Transferability**

Our first priority is to enroll students in the Herron graduate program in Art Therapy who complete all credits at Herron. We will allow a maximum of 15 credits to be transferred from another NASAD-accredited graduate program (to be decided on a case by case basis).

## **4. Access to graduate and professional programs**

It is expected that completing the master's in Art Therapy at Herron will be the final academic degree sought in the field of art therapy, and that successful graduates will be compliant with all necessary educational experiences in order to succeed in receiving professional credentialing by ATCB.

## **5. Demand and employment factors**

Through the art therapy degree program, the Herron School of Art and Design will attract the best and brightest students both locally and from out-of-state, thus adding to central Indiana's diverse population, economic status, and cultural vibrancy. Graduates of this degree program will serve in hospitals, community health centers, correctional facilities, and social service agencies. According to the American Art Therapy Association, Inc., art therapy is an expanding field and employment will continue to grow as art therapy becomes

more recognized by professionals and clients in all settings. A master's (MA) degree in art therapy can lead to careers as therapists, psychologists, researchers, and more.

**From American Art Therapy Association website: [slightly edited]**

“Art therapy is an expanding field and employment continues to increase as art therapy becomes recognized by professionals, work settings, and clients. Graduates of art therapy programs are successful at finding employment in both full and part-time positions.

Earning for art therapists vary geographically depending on the type of practice and job responsibilities. Entry level income is approximately \$32,000, median income of \$45,000, and top earning potential for salaried administrators ranges between \$50,000 and \$100,000. Art therapists with doctoral degrees, state licensure, or who qualify in their state to conduct private practice, have an earning potential of \$75 to \$150 per hour in private practice. To Find a Job as an Art Therapist:

There are a number of resources available to an art therapist seeking employment, including college placement offices, contacts formed during internship placements, and professional organizations newsletters and journals. Memberships in the AATA and AATA Affiliate Chapters, federal and state employers, and job information banks (such as the AATA Members Only job postings) are also resources for employment opportunities.

**\*\*\***

Art therapy is an established mental health profession that uses the creative process of art making to improve and enhance the physical, mental, and emotional well-being of people at all ages. It is based on the belief that the creative process involved in artistic self-expression helps people to resolve conflicts and problems, develop interpersonal skills, manage behavior, reduce stress, increase self-esteem and self-awareness, and achieve insight.

Art therapy integrates the fields of human development, visual arts, and the creative process with models of counseling and psychotherapy. Art therapy is used with children, adolescents, adults, older adults, groups, and families to assess and treat:

- \* anxiety, depression, and other mental/emotional problems
- \* mental illness
- \* substance abuse and other addictions
- \* family and relationship issues
- \* abuse and domestic violence
- \* social/emotional difficulties related to disability or illness
- \* personal trauma and loss
- \* physical, cognitive, and neurological problems
- \* psychosocial difficulties related to medical illness

Some art therapists work as part of a healthcare team that includes physicians, psychologists, nurses, mental health counselors, marriage and family therapists, rehabilitation counselors, social workers, and teachers. Together, they determine and implement a client's therapeutic

goals and objectives. Other art therapists work independently and maintain private practices with children, adolescents, adults, groups, and/or families.

## **6. Regional, state, and national factors**

From Bureau of Labor Statistics, Occupational Outlook Handbook (2008-2009):  
Licensure. Some States regulate recreational therapists through licensure, registration, or regulation of titles. Requirements vary by State. In 2006, North Carolina, Utah, and New Hampshire required licensure to practice as a recreational therapist.

“Certification and other qualifications. Although certification is usually voluntary, most employers prefer to hire candidates who are certified therapeutic recreation specialists. In 2006, about 3 out of 4 recreational therapists worked in a clinical setting, which often requires certification by the National Council for Therapeutic Recreation Certification. The council offers the Certified Therapeutic Recreation Specialist credential to candidates who have a bachelor’s or graduate degree from an accredited educational institution, pass a written certification examination, and complete a supervised internship of at least 480 hours. Therapists must meet additional requirements to maintain certification.

Therapists can also earn certifications in specific areas, such as art therapy and aquatic therapy.”

See: <http://www.bls.gov/oco/ocos082.htm>

## **D. PROGRAM IMPLEMENTATION AND EVALUATION**

### **1. TABULAR INFORMATION**

### **2. COST AND REVENUE DATA**

## **E. NEW PROGRAM PROPOSAL SUMMARY**

Herron School of Art and Design is proposing to offer a Master of Arts in Art Therapy degree. We believe this is an important area of research that merges visual art and science to better the lives of children and adults who are experiencing difficulties in their lives. Art therapy provides a way for them to express feelings or process a potentially painful situation or time in their lives. For the past eight months we have been actively planning the art therapy program by establishing curriculum, consulting with external review teams,

investigating requirements for certification and licensing and developing a case statement for external support.

A Master of Arts in Art Therapy degree makes perfect sense for Herron because of our close proximity and relationships to healthcare facilities at Indiana University and the schools related to life science and medicine. On October 23, 2008, Herron announced its plans to develop a new Master of Arts in Art Therapy degree in collaboration with Riley Hospital for Children's art therapy initiative. Art therapy is an important tool that can help hospital staff involve patients and their families in their own recovery and we're especially pleased to work closely with Riley to help provide art therapy treatment to benefit young patients. Every student enrolled in Herron's Master of Arts in Art Therapy degree program will be required to fulfill 100 hours of practicum art therapy and will provide 900 hours of internship plus advanced internships services at Riley and other partnering hospitals and institutions, such as Clarian medical facilities, including the IU Simon Cancer Center.

Upon graduation, students receiving the MA in Art Therapy at Herron will be prepared to seek professional positions at a variety of institutional settings and as art therapists in private practice. These graduates will be able to meet the qualification requirements of being credentialed art therapists, and the degree program we plan will allow interested students to be well on their way to completing the requirements for becoming Licensed Mental Health Counselors (who will then utilize art therapy as one of their strategies). Their careers will provide immeasurable service to our community and greatly benefit patients, their families and their healthcare providers.

The Proposal outlines our plans for a 60-credit curriculum leading to the degree Master of Arts in Art Therapy. The curriculum outlined meets all educational requirements of both the AATA and NASAD, and is developed in concert with the requirements for LMHC.