

September 9, 2009

Sherry F. Queener, PhD
Director of the Graduate Office, IUPUI
Associate Dean, Indiana University Graduate School

Dear Dr. Queener,

I am writing in response to your request for a short written review of the Herron School of Art And Design proposal for the Master of Art in Art Therapy. First, congratulations on the effort being put forth and the strength of the suggested program – it is exciting to see the collaborative process occurring with the Riley Hospital for Children and the placement of an art therapy program within a school of art and design.

The proposal notes the only competition in Indiana as St. Mary of the Woods (a distance program, very different from what Herron proposes). Other competition would be out of state with the most similar schools being Pratt Institute (Brooklyn, NY) and The Art Institute of Chicago. Regionally, Herron might be in competition with graduate programs at Southern Illinois University at Edwardsville, Adler School of Psychology (Chicago), Ursuline College (Cleveland, Ohio), and Wayne State College (Detroit). Otherwise, there are a total of 27 AATA Approved graduate art therapy degree programs in the country.

I have read the proposal and find it to be attentive to necessary details. A couple areas are in need of further exploration or definition. In comparing the proposed curriculum to the Education Standards of the American Art Therapy Association (AATA) and the Education Requirements of the Indiana Counseling Licensure Law, I cannot determine how all bases are going to be covered. AATA specifically requires a minimum of 24 credits in art therapy core coursework to be taught by faculty holding the ATR. Proposal curriculum states it will include 19.5 hours in art therapy core curriculum and the coursework defined does not cover all the necessary content areas specified in the AATA standards (the standards are included in the Herron proposal, pp. 30-33). Similarly, in the Indiana Counseling Licensure law, the Educational Requirements do not seem to be met within the curriculum Herron has designed. (The licensure education requirements are attached below and Herron's proposal lists the content descriptions on pp. 8-14).

Herron has relied on NASAD for information about art therapy education requirements. While NASAD is informed and a resource I strongly recommend that the AATA Standards and the Licensure requirements are followed first. Herron will want to apply for Approval with the AATA and will want their graduates to be able to attain Indiana licensure as well as registration and certification with the Art Therapy Credentials Board (ATCB). The curriculum represented in the proposal does not quite meet the standards of either the AATA or the Licensure Board – there is a need to get more specific and to cover all of the required content. If you would like help in defining this more clearly I am willing to assist.

Related to the curriculum issue is the internship. The proposal states 900 hours minimum contact and 18 credit hours. Indiana licensure requires a 100 hour practicum or field placement in addition to the 900 hours for a total of 1000 hours. Also, the 900 hours are meant as total hours, not actual contact hours. The general rule there is that at least half are client contact hours. Eighteen hours of credit for internship is high. Most art therapy graduate programs award 6-9 credits for the internship. I would recommend reducing the credits here and using the credits for other coursework needed to fill out the required curriculum.

The proposal defines prerequisites according to the NASAD Handbook. While the prerequisites listed there are good NASAD requires that a student have undergraduate art therapy coursework. This would limit you to taking only those students who have had such coursework or have their undergraduate degree in art therapy. The only prerequisites required by AATA are the 18 hours in studio (Herron asks for 24 credits which is excellent) and 12 hours in psychology to include

undergraduate developmental and abnormal psychologies. I would clarify the prerequisites as they are listed one way on page 15 and another way on page 4 of the proposal.

The proposal brings together three sources of information (NASAD, AATA, and the State Licensure Board). There is overlapping of information and repeating of information that lends to some confusion. I would suggest simplifying the proposal such that prerequisite info is in one place, curriculum requirements are brought together and shown to be complete in addressing the requirements of AATA and Licensure, and faculty/resource information is clearly located.

Lastly, I have a few minor and semantic thoughts:

- I do not understand the inclusion of the recreation therapy information on p. 36. Art therapists are not recreation therapists and cannot be certified as such.
- At the very beginning of the proposal, p. 3, Objective 4 need only state "To prepare students as art therapists who meet the requirements for Indiana Licensed Mental Health Counselor". Art therapy is a profession, not a modality or a strategy.
- Under the Objectives on p. 6, Objective 1, change the word 'licensing' to 'credentialing'.

I hope this is helpful and wish you the very best in establishing a graduate program in art therapy. Please let me know if I can be of further help in your efforts.

Sincerely,

Josie Abbenante, ATR-BC, LPAT

Interim Chairperson, Education Program Approval Board, AATA

Indiana Licensure Law - Educational Requirements

Sec. 3. An applicant under section 1 of this chapter must complete the following educational requirements:

(1) Complete sixty (60) semester hours of graduate course work in counseling that must include either a master's degree that required not less than forty-eight (48) semester hours or a doctor's degree in counseling. The graduate course work must include the following content areas:

- (A) Human growth and development.
- (B) Social and cultural foundations of counseling.
- (C) Helping relationship, including counseling theory and practice.
- (D) Group dynamics, processes, counseling, and consultation.
- (E) Lifestyle and career development.
- (F) Assessment and appraisal of individuals.
- (G) Research and program evaluation.
- (H) Professional orientation and ethics.
- (I) Foundations of mental health counseling.
- (J) Contextual dimensions of mental health counseling.
- (K) Knowledge and skills for the practice of mental health counseling and psychotherapy.
- (L) Clinical instruction.

(2) Not less than one (1) supervised clinical practicum, internship, or field experience in a counseling setting, which must include a minimum of one thousand (1,000) clock hours consisting of one (1) practicum of one hundred (100) hours, one (1) internship of six hundred (600) hours, and one (1) advanced internship of three hundred (300) hours with at least one hundred (100) hours of face to face supervision. This requirement may be met by a supervised practice experience that took place away from an eligible postsecondary educational institution but that is certified by an official of the eligible postsecondary educational institution as being equivalent to a clinical mental health graduate level practicum or internship program at an institution accredited by an accrediting agency approved by the United States Department of Education or the Association of Universities and Colleges of Canada.

As added by P.L.147-1997, SEC.71. Amended by P.L.2-2007,