



School of the Art Institute
of Chicago

2023-2024 MAATC Program
Guide and Admissions
Application Information

Revised August 2023

Master of Arts in Art Therapy
and Counseling

Art Therapy and Counseling

School of the Art Institute of Chicago

37 S. Wabash Avenue, Suite 713, Chicago, IL 60618

Phone: 312.899.7481 Fax: 312.899.1477 Email: arttherapy@saic.edu



Image courtesy of the artist Sumin 수민 Kim, MAATC 2023

Image Description: An office space with a desk and chairs on both side, office plants, a blue couch against the back wall, and floor to ceiling windows. A laptop is open to an article showing Donald Trump's "China virus" tweet. Posters on the office walls read, "Love is Love" and "Black Lives Matter." Three characters called Microaggression Givers are inside the office. The Microaggression Givers are blue with yellow hair, large circular eyes, and massive smiles that extend above their cheeks. Behind the Microaggression Givers is a figure called The Trauma, a dark ram's skull-shaped figure with glowing red eyes. The figure floats within a black swirling smoke. Red texts of microaggressions float around the room. The texts read, "Why Asian students are so quiet?"; "You are so brave to speak English"; "Asian women are submissive"; "Stop carrying the virus"; "Asians have good stereotypes"; "When will you go back to your country?"; "Are you from good Korea or bad Korea?".

ABOUT THE COVER IMAGE

Art Therapy Graduate Project

Sumin 수민 Kim, MAATC 2023

*Welcome to the World of
Microaggression Givers:
Where Social Justice Has Been Achieved*

is a virtual reality installation inspired by the artist's experience living in the U.S. as an Asian international student during the COVID-19 pandemic.

Resources Used: Unity, Zbrush, Keyshot, Procreate, Oculus Quest 2, and Mixed Media

Image Description (below): A person holding virtual reality goggles to their face while immersed in the experience. Behind the person is a wall showing the player's view. A banner displays five Microaggression Givers with exaggerated grins. Their heads surround the phrase, "We Love Diversity." Behind them, there is a figure with a round face covered with the Microaggression Givers' shadow.



Image Description (above):

Four-panel images.

Panel 1 is a screenshot from the player's perspective, showing two AI hands holding pointers, aimed at the Microaggression Givers from a low angle.

Panel 2 shows a locker outside the office.

Panel 3 is a close-up on The Trauma, a dark ram skull-shaped creature in the dark smoke.

Panel 4 is a screenshot taken angled from above the Microaggression Givers' heads, The Trauma and floating microaggressions visible behind them, with the player's transparent blue hands in the game moving in towards them.

Since the start of the COVID-19 pandemic, the mental health of Asian and Asian American communities has taken a toll from a bombardment of news broadcasts of attacks against Asian community members as well as an increase in dispersing information about historical racism. Furthermore, the experience of racism can be that much even more painful when we consider that the society where people experience racism is the same society that claims to promote social justice.

On top of that, the occurrence of microaggressions is just as harmful in how they oppress a community into a certain social position. In response, Sumin used art-based auto-ethnographic research to create a virtual reality space for viewers to "see" and "feel" what it's like to be in this difficult position. Her hope for this project is, raising awareness for those who don't know about microaggressions and providing a space to talk about them, while validating the experiences of those who have suffered from them.

To learn more about the work visit: <https://sites.google.com/view/theworldofmicroaggression/home>

SAIC MASTER OF ARTS IN ART THERAPY AND COUNSELING
PROGRAM GUIDE AND
ADMISSIONS APPLICATION INFORMATION

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MAATC PROGRAM DESCRIPTION

Philosophy

The Master of Arts in Art Therapy & Counseling (MAATC) program at the School of the Art Institute of Chicago provides an education in art therapy and counseling for students who are interested in professional practice as clinicians, scholars and cultural workers. Students learn to ask ethical questions about race, class, gender, sexuality and disability, among other social factors within the therapeutic relationship and practice of art therapy. The program focuses on critically examining art therapy practice and ideas.

History of the program

The Master of Arts in Art Therapy and Counseling (MAATC) at SAIC is an American Art Therapy Association (AATA) approved graduate art therapy program that is located within a school of art and design. Art therapy courses have been offered at SAIC since the early 1970s. In 1979, Don Seiden, a Chicago artist, educator, and art therapy pioneer, founded the post-baccalaureate certificate. In 1979 a thirty-six-credit post-baccalaureate certificate program was launched; its success paved the way for the sixty-credit graduate program that opened in 1985, making the MAATC at SAIC the longest established professional art therapy program in Illinois and the first MA program at the School. Since 1989 the MAATC has been an approved program, as designated by the Education and Program Approval Board of the American Art Therapy Association.

Curriculum

The goal of the MAATC program is to prepare competent entry-level art therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to meet the ACATE educational standards.

The MAATC program fosters an environment for students to build clinical skills, arts-based inquiry, and scholarly practices that are central to art therapy and mental health counseling professions. The MAATC degree is composed of a rigorously structured, 60-credit course sequence that addresses the educational

standards of both the Accreditation of Educational Programs in Art Therapy (ACATE) and the two-tiered Illinois professional counselor license as outlined by the Illinois Department of Financial and Professional Regulation (IDFPR). The MAATC program meets or exceeds all educational guidelines of the American Art Therapy Association. It also provides the current academic requirements necessary for graduates to apply for the Registered Art Therapist credential (ATR) and the Board Certified credential (ATR-BC) with the Art Therapy Credentials Board (ATCB), and to apply for the Illinois Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC) exams offered through the Illinois Department of Financial and Professional Regulations.

Extensive practical experience is an integral part of the program and provides students with the opportunity to apply academic concepts to real world experience. Students complete a minimum of 1000 practical hours under required supervision prior to graduation. Field experience (practicum and internship) begins during the second year with observation and structured interaction with participants at fieldwork sites. This is complemented with focused assignments and supervision on-site at the fieldwork placement and in SAIC art therapy coursework.

The MAATC degree requirements are closely monitored to meet ACATE standards and IDFPR application eligibility to enable graduates to pursue Illinois state mental health licensure and art therapy registration. The educational standards of the American Art Therapy Association are mirrored in the content areas outlined in the Illinois Counseling Licensure standards. The IDFPR requires thirteen content areas (listed below) to represent the knowledge base that has been adapted into core classes within our curriculum. All required content areas are taught by art therapists or qualified related professionals.

- A. Human Growth and Development
- B. Counseling Theory
- C. Counseling Techniques
- D. Group Dynamics, Processing and Counseling
- E. Appraisal of Individuals
- F. Research and Evaluation
- G. Professional, Legal and Ethical Responsibilities Relating to Professional Counseling, Including Illinois Law

- H. Social and Cultural Foundations
- I. Lifestyle and Career Development
- J. Practicum/Internship
- K. Psychopathology and Maladaptive Behavior
- L. Substance Abuse
- M. Family Dynamics

In addition to meeting the required clinical and professional content areas listed above, the program provides opportunities for students to integrate studio practice and social theory into their studies. During the third-year of the MAATC program, students are able to further define their ideas and practices into a culminating project during two capstone experiences - 1.) an MAATC thesis or graduate project, and 2.) an exhibition.

PROGRAM GOALS

Mission

To provide an art therapy and counseling education that prepares artist-art therapists to practice in specialized settings within a socio-cultural context.

The MAATC program goals and student learning outcomes have been derived from the overall core values of the SAIC and the three-part mission of the MAATC program.

1. Students will arrive at new insights in their art therapy and counseling education within socio-cultural context

Students will learn to:

- *Articulate art therapy and counseling as a social justice practice to foster critical thinking and self-reflexivity*
- *Engage in cultural critique to understand the role of social change and art therapy practice*
- *Understand the historical development of art therapy and its current application*

The first year of the MAATC curriculum encourages students to examine the social, political, and cultural contexts within which art therapy and other counseling practices have developed. Students examine cultural discourses that have enabled

identity categories such as race, class, gender, sexuality, and ability/disability to understand the systemic nature of power, privilege, and oppression in society. Students are encouraged to critically examine the social and cultural forces that have shaped their individual experiences and identities, to recognize the implications of their social positions, and to question dominant discourses within human service institutions and the field of art therapy. The goal of such a critical inquiry is to enable students to develop a self-reflexive practice to examine their positionality in systems of inequality; and to interrogate modes of knowledge construction that unsettle the mainstream discourses and perspectives that promote prejudice and discrimination.

2. Students will learn knowledge, skills and awareness as art therapist counselors to apply in a specialized setting

- *Understand and apply culturally appropriate art therapy services*
- *Articulate and apply art therapy and counseling theory and methods*
- *Provide ethically based assessment, evaluation, and services.*

The MAATC curriculum is designed to provide students with a solid foundation in art therapy and counseling theory and methods while cultivating an understanding of the unique contributions of an art-based approach to treatment. Students engage both in classic and contemporary theories, bringing a critical stance to art therapy practice to select, adapt, or develop the strategies that are most appropriate for their specific art therapy and client settings. Working within various models of therapy and systems, students learn critical approaches, such as intersectionality, critical race theory, critical psychology, anti-racism, feminism, disability justice, and social justice. These methodologies serve our mission to address the social and cultural facets of clinical practice and to provide approaches that are responsive to the complexity of contemporary society.

3. Students will develop research knowledge, skills and awareness as artist-art therapist

- *Develop and articulate best practices as artist-art therapist*
- *Understand art-based research and practice to explore legal, ethical, and cultural considerations.*

SAIC provides a fertile environment for students' exploration and development to practice as artists-art therapists. While many art therapy classes focus on developing this hybrid professional identity, students take 6 credits of art electives to engage in school wide dialogues on contemporary art discourses; exploration of the relationship of art to identity, subjectivity, representation, and meaning-making; as well as investigation of the materials, media, and practices that constitute contemporary art. Students are encouraged to explore their conceptual and material relationship to art making, as well as the relationship of the art process to research the legal and ethical considerations for therapeutic practice.

PROGRAM HIGHLIGHTS

Practical Experience: Practicum & Fieldwork

All fieldwork hours are supervised by faculty at the school who are Registered Art Therapists and Board Certified (ATR-BC). In addition, students are also supervised by qualified professionals at their fieldwork site who are licensed/credentialed art therapists and/or registered art therapists. In order to ensure that students gain experience in working with diverse populations, they are required to undertake their practical learning at a minimum of two distinct fieldwork sites. A broad experience is encouraged, with one site focused on children or adolescents and one focused on adults or older adults. The Associate Director of Clinical Education assists students in selecting sites uniquely suited to the student's educational goals.

Graduate Project or Thesis

As a culminating feature of the curriculum, each student completes a 3-credit graduate project or 6-credit thesis on an art therapy topic of their choosing under the guidance of an instructor. Students are required to consider their topic through the three components of the program's mission statement. A faculty advisor works closely with each thesis or graduate project student through one (graduate project) or two (thesis) semesters. A formal presentation of the project is required of all students.

Faculty

The professional knowledge and experience of the faculty ensures that students in this program are provided superior instruction in the areas of studio art, art

therapy, and counseling. The faculty of the art therapy program have a range of scholarly and studio interests, as evidenced by their publications, research, professional presentations, exhibitions, innovative developments in practice, curatorial projects, involvement in state and national professional associations, service on editorial boards of professional journals, and ongoing involvement in professional practice. See a list of faculty profiles and bios at <https://www.saic.edu/academics/departments/art-therapy/faculty>

CONTRIBUTIONS OF GRADUATES

SAIC graduates have made outstanding contributions in many areas of the arts, health, and human service professions. They work as art therapists in geriatric care facilities, medical centers, therapeutic schools, physical rehabilitation programs, psychiatric hospitals, community mental health centers, correctional institutions, community-based studios, and other sites. As active professionals, they have made contributions in the areas of research, exhibitions, conference presentations, publications, organizational leadership, journal editorial review boards, and teaching. MAATC students, faculty, and alumni have been influential in the development of the art therapy profession in the Midwest, nationally, and internationally. Read selected interviews with SAIC MAATC alumni at: <https://www.saic.edu/academics/departments/art-therapy/alumni>

PREPARATION FOR PROFESSIONAL CREDENTIALS AND LICENSURE

Professional Development

The Department of Art Therapy and Counseling at SAIC offers the opportunity for MAATC students and alumni to work with a Credentialing Specialist, who is available to assist with questions and issues related to obtaining professional credentials or licensure, including researching international credentials.

Completing the MAATC is the first step toward obtaining professional credentials. Students should anticipate additional post-graduate requirements including application fees and processes, documentation of hours of supervised professional experience, and examination(s).

Applicants to the program are encouraged to research licensure standards in the state or country in which they plan to practice because requirements for licensure

application and the availability of licensure vary by jurisdiction. SAIC cannot guarantee that graduates of the MAATC program will be eligible to apply for professional practice licenses in other states or countries. See Appendix A: Professional Licensed Counseling Disclosures. Students who are applying for licensure in states other than Illinois or countries other than the U.S. should anticipate additional post-graduate requirements as noted above, as well the possibility of additional coursework, documentation, or supervision requirements.

It is the responsibility of the student to maintain careful records of all syllabi and applicable fieldwork and professional hours. The rules in these areas can change at any time and vary state by state. Reconstructing a complete professional dossier years later may be difficult if not impossible. It is strongly recommended that graduates who choose to apply for the Licensed Professional Counselor exam in Illinois or a similar professional counselor exam in other states do so immediately following completion of the MAATC degree, as the requirements for these exams are periodically revised. Graduates who pursue the licensure option after graduation are advised to make use of the many study manuals and test-preparation courses available, as the MAATC program covers the content areas required by the licensure board.

Professional Ethics

Students and faculty in the SAIC art therapy program abide by following the professional ethical codes of the following organizations:

American Art Therapy Association's *Ethical Principles for Art Therapists*

<http://www.arttherapy.org/aata-ethics.html>

Art Therapy Credentials Board's *Code of Ethics, Conduct and Disciplinary Procedures*

<https://www.atcb.org/ethics/>

American Counseling Association's *Code of Ethics*

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Art Therapy Multicultural / Diversity Competencies

<https://www.arttherapy.org/upload/Multicultural/Multicultural.Diversity%20Competencies.%20Revisions%202015.pdf>

MAATC CREDIT SUMMARY

AREA	CREDITS
Art Therapy Core	42
Art Therapy Fieldwork	9
Art Therapy Thesis I & II OR Art Therapy Graduate Project	6 3
Studio Electives (or other approved course)	6 or 3
Total Credit Hours:	60 or 63 *

The 3-Year MAATC Course Sequence and art therapy course descriptions provide the courses and number of credits that are offered from each of the above areas. All art therapy graduate students are provided with assistance with course scheduling through graduate academic advising.

Students enroll in 12 credits each fall and spring term during the first 2 years, and a minimum of 6 credits each fall and spring semester in the 3rd year of the MAATC program.* Students may choose to complete studio classes within the 3 year course sequence in years 2 or 3 during any term, including summer and winter. An elective non-studio course may be substituted for 1 studio. Students have a maximum of five years to complete the degree, including time off for approved leaves-of-absence. **MAATC courses are offered only once per academic year. All days and times are subject to change. Students must work with the MAATC Program Director and assigned academic advisor to determine an appropriate course schedule that meets degree requirements.**

*Students electing the two semester Thesis option can choose to take 3 credits of a studio elective instead of 6 credits, but may opt to take two studio electives for a total of 63 credits.

NOTE: Financial aid award letters indicate how many credits for which the aid is packaged. Students who will be taking fewer credits in a given semester than is indicated in their award letter should notify the Student Financial Services Office.

3-YEAR MAATC COURSE SEQUENCE

Year I	ART THERAPY CORE	
	Assessment & Evaluation in Art Therapy (ARTTHER 5008)	3 cr
	Counseling Techniques (ARTTHER 5025)	3 cr
	Community Practice and Helping Relationships (ARTTHER 5135)	3 cr
	Cultural Dimensions in Art Therapy (ARTTHER 6008)	3 cr
	Group Art Therapy (ARTTHER 5019)	3 cr
	History & Theory of Art Therapy (ARTTHER 5003)	3 cr
	Materials & Media in Art Therapy (ARTTHER 5001)	3 cr
	Psychopathology (ARTTHER 5002)	3 cr
Year II	ART THERAPY CORE	
	Ethical & Legal Issues I (ARTTHER 6002) ¹	1.5 cr
	Ethical & Legal Issues II (ARTTHER 6003)	1.5 cr
	Family Art Therapy (ARTTHER 6018)	3 cr
	Human Growth & Development (ARTTHER 5010)	3 cr
	Research in Art Therapy (ARTTHER 5009)	3 cr
	Substance Use (ARTTHER 6007)	3 cr
	FIELDWORK	
	Art Therapy Fieldwork I (ARTTHER 5020) ²	1.5 cr
	Art Therapy Fieldwork II (ARTTHER 6001)	1.5 cr
	STUDIO ELECTIVES (or other approved courses)	
	Studio Elective	3 cr
	Studio Elective	3 cr
	Year III	
	ART THERAPY CORE	
	Professional Development & Career Counseling (ARTTHER 6006)	3 cr
	THESIS OR GRADUATE PROJECT	
	Art Therapy Graduate Project (ARTTHER 6019) <u>OR</u>	3 cr
	Graduate Thesis I: Art Therapy (ARTTHER 6010)	3 cr
	Graduate Thesis II: Art Therapy (ARTTHER 6011)	3 cr
	FIELDWORK	
	Art Therapy Fieldwork III (ARTTHER 6020) ²	3 cr
	Art Therapy Fieldwork III (ARTTHER 6020) ²	3 cr
TOTAL CREDIT HOURS:		<u>60</u> or 63 cr

¹ Ethical & Legal Issues I and II must be enrolled concurrently with Art Therapy Fieldwork I and II

² SAIC's MAATC program requires a minimum of 1000 hours of field experience over the course of four semesters. International students with F-1 visa status are required to turn in a Curricular Practical Training (CPT) form to the International Affairs Office for *each* practicum/fieldwork site prior to the start of *each* semester of practicum/fieldwork experience. Failure to do so jeopardizes the student's visa status.

ART THERAPY GRADUATE COURSE DESCRIPTIONS

All art therapy graduate program course descriptions are available on the SAIC website. For updated course description, please view the course catalog here:

<https://www.saic.edu/academics/departments/art-therapy/courses>

ART THERAPY AND COUNSELING DEPARTMENT CHAIR

Adelheid Mers, Professor

MASTER OR ARTS IN ART THERAPY AND COUNSELING FACULTY

Full-Time Faculty

Savneet Talwar, PhD, ATR-BC

Sandie Yi, PhD, ATR-BC

Leah Gipson, MAAT, MTS, ATR-BC, LCPC

Professor, Program Director (ACATE)

Assistant Professor

Associate Professor

Adjunct Faculty

Deborah DelSignore, MA, ATR-BC

Associate Professor, Adjunct,

Associate Director of Clinical Education

Katharine Houpt, MAAT, ATR-BC, LCPC

Melissa Raman Molitor, MAAT, ATR-BC, LCPC

Suellen S. Semekoski, MA, ATR-BC, LCPC

Associate Professor, Adjunct

Associate Professor, Adjunct

Associate Professor, Adjunct

Katie Kamholz, MAAT, ATR-BC, LCPC

Assistant Professor, Adjunct

MAATC Program Director

Lecturers

Claudia Angel, MAAT, ATR, LCPC

Mihaela Bernard, MA, LCPC

veronica bohanan, MAAT, ATR-BC, LCPC

Fredelyn Calla, MA, ATR-BC, LCPC

Kim Crutcher, MAPC, LCPC

Theresa Dewey, MAAT, ATR-BC, LCPC

Frederica Malone, MAAT, ATR-BC, LCPC

Joanne Ramseyer, MA, ATR-BC, LCPC

Richard Hoffman Rienhardt, MA, PhD Candidate

Eddie Rosa-Fuentes, ThM, MDiv PhD Candidate

Alec Ross, MSW, LCSW

Aram Han Sifuentes, MFA

Matilda Stubbs, PhD

Marshaé Sylvester, MTS, PhD Candidate

Ha Tran, MA, ATR-BC

Maia Wheeler, MAAT, ATR-BC, LCPC

PERFORMANCE STANDARDS AND EVALUATIONS

Academic Good Standing and Academic Dismissal determined by the SAIC Bulletin 2023-2024 and apply to all graduate students. MAATC students must meet additional program specific academic performance requirements beyond the SAIC Bulletin. These requirements are detailed under MAATC Performance Evaluation.

MAATC PERFORMANCE EVALUATION

Academic Integrity

MAATC students must adhere to the SAIC Rules of Conduct, which are outlined in the SAIC Student Handbook. Please be sure to review the guidelines and policies regarding, “Acts of dishonesty, including but not limited to academic misconduct (e.g., cheating, plagiarism, falsification of records), or knowingly furnishing false information to SAIC.” Additionally, it should not be assumed that turning in the same artwork for assignments from multiple classes is acceptable. Students should only submit work from one class assignment for another class with the prior approval of the faculty involved.

Practicum/Fieldwork

Student evaluations are completed by on-site fieldwork supervisors, in consultation with the student, at the midpoint and end of each semester. The faculty member teaching the student’s Art Therapy Fieldwork course visits the site at least once during their fieldwork experience to observe the student in action and to discuss the student’s progress during a meeting with the on-site supervisor and student.

Academic coursework

The School of the Art Institute of Chicago maintains a credit/no credit (CR/NCR) grading system. For graduate students, “CR” means maintaining the equivalent of “B” level work or better. Students are encouraged to make use of the SAIC resources, including the Writing Center and Wellness Center to support their learning goals.

The courses in the MAATC program are arranged in a sequential manner in which learning builds upon previous information and experiences. Each course is offered once per year. Students who withdraw from a course or receive a grade of NCR must wait until the following year to re-enroll in the course. In keeping with the School's statute of limitations policy, all coursework for the MAATC degree must be completed within **five years** of the date of matriculation.

Professional Progress Reviews

A formal Professional Progress Review (PPR) supplements ongoing course-specific evaluation (grading) by MAATC course instructors. In the first year of the MAATC program, this review includes a formal process, in which students:

- 1.) complete a self-evaluation form;
- 2.) receive an evaluation form completed by each of their instructors from that term; and
- 3.) meet with their assigned MAATC faculty advisor to discuss their overall progress in the program.

All aspects of the curriculum (clinical and cultural competence, interpersonal and professional skills, and academic performance) are reviewed. After the first year of the MAATC program, students are responsible for meeting with their assigned MAATC faculty advisor once per semester to informally review their overall progress.

The PPR includes the following designations related to a student's progress: satisfactory, marginal, unsatisfactory or failed.

Satisfactory: A satisfactory performance evaluation denotes approval to advance to the next semester of the MAATC program. A satisfactory evaluation indicates academic good standing within the department and eligibility for initial fieldwork placement .

Marginal: A marginal performance evaluation denotes that the student will be expected to address specific concerns and develop a follow-up plan with their MAATC advisor. A marginal evaluation indicates that the student needs to resolve these concerns to maintain academic good standing within the department and be eligible for initial fieldwork placement.

Unsatisfactory: An unsatisfactory performance evaluation denotes significant concerns and requires a follow-up PPR meeting that may include the MAATC Program Director, Department Chair, and/or Associate Director of

Clinical Education. Students who receive an unsatisfactory PPR are not considered in academic good standing within the department and therefore cannot receive program approval for initial fieldwork placement.

Failed: A failed performance evaluation is grounds for dismissal from the MAATC program. A dismissal process will be initiated after such an evaluation is received (see below).

After the first year of the MAATC program, continuing students will only be required to complete the formal PPR process, involving the above-mentioned steps, if a student has received 1.) a failed course that results in SAIC graduate probationary status, 2.) a marginal performance evaluation for one semester, or 3.) an unsatisfactory performance evaluation for one semester.

PPRs occur during the semester in order to allow students an opportunity to address areas of concern. The PPR can be amended by MAATC Program Director in the event of a change in student's academic performance, final grade, or fieldwork placement at the end of the semester.

Unsatisfactory Evaluation: Criteria and Outcomes

The following conditions warrant an unsatisfactory performance evaluation and a formal meeting with the MAATC faculty advisor, Program Director, Department Chair and/or Associate Director of Clinical Education to re-evaluate the student's status in the program:

- A grade of "NCR" in any of the MAATC courses.
- Faculty participating in the Professional Progress Review identify serious professional, interpersonal, or academic deficiencies.

At the formal meeting, a determination is made as to whether the student will a) continue in the program and be expected to participate in a plan to resolve concerns, b) a recommendation from the department for the student to take a Leave of Absence, c) be reevaluated for meeting failed PPR criteria to initiate program dismissal review process. A written report of the concerns resulting in the unsatisfactory PPR will be provided to the student following the conclusion of the formal meeting, as well as any next steps.

Failed Evaluation: Criteria and Outcomes

The following conditions warrant a failed performance evaluation, and a formal meeting with the MAATC faculty advisor, MAATC Program Director, Department

Chair and/or Associate Director of Clinical Education to determine whether the student has met criteria for dismissal from the MAATC program:

- A grade of “NCR” while in SAIC graduate probationary status
- A grade of “NCR” in any of the MAATC fieldwork courses
- Two grades of “NCR” during more than one semester of any MAATC courses
- Justifiable expulsion, based on performance from a placement site

The MAATC program will adhere to the academic dismissal procedures outlined in the SAIC Bulletin, unless any of the above listed conditions of a failed performance evaluation apply. In such instances, the following additional program specific dismissal process will be initiated:

Step 1: The program will provide a letter via email as written notice of the concerns in the failed PPR performance evaluation, as well as any next steps prior to a formal meeting.

Step 2: During the formal meeting, the student will be given the opportunity to speak to these concerns and discuss all potential outcomes of a failed performance evaluation, including program dismissal.

Step 3: After the formal meeting, the MAATC Program Director and/or Department Chair will communicate with the Office of the Dean of Graduate of Studies to discuss the outcome of the meeting with the student and the program’s grounds for dismissal.

Step 4: The student will receive a letter of determination via email with the outcome of the program dismissal process.

Students who wish to dispute a program dismissal from the MAATC program should reach out to the Dean of Graduate Studies in writing to document the basis of their challenging of the decision and to request a meeting with the Dean to discuss.

**SCHOOL OF THE ART INSTITUTE OF CHICAGO
MASTER OF ARTS IN ART THERAPY AND COUNSELING
ADMISSIONS PREPARATION & APPLICATION**

The MAATC program is based on a three-year curricular model to allow students the time to effectively integrate and reflect on course content and to balance the demands of graduate school with maintaining a healthy lifestyle. The MAATC Course Sequence presented in this *Program Guide* outlines this 3-year curriculum.

Application to the Master of Arts in Art Therapy and Counseling program is open to any person who has received a bachelor's degree from an accredited institution and has the required prerequisite courses (see below). **Students enter the program in the fall semester only. The final deadline for application for enrollment during the 2023–2024 academic year is January 10, 2024.** All candidates must participate in Interview Day as part of the application process.

PREPARATION FOR GRADUATE EDUCATION IN ART THERAPY

Whereas the undergraduate experience tends to be broad and exploratory, the focus of a graduate education is specific to professional development in a particular discipline. In light of this distinction, persons interested in the MAATC program are encouraged to think beyond mere application to the program and concentrate on their active *preparation* for professional education in art therapy. This preparation includes building a background of excellence in the classroom, studio, and workplace. The following are recommendations for preparing to pursue a graduate degree in art therapy:

- Complete all prerequisite coursework (see below).
- Read art therapy literature to become familiar with the field.
- Engage in ongoing artistic development through courses or independent work.
- Gain *substantial* volunteer or paid experience with special populations in human service settings.
- Talk with professionals in art therapy to gain a better understanding of the nature of the field.
- Attend a Graduate SAIC Days session hosted by the Admissions Office at SAIC or attend a similar event at another educational institution, to learn about graduate education in art therapy.
- Read available information about a variety of art therapy graduate programs to better understand the philosophical, theoretical, and practical differences among them.
- Engage in life experiences that expand cultural awareness, sensitivity, and knowledge.
- Participate in personal therapy/counseling—with an art therapist if possible.
- Attend educational and organizational activities of state and national art therapy associations and related fields.

These and other activities not only strengthen a candidate's application, but also lay the foundation for an enriching graduate education experience. They enable the candidate to:

- Expand knowledge about the art therapy field.
- Deepen self-awareness.
- Develop a better understanding of work in human service settings.
- Evaluate personal strengths and weaknesses relative to work in human service contexts.
- Gain first-hand experience of the profession.
- Enhance academic and artistic preparedness for graduate school.
- Make an informed decision about pursuing graduate education in art therapy, based on awareness of personal interests, abilities, strengths, and weaknesses.

PREREQUISITES

Program admission prerequisite courses may be taken as part of a bachelor's degree or independent of a degree program, as long as they are taken for undergraduate credit through an accredited college or university. The *minimum* program course prerequisites consist of 30 semester-hour (or equivalent) credits in the following subject areas. These courses must be successfully completed prior to the start of the first MAATC semester. Candidates with nine or more outstanding credits at the time of application should consider postponing their application in order to complete the missing courses.

- Studio Art proficiency (18 credits total)
- Foundational Theories of Psychology (required Developmental Psychology and Abnormal Psychology courses; 12 credits total)

Courses in the following areas of study, though not required, are strongly recommended to strengthen candidacy:

- Gender and Women's Studies
- Queer Studies
- Disability Studies
- Race and Ethnic Studies
- Visual and Critical Studies
- Art History
- Sociology
- Cultural Studies

While candidates may be enrolled in some of this coursework at the time of application, all prerequisites must be successfully completed prior to entering the program. Candidates are asked to document any missing or in-process prerequisites as part of their online application.

EVALUATION OF APPLICANTS

The primary goal of the MAATC application and admission process is to ensure the best possible match between the program's requirements and offerings, and the candidate's strengths, professional interests, and educational needs. In order to achieve this match, candidates are

carefully evaluated in the following areas: studio prerequisites and portfolio, academic performance, relevant human service experience, interpersonal skills, and overall readiness for graduate education in art therapy. It is the responsibility of the applicant to ensure that each of these areas is directly and adequately addressed in the application materials submitted. Given the competitive nature of the admission process, significant deficiencies in one or more of these areas is likely to undermine an applicant's chances for acceptance into the MAATC program.

Studio Prerequisites and Portfolio

The applicant must have a *minimum* of 18 semester credits in studio art courses. Studio art courses are those focused on experiential learning in the media, tools, and methods of art. Equivalency of non-academic studio art experience is considered only in exceptional circumstances. The applicant must submit an electronic portfolio of 15 images that documents focused artistic development in one or two areas of studio work. Evaluation of this portfolio includes consideration of technical skills, conceptual and expressive abilities, and the development of a cohesive body of work. Artwork concentrated in a single medium or with a particular thematic focus is often the best way to demonstrate these abilities. (See MAATC Application checklist below for details about submitting an electronic portfolio.)

Academic Performance

The applicant's transcripts are reviewed for completion of prerequisite course work, as well as for overall academic achievement, with special attention paid to success in studio art and psychology courses. Letters of reference from college or university faculty are also taken into consideration relative to accomplishments in the academic realm. For students who have been out of school for some time, workplace references may be more relevant. **NOTE: Candidates missing and not currently enrolled in three or more prerequisite courses at the time of application should consider delaying application until the following year in order to allow for sufficient time to complete undergraduate coursework.*

Human Service Experience

Sustained employment or volunteer experience working directly with participants in one or more human service settings greatly helps to assess an applicant's temperament for this type of vocation, solidify the intent to pursue art therapy as a profession, and enhance readiness for graduate level education in art therapy. For these reasons, experience in working with people in counseling, social service, recreation, or education programs is considered *essential* to preparation for graduate study in art therapy. Experience hours totaling 500 is considered minimum, and strong candidates have in excess of 900 hours. The candidate's resume, human service summary (see MAATC application checklist below), statement of purpose, letters of recommendation, and interview are the primary means of assessing the human service dimension.

Interpersonal skills

The ability to interact productively with others, to express oneself, and to listen are essential capacities for a therapist. In light of this, the applicant's interpersonal skills are evaluated

through review of the letters of recommendation, and through the applicant's active participation in the Group Interview. Consideration is given to the applicant's maturity, relational skills, experience in personal counseling, self-awareness, emotional stability, and readiness for the personal demands of graduate education, professional practice in art therapy, and making therapeutic connections with others.

Overall readiness for graduate education in art therapy

The applicant's overall readiness for the program is evaluated in terms of each of the four areas noted above. In addition, enriching life experiences that do not fall under these four categories and diverse cultural experiences reflect favorably on the applicant's readiness for graduate school. In addition, engagement in one's own personal therapy is viewed as valuable experience. A well-rounded preparation not only strengthens a candidate's application, but also enhances their ability to benefit from the educational opportunities offered through the Master of Arts in Art Therapy and Counseling program. The Statement of Purpose and interview are appropriate vehicles for the applicant to highlight factors relating to overall preparedness.

MANDATORY INTERVIEW DAY

All candidates must attend the Interview Day set for Saturday, February 10, 2024. Applicants will be asked plan ahead to attend and to confirm their attendance while filling out the on-line application. Students will be asked to provide a writing sample in the form of a brief response to a writing prompt, prior to the scheduled interview. This writing sample is required to have completed an interview. **An application is not considered complete without the interview.**

The Group Interview Day runs approximately from 10:30 a.m. to 6:00 p.m. CST. Candidates will meet with a faculty panel to discuss their application materials. This format provides the opportunity for mutual scrutiny of candidates and the program. The following schedule is offered as an **example** of standard activities during Interview Day.

Interview Day:

10:30-11:15 am CST Welcome and overview of the MAATC program

11:15-11:30 am CST Discussion of day's activities, Q&A

11:45-1:30 pm CST (20 minutes) Candidate Interviews with Faculty Panels

2:30-6:00 pm CST (20 minutes) Candidate Interviews with a Faculty Panels

Optional Presentations

Financial Aid

Q&A Student Panels - led by current MAATC students

Online Recorded MAATC Student Presentations

ADDITIONAL INFORMATION

Transfer credits

A minimum of 48 credit hours must be completed in residence at the school. Up to 12 graduate transfer credits (from a previous master's degree in a related area) may be requested *at the*

time of application for admission and are subject to approval at that time. No transfer credit will be permitted after a student is admitted. (Note: Approved “transfer” credits replace coursework within the MAATC degree coursework. This is distinct from “prerequisite” coursework that constitutes an admission requirement.) **Students receiving transfer credits toward the MAATC from previous graduate coursework are advised to make sure that the licensure board in the state or country in which they plan to practice will count the transfer credits toward the total number of credits needed to fulfill requirements for licensure application.**

Financial aid

The MAATC program annually awards a select number of New Artist Society Scholarships for 50% to 100% tuition and Dean’s Scholarships for 25% of tuition. These awards are based on merit and potential, as demonstrated through application materials and interviews. Application to the MAATC program serves as the application for these departmental scholarships. As part of the overall applicant review process, the Art Therapy Department faculty determines the scholarship recipients. Applicants are notified about these awards in writing as part of their admission letter.

Additional financial information may be obtained by contacting the Student Financial Services Office at (312) 629-6600. Website: http://www.saic.edu/life/financial/financial_aid/index.html

Also, see <http://arttherapy.org/aata-awards/> for details regarding American Art Therapy Association scholarships. (Open to AATA student members only.)

Residence life

Most MAATC students find off-campus accommodations in the city; however, dormitory space also may be available. For information on housing options contact the Residence Life Office at (312) 629-6870. Website: <http://www.saic.edu/life/housing/index.html>

Another useful resource for housing options is *The Chicago Reader* newspaper that lists rental properties throughout the metropolitan area. Website: <https://www.chicagoreader.com/chicago/classifieds/Content?category=61309067&redirString=>

International student services

Questions relating to immigration, visa status, and other international student concerns should be directed to the International Student Services Office at (312) 629-6830. Website: http://www.saic.edu/admissions/int_admiss/index.html

Please note that undergraduate prerequisite courses are not considered part of the MAATC degree. International applicants who intend to take these courses in the U.S. must apply for a separate visa for that purpose. Please allow enough time to complete this entire process. Contact International Student Services for more information.

If English is not your native language and if you do not have a degree conferred by a college where English was the language of instruction—whether you live abroad or reside in the United States—you must take the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). You must achieve a minimum score of 600 (250 on the computer version or 100 on the Internet-based version) on the TOEFL and 7 on the IELTS prior to full admission.

MAATC APPLICATION CHECKLIST

For specific details on the entire application process please visit:

www.saic.edu/admissions/grad

- ☐ Submit the online application and all supplemental materials by 11:59pm (CST) on January 10.
- ☐ Submit official college transcripts to verify degrees awarded and prerequisite coursework.
- ☐ Submit two letters of reference.
- ☐ Submit your SlideRoom ePortfolio by 11:59pm (CST) on January 10 including:
 - (A) Portfolio of 15 images or eight minutes of time-based work, or a combination of the two, documenting current studio work
 - (B) Statement of purpose 500 words
 - (C) Current résumé
 - (D) Human Service Summary for each volunteer or employment experience:
 - Name of site
 - Type of setting (hospital, after school program, etc.)
 - Population served (older adults, children with autism, etc.)
 - Roles and responsibilities
 - Dates of service
 - Total number of hours at that site

Also, please note the GRAND TOTAL of human service contact hours.

(E) Documentation of in-process prerequisite courses in which applicant is enrolled at the time of application or a plan for how missing courses will be completed prior to beginning the MAATC.

☐ Attend group interview.

Please contact Graduate Admissions at 800-232-7242 / 312-629-6100 or gradmiss@saic.edu with any questions.

USEFUL INFORMATION

For questions regarding the program or to arrange for an informational meeting, contact:

Graduate Art Therapy and Counseling Program

The School of the Art Institute of Chicago

37 South Wabash Ave. Suite 713, Chicago, Illinois, 60603-3103

(312) 899-7481, Fax: (312) 899-1477

arttherapy@saic.edu, <http://www.saic.edu>

For general information about the art therapy field, contact:

American Art Therapy Association (AATA)

4875 Eisenhower Avenue, Suite 240

Alexandria, VA 22304

(888) 290-0878 (Toll-free), (703) 548-5860

(703) 783-8468 (Fax)

<http://arttherapy.org/>, info@arttherapy.org

Art Therapy Credentials Board (ATCB)

3 Terrace Way, Suite B

Greensboro, NC 27403-3660

(877) 213-2822 or (336) 482-2856

Fax: (336) 482-2852

<http://www.atcb.org/>, atcbinfo@atcb.org

For affiliate chapters of the American Art Therapy Association in your area, see:

<http://arttherapy.org/aata-chaptersmain/>

To learn more about the profession check out these journals:

Art Therapy: Journal of the American Art Therapy Association:

<http://www.tandfonline.com/loi/uart20#.VdfVJyxViko>

International Journal of Art Therapy (formerly

Inscape): <http://www.tandfonline.com/loi/rart20#.VdfUnCxViko>

Canadian Art Therapy Association Journal: <http://www.tandfonline.com/loi/ucat20#.V6D2CSMrJ5Z>

Appendix A : School of the Art Institute of Chicago Master of Arts in Art Therapy and Counseling (MAATC) Professional Licensed Counseling Disclosures

Professional Licensed Counseling Disclosures are routinely updated on the SAIC art therapy website. For academic programs that may reasonably be assumed to lead to professional licensure, these disclosures indicate, as of July 2020, the states where the University has determined through reasonable, good faith effort that such programs:

- Do meet the applicable professional licensure education requirements;
- Do not meet the applicable professional licensure education requirements; or
- Have not been able to be identified as meeting the applicable professional licensure education requirements.

The disclosure on the website indicates in which states the program meets - degree hours, practicum hours, coursework covers core content requirements.