



School of the Art Institute
of Chicago

Program Guide and
Admissions Application Information

Master of Arts in
Art Therapy
and Counseling
2021-2022

Art Therapy and Counseling

School of the Art Institute of Chicago

37 S. Wabash Avenue, Suite 713, Chicago, IL 60618
312.899.7481 Fax 312.899.1477 arttherapy@saic.edu

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About the Cover Image

Graduate Project

Unsettling care

Installation

Katherine Lamb, MAATC 2021

Unsettling care (2021) is an art-based auto-ethnographic exploration of the roots of my own understanding of “care” and “help.” Using excerpts from my high school writing and documents and objects from my family archive, I examined the ways in which my identity as a “helper” and provider of “care” are rooted in a patriarchal, white supremacist and settler colonial society. Through a process of embroidery, quilting and garment making, I considered the influence of race and gender on my experiences of giving and receiving care. Works in the installation include *Apron: 1924* (2018), *Memory box* (2018), *Christening gown* (2018), *...And also her sister* (2020) and *Family quilt* (2020). In *Apron: 1924* (2018), I used text from Virginia’s 1924 “Racial Integrity” law, an anti-miscegenation law that was passed the year of my grandmother’s birth, to reflect on the origins and function of white femininity. *...And also her sister* (2020) uses text from Harriet Jacobs’ autobiographical *Incidents in the life of a slave girl* (1861) on two embroidered garments made for a “Topsy” doll I found in my grandmother’s basement. *Family quilt* (2020) juxtaposes my own words about care with images and documents that bring my ideas about care into question. Together, these pieces are a reflection on the racialized and gendered nature of caring roles and my own relationship to the systems of oppression that are often perpetuated in the name of “care.”



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

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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 for students interested in counseling and art therapy. The program focuses on critically examining the personal, psychological, cultural, and social perspectives of art therapy practice and ideas. Students learn to ask questions about race, class, gender, sexuality and disability, among other social factors that impact the therapeutic relationship and practice of art therapy. The program prepares students to function as knowledgeable, ethical, and skilled professionals within specialized social service contexts.

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 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). Upon graduation, graduates are able to apply for their LPC (Licensed Professional Counselor). Upon completion of 1000 hours of direct client hours graduates are able to gain their ATR (Art Therapist Registered) and upon completion of 3000 hours, graduates are able to sit for their LCPC (Licensed Clinical Professional Counselor). Between the ACATE and IDFPR standards, the degree requirements are closely monitored to enable graduates to be eligible for the 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 required thirteen content areas (listed below) to represent the knowledge base that has been adapted as core classes within our curriculum. All required content areas are taught by art therapists.

- 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 the content areas listed above, the program provides opportunities for students to engage and deepen their artistic practice. Students are able to engage in two capstone experiences included in the third-year of the MAATC program; MAATC exhibition, and the MAATC thesis or graduate project.

MAATC students are expected to build their academic, artistic, writing, research, interpersonal, and ethical skills that are central to art therapy and mental health professional practice requirements. **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.**

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

- *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 and are practiced. 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

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 prior to graduation. Field experience begins during the second year with observation and structured interaction with participants at fieldwork sites. This is complimented with focused classroom assignments and both on-site and SAIC art therapy supervision.

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 professionals at their fieldwork site who are licensed 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 MAATC Placement Coordinator 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.

*Advisor approval needed before enrolling for thesis.

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 list of faculty profiles and bios at <https://www.saic.edu/academics/departments/art-therapy/faculty>

Preparation for registration and licensure

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 national Registration/Board Certification (ATR-BC) with the Art Therapy Credentials Board 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. 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 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. Students 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. 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.

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. Those 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, but does not “teach to the test” in regard to specific content.

The Art Therapy department has a Credentialing Specialist available to assist MAATC alumni with documentation of their educational experience and with addressing issues that arise relative to obtaining registration or licensure.

DEVELOPMENT OF PROFESSIONALISM

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*

PERFORMANCE STANDARDS AND EVALUATIONS

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 School's Writing Center and Disability and Learning Resource Center for assistance with academic work.

The courses in the MAATC program are arranged in a sequential manner in which learning builds upon previous information and experiences. This fact makes it necessary to wait a full year in order to retake a failed 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.

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.

Overall evaluation

A formal Professional Progress Review (PPR) supplements ongoing course-specific evaluation by the MAATC faculty. In the first year, 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 faculty advisor to discuss their overall progress in the program.

All aspects of the curriculum (clinical and cultural competence, interpersonal/professional skills, and academic performance) are reviewed. In subsequent years of the MAATC program, students will meet with their advisors once per semester to informally review their overall progress.

The PPR includes the following designations related to students' progress: satisfactory, marginal, unsatisfactory or failed. A satisfactory performance evaluation denotes approval to advance to the next phase of the educational program. A marginal performance denotes that the student is expected to address specific concerns and develop a follow-up plan with their MAATC advisor. An unsatisfactory performance denotes significant concerns and requires a follow-up PPR meeting that includes the Program Director or Department Chair.

Continuing students will move to the formal process, involving the above mentioned steps, only if a student has had 1.) course progress issues in one or more classes, 2.) a marginal status for two consecutive semesters, or 3.) an unsatisfactory status for one semester. At the follow-up meeting, a determination is made as to whether the student will a) continue in the program with a plan to resolve concerns, b) take a leave-of-absence, c) be placed on academic probation, or d) be dismissed from the program. A failed PPR can also result from serious and/or repeated professional, interpersonal, or

academic deficiencies, as outlined below. A failed PPR results in the student either being placed on probation or dismissed from the program.

Academic warning, probation, and dismissal

The following conditions warrant a formal meeting with faculty to re-evaluate the student’s status in the program:

- * A grade of “NCR” in any of the art therapy classes.
- * Two or more Class Progress Reports (written academic warnings) in a semester.
- * An “unsatisfactory” or “failed” Professional Progress Review in which the faculty panel identifies serious professional, interpersonal, or academic deficiencies.
- * Failure in any of the Fieldwork courses.
- * Justifiable expulsion, based on performance, from a placement site.

Among the possible outcomes of such a meeting is academic probation or dismissal from the program. A student who fails any of the Fieldwork courses or is justifiably expelled from a placement site may be immediately terminated from the graduate art therapy program. Students are referred to the Academic Review Committee for appeals.

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.

MAATC CREDIT SUMMARY

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

* Students electing the Thesis option can choose to substitute 3 credits of Thesis for a studio elective. Advisor approval needed before enrolling for thesis.

** Students have a maximum of five years to complete the degree, including time off for approved leaves-of-absence.

MAATC COURSE SEQUENCE

3-Year MAATC Course Sequence effective Fall 2021¹

Semester I (Fall)	3 cr	Materials & Media in Art Therapy (ARTTHER 5001)	
	3	Psychopathology (ARTTHER 5002)	
	3	History & Theory of Art Therapy (ARTTHER 5003)	
	3	Counseling Techniques (ARTTHER 5025)	12 – Total
Semester II (Spring)	3 cr	Assessment & Evaluation in Art Therapy (ARTTHER 5008)	
	3	Group Art Therapy (ARTTHER 5019)	
	3	Cultural Dimensions in Art Therapy (ARTTHER 6008)	
	3	Community Practice and Helping Relationships (ARTTHER 5135)	12 – Total
Semester III (Fall)	1.5 cr	Art Therapy Fieldwork I (ARTTHER 5020) ²	
	1.5	Ethical & Legal Issues I (ARTTHER 6002)	
	3	Human Growth & Development (ARTTHER 5010)	
	3	Family Art Therapy (ARTTHER 6018)	
	3	Studio Elective ¹	12 – Total
Semester IV (Spring)	1.5 cr	Art Therapy Fieldwork II (ARTTHER 6001) ²	
	1.5	Ethical & Legal Issues II (ARTTHER 6003)	
	3	Research in Art Therapy (ARTTHER 5009)	
	3	Substance Use (ARTTHER 6007)	
	3	Studio Elective ¹	12 – Total
Semester V (Fall)	3 cr	Art Therapy Fieldwork III (ARTTHER 6020) ²	
	3	Art Therapy Graduate Project (ARTTHER 6019)	6 – Total
Semester VI (Spring)	3 cr	Art Therapy Fieldwork III (ARTTHER 6020) ²	
	3	Professional Development & Career Counseling (ARTTHER 6006)	6– Total

TOTAL CREDIT HOURS: 60

¹ Students may choose to complete studio classes during the summer or winter terms. With the prior approval of the Department Chair, an elective non-studio course may be substituted for 1 studio. ALL course days and times are subject to change.

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.

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.

ART THERAPY GRADUATE* COURSE DESCRIPTIONS —

**Note: All graduate art therapy courses are open only to MAATC students, except with special permission from the instructor.*

MATERIALS & MEDIA IN ART THERAPY

ARTTHER 5001

This course is an examination of the qualities and properties of art materials, media, and processes, and their applications in the context of art therapy. Socially constructed understandings of the significance of materials and media, as well as the relevance of contemporary art practices to art therapy, are investigated through lecture, discussion, and experiential formats. (3 cr)

PSYCHOPATHOLOGY

ARTTHER 5002

This course presents the central concepts of contemporary mental health diagnosis (DSM-V). Emphasis is placed on etiology, terminology, and symptom profiles. This material provides art therapy students with a conceptual foundation shared by a variety of medical and mental health practitioners. (3 cr)

HISTORICAL & THEORETICAL PERSPECTIVES IN ART THERAPY

ARTTHER 5003

This course introduces the art therapy student to the field's historical and theoretical aspects. The semester begins with investigations of historical events (e.g., "outsider art", art education, the history of mental health care) that laid the groundwork for what would develop into the field of art therapy. Topics presented include early pioneers of the field and contemporary theorists who use art in psychotherapy and counseling. (3 cr)

ASSESSMENT & EVALUATION IN ART THERAPY

ARTTHER 5008

In this course students explore the fundamental concepts of assessment and evaluation, including both formal standardized instruments and informal approaches. Particular emphasis is placed on concepts of assessment in art therapy, but also included are principles and clinical applications drawn from psychology and counseling. These applications include the administration and interpretation of formal assessments, informal observations, written and verbal assessment reports, and treatment plans. (3 cr)

RESEARCH IN ART THERAPY

ARTTHER 5009

In this course the student will explore the theories, principles, methods, and techniques used for conducting research in art therapy. Various models of qualitative and quantitative research from art therapy and related fields will be presented and discussed. (3 cr)

HUMAN GROWTH & DEVELOPMENT

ARTTHER 5010

This course investigates psychological, sociological, cognitive, cultural and neurobiological approaches to human development. Historical and current theories are examined in light of the implications they have for art therapy theory and practice. Course content addresses the role of the cultural production of personal experience in lifelong development, including how issues of race, class, gender, ethnicity, and sexual orientation affect human development. (3 cr)

GROUP ART THERAPY

ARTTHER 5019

This course provides students with an introduction to the theory and methods of group work in art therapy. The material is presented through lectures, discussion, audio-visual presentations, and experiential learning. Topics include: techniques and training in group leadership; setting group norms; methods for exploring the significance of clients' art; group conflict; stages of group development; and applications with varied settings, cultures, and populations. (3 cr)

ART THERAPY FIELDWORK I

ARTTHER 5020

This course provides group supervision for students' fieldwork experiences and complements the individual supervision students receive at their field sites. Students spend twelve hours per week in

observation at their sites, with increasing levels of direct participation with clients. Basic clinical skills, counseling techniques, sensitivity to diverse populations, ethics, & standards of practice are emphasized, in addition to processing the emotional complexities of early professional development. (1.5 cr)

COUNSELING TECHNIQUES

ARTTHER 5025

This course addresses the integration of verbal and nonverbal counseling methods within the practice of art therapy. Empathic listening, assessment skills, and treatment planning are emphasized, along with ethical standards and cultural competence. (3 cr)

COMMUNITY PRACTICE and HELPING RELATIONSHIPS

ARTTHER 5135

This multi-level course draws from arts and counseling perspectives to critically examine helping relationships, community care work, socially engaged art practice, cultural curation, and research through service learning. Students will learn various models of collaboration with community members and an interdisciplinary team of mental health practitioners, artists, designers, organizers, educators, scholars and researchers. In addition to weekly classroom lectures and discussions, students are expected to participate in community engagement outside of regular scheduled classes. Regular off campus meetings, planning, and experiential research are required.

ART THERAPY FIELDWORK II

ARTTHER 6001

This course provides group supervision for students in intermediate and advanced stages of clinical internships. Students spend from twelve to twenty-four hours per week advancing their clinical skills in treatment and assessment, with individuals and groups. This class builds on the skills acquired in Fieldwork I and furthers the student's understanding of the therapeutic relationship involving the client, their art, and the therapist. Prerequisite: ARTTHER 5020. (1.5 cr)

ETHICAL & LEGAL ISSUES IN ART THERAPY I

ARTTHER 6002

In this course students explore basic legal and ethical standards of practice in art therapy and counseling. Responsibilities relating to the use of client artwork in presentation, publication, and exhibition are emphasized, in addition to processing the moral complexities of early professional development. (1.5 cr)

ETHICAL & LEGAL ISSUES IN ART THERAPY II

ARTTHER 6003

This course is a follow-up to Ethics in Art Therapy I, with a focus on deepening the clinical understanding and application of legal and ethical standards of practice in art therapy and counseling. The application of these principles in art therapy settings forms the basis for discussion. (1.5 cr)

PROFESSIONAL DEVELOPMENT & CAREER COUNSELING

ARTTHER 6005

This course engages the student in examining career development from both personal and professional perspectives. Studio work provides the basis for the student's self-reflexive examination of their developing artist/art therapist identity. Readings, lectures, discussions, and experiential learning address the theory and methods of career counseling, including educational and career histories; evaluation of occupational interests and aptitudes; and the development of skills for gaining and maintaining employment. (3 cr)

SUBSTANCE USE

ARTTHER 6007

This course presents information on the epidemiology and etiology of drug and alcohol abuse and reviews the negative impact of substance abuse on physical, psychological, social, and vocational functioning. The various categories of abused substances will be discussed along with fundamental assessment methods and art therapy intervention skills for work with abusing or dependent populations. (3 cr)

CULTURAL DIMENSIONS IN ART THERAPY**ARTTHER 6008**

This course is focused on the development of cultural competency in the art therapist. Aspects of culture including gender, race, ethnicity, class, religion, sexual orientation, and disability are addressed as they relate to the socio-cultural context of the therapy relationship. (3 cr)

FAMILY ART THERAPY**ARTTHER 6018**

This course focuses on the expression of family dynamics in art therapy. Contemporary definitions of "family" are explored from traditional, multicultural, single parent, & alternative parenting perspectives. A variety of theoretical approaches including narrative, feminist, strategic, & structural are presented. (3 cr)

ART THERAPY GRADUATE PROJECT**ARTTHER 6019**

This course focuses on the development of a culminating creative project that demonstrates the skills, knowledge, and experience gained through the MAATC program. Students will demonstrate their learning through an in-depth arts-based project to explore the field of art therapy and counseling, and participate in the MAATC exhibition.

ART THERAPY FIELDWORK III**ARTTHER 6020**

This course provides group supervision for students in intermediate and advanced stages of clinical internships. Students spend from twelve to twenty-four hours per week advancing their clinical skills in treatment and assessment with individuals and groups. This class builds on the skills acquired in Fieldwork I and II, and furthers the student's understanding of the therapeutic relationship involving the clients, their art, and the therapist. (3 cr)

ART THERAPY FACULTY

Core Faculty:

Deborah DelSignore, MA, ATR-BC
Eva Marxen, PhD
Leah Gipson, MAAT, MTS, ATR-BC, LCPC
Savneet Talwar, PhD, ATR-BC
Sandie Yi, PhD, ATR-BC

Fieldwork Placement Coordinator
Assistant Professor, Program Director
Assistant Professor
Professor, Chair
Assistant Professor

Part-Time Faculty:

Valorie Adrio, MA, ATR-BC, LMFT
Claudia Angel, MAAT, ATR, LCPC
Nicole Bailey, MA, ATR-BC, LCPC, CADC
Dayna Block, MAAT, ATR
Jackie Bousek, MAAT, ATR, LCPC
veronica bohanan, MAAT, ATR-BC, LCPC
Fredelyn Calla, MA, ATR-BC, LCPC
Theresa Dewey, MAAT, ATR-BC, LCPC
Aram Han Sifuentes, MFA
Craig Harshaw, MFA
Katharine Houpt, MAAT, ATR-BC, LCPC
Katie Kamholz, MAAT, ATR-BC, LCPC
Bianca Lee, MAAT, ATR-BC, LCPC
Frederica Malone, MAAT, ATR-BC, LCPC
Melissa Raman Molitor, MAAT, ATR-BC, LCPC
Trang Nguyen, MA, LPC
Joanne Ramseyer, MA, ATR-BC, LCPC
Sarah Steele, MA, PhD Candidate
Suellen S. Semekoski, MA, ATR-BC, LCPC
Valery Shuman, MAAT, ATR-BC, LCPC
Maia Wheeler, MAAT, ATR-BC, LCPC

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/ucart20#.V6D2CSMrJ5Z>

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 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 the 2022–2023 academic year is January 10, 2022.** All candidates must participate in an on-campus Group Interview Day as part of the application process. (Applicants residing in another country at the time of the application deadline may schedule a Skype interview as an alternative.)

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. In addition, engagement in one's own personal therapy is viewed as valuable experience. 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. 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 GROUP INTERVIEW

All candidates must attend the Group Interview Day set for February 12, 2022.* Applicants will be asked to confirm their attendance while filling out the on-line application. **An application is not considered complete without the interview.**

The Group Interview Day runs from 8:30 a.m. to 4 p.m. with an optional reception afterwards. 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 Group Interview Day.

Group Interview Day:

8:30-9:00 Registration, faculty slide show, continental breakfast

9:00-9:45 Welcome and overview of the MAATC program

9:45-10:15 Discussion of day's activities, Q&A
10:15-10:30 Brief essay (Writing Sample)
10:45-1:15 (20 minute) Candidate Interviews with Faculty Panels
11:00-12:00 Q&A Student Panel 1 - led by current MAATC students
12:15-1:15 Q&A Student Panel 2 - led by current MAATC students
1:15-2:15 Lunch
2:30-4:00 Candidate Interviews with a Faculty Panels
 Optional Financial Aid Presentation
 Break before reception
4:00-6:00 Reception for applicants & their guests

** Note: The only exception made for attending one of the Group Interview Day is for applicants residing in another country at the time of the group interview. These applicants must contact the Art Therapy office by the January 10 deadline in order to set up a video-call or in-person interview on an alternate date.*

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.)

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 on-campus group interview. If you will be living abroad during the interview dates, contact the Art Therapy department to arrange a Skype interview.

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