

SAIC

School of the Art
Institute of Chicago

Program Guide and
Admissions Application Information

Master of Arts in
Art Therapy and
Counseling
2017-2018

Art Therapy and Counseling



Equal Privilege to Touch
Sandie Yi, MAAT 2005

School of the Art Institute of Chicago
37 S. Wabash Avenue, Suite 713, Chicago, IL 60603
312.899.7481 Fax 312.899.1477 arttherapy@saic.edu

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

TABLE OF CONTENTS

Part One: Program Overview

• Program Description	3
• Program Mission	4
• Program Highlights	6
• Development of Professional Identity	7
• Performance Standards & Evaluation	8
• Contributions of Graduates	9
• MAATC Credit Summary	9
• MAATC Course Sequence	10
• Art Therapy Course Descriptions (Undergraduate)	11
• Art Therapy Course Descriptions (Graduate)	13
• Art Therapy Faculty Profiles	16
• Useful Information	25

Part Two: Admissions Preparation & Application

• Preparation for Graduate Education in Art Therapy	26
• Prerequisites	27
• Evaluation of Applicants	27
• Mandatory Group Interview	28
• Additional Information	29
• MAATC Application Checklist	30

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 the relationship between personal, psychological, cultural, and social perspectives of art making, and who also have a desire to aid others in gaining or recovering intellectual and emotional clarity, equilibrium, and power. At the core of the program is an emphasis on the unique contributions of the artist/art therapist to the human service professions; the critical examination of how race, class, gender, sexuality, and other social factors impact the therapeutic relationship; and the preparation of students to function as knowledgeable, empathic, ethical, and skilled professionals within contemporary social service contexts.

We view art therapy as an action-oriented discipline that engages the physical, intellectual, emotional, and social aspects of the self, and that can foster relationships with oneself, others, culture, and society. The process of making an art product, the sensual experience of the work, the reflective practice of witnessing the artwork, the response to the work by others, and the understandings that can arise from these multiple layers of experience are all parts of the interdependent and integrative practice of art therapy. The skilled art therapist can assist a client in working at these physical, conceptual, imaginal, symbolic, cultural, and social levels.

Our location within a vibrant metropolitan area provides MAATC students with an experienced and knowledgeable faculty, a broad range of potential fieldwork sites, and diverse opportunities for cultural enrichment. The curriculum is designed to ensure that students gain the knowledge and experience that will enable them to function as competent, ethical, creative, and compassionate art therapy professionals. It is also designed to foster critical thinking, so that students are actively involved in creating the learning environment, questioning dominant discourses in the field, and taking part in the production of new ideas. It is our goal to graduate students who become leaders in the field of art therapy in the areas of professional practice, research, teaching, and theory development.

History of the program

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 a post-baccalaureate certificate. The 60-credit graduate program was instituted in 1985, making the MAATC at SAIC the longest established professional art therapy program in Illinois. The MAATC Program has been approved by the Education and Program Approval Board of the American Art Therapy Association, since 1989.

Curriculum

The Master of Arts in Art Therapy and Counseling degree at the School of the Art Institute of Chicago is a 60-credit program that offers students an academically rigorous, personally challenging, and comprehensive education in the field of art therapy. Because the program prepares students for the sensitive task of addressing emotional, psychological, and social issues with art therapy clients, the aim of the curriculum is to balance clinical skill development with self-examination and the development of judicious use of personal transparency. Thus, the program fosters students' development in emotional, social, and intellectual realms.

The study of art therapy is combined with courses in art, counseling, and psychotherapy to foster cultural competence. The program is further intensified by a minimum of 100 hours of practicum and 900 hours of clinical internship, all under the supervision of a Registered Art Therapist or other mental health professionals. The art therapy and studio courses are taken at the School of the Art Institute and the internship experiences are gained at various human service settings throughout the Chicago area. The MAATC program strives to achieve an ideal blend between the realms of art and therapy within a socio-cultural context.

Students receive an education combining the theoretical concepts and practical experience that will enable them to participate in the growing field of art therapy. Through both didactic and experiential components of coursework, the student becomes familiar with a range of theoretical approaches to art therapy, with an emphasis on contemporary theories. Diverse practice models, from traditional art psychotherapy to community-based studio art therapy, are introduced and students explore the significance of the art process and product to the client, the therapist, and the relational context. Both form and content in the art therapy experience are studied as they relate to treatment, assessment, and research. The program includes aesthetic, psychological, social, political, and cultural considerations, with the goal of achieving a comprehensive understanding of these interrelated systems.

PROGRAM MISSION

Mission statement

To provide a comprehensive art therapy education that emphasizes development of the artist / art therapist, prepares graduates to function as art therapists in a variety of settings, and fosters critical engagement within social and cultural contexts.

Integration of the artist / art therapist identity

Art therapy is uniquely situated among the human service professions to provide an aesthetic dimension to therapeutic practice and an alternative to the dominant paradigm of verbally-based forms of therapy. The MAATC program at SAIC emphasizes the students' core identities as artists and art therapists through the integration of psychology, sociology, and counseling theory with art history, theory, and practice. The environment at SAIC promotes engagement with contemporary art discourses; exploration of the relationship of art to identity, subjectivity, representation, and meaning making; and familiarity with the many materials, media and practices that constitute contemporary art. Throughout the program, students are expected to maintain their artistic practice, exploring various media, tools, and methods, as well as the relationship of the art process to therapeutic practice and everyday life.

To enhance the integration of the students' art practices with their developing identities as art therapists, they take 9 credit hours in studio electives from among SAIC's extensive offerings, as well as the studio-based art therapy course, *Professional Development and Career Counseling*. In this art therapy course students not only gain skills in counseling clients who have concerns about their work life or career choices, but also develop strategies for their own professional development as both artists and art therapists.

The annual "Art of Connection" exhibit provides an additional framework within which students can examine the interrelationship between their artist and art therapist identities. As a component of the Art Therapy Fieldwork II course, the aim of the exhibit is to highlight artwork created within the relational context of second year MAATC students and the people they work with at their internship sites. The educational aim of the exhibit is to provide an opportunity for students to examine the clinical, ethical, and aesthetic implications of exhibiting client artwork, and to experience through artifacts and actions the program philosophy of integrating the artist/art therapist identity.

In addition to experiences that are part of the required coursework, there are other opportunities for the development of the student's professional identity as an artist / art therapist. Students have opportunities through SAIC sponsored courses, exhibits, and events—as well as through internship and other community-based affiliations—to function as curators, exhibiting artists, performers, collaborators, activists, and cultural workers.

Preparation to function as art therapists in a variety of settings

The MAATC curriculum is designed to provide students with a solid foundation in counseling theory and methods while cultivating the unique contributions of an art-based approach to treatment and an understanding of the individual as embedded within social and cultural contexts. Students are introduced to a wide range of theoretical perspectives so that they are informed regarding classic and contemporary models, are better equipped to critique practices that lack relevance in the current context, and are able to select, adapt, or develop appropriate strategies for their practice. While both the traditional medical model and the social model of therapy are presented, postmodern approaches are covered extensively, in keeping with the program's mission to address the social and cultural facets of clinical practice and to provide approaches that are responsive to the complexity of contemporary society.

Art therapists work in a vast array of contexts to help address the special needs of a wide variety of client populations. The wide ranging experience and interests of our faculty, along with the diverse presenters, readings, media, and research that enrich our curriculum, all broaden and deepen our students' appreciation of the expanding practice of art therapy.

In addition, the challenging range and complexity of the clinical experiences encountered in fieldwork practice allow for real-world application of these concepts. The Chicagoland area has a vast array of social service settings, which provide potential fieldwork options for students' unique areas of educational interest. Students have the opportunity to individualize their learning through the selection of fieldwork sites that match their interests in relation to client populations, types of settings, and approaches to the work. Furthermore, they are exposed to various populations, sites, and ways of working through their participation in group supervision at SAIC. Exposure to the unique challenges, ethical dilemmas, and successes of their student colleagues serves to enrich the students' understanding of the application of art therapy in multiple contexts.

Critical engagement within social and cultural contexts

The MAATC curriculum fosters the students' examination of the social, political, and cultural contexts within which art therapy and other counseling practices have developed and are maintained. Race, class, gender, sexuality, ability/disability, and other markers of identity are the intersecting lenses through which students come to both understand and question the systemic nature of unequal distributions of power. Students are encouraged to reflect on the social and cultural forces that have shaped their own identities; to recognize the implications of their social positions in relation to the art therapy participants with whom they work; to question dominant discourses in the field in order to expose underlying values, incongruities, and contradictions; and to participate in the construction of new identities and ways of practicing art therapy.

It is demanding, difficult work to expose the unequal distributions of power and privilege in society, and to address the repercussions of this unjust system for those who are marginalized. Because we are all implicated in this system of unequal power, its examination is often accompanied by personal and interpersonal vulnerability. To address these delicate issues successfully requires unflinching self-examination, determined pursuit of marginalized perspectives, open-mindedness to diverse viewpoints, and the ongoing cultivation of respect for one another, even when discussion becomes contentious.

We engage in this type of critical social and cultural engagement, despite how demanding it is, because we believe in its importance for the clients our students and graduates serve. We are interested in the cultivation of professional practices that do not reinforce the status quo in social service settings and duplicate systemic marginalization of vulnerable populations, but rather foster emancipatory strategies and create environments of personal and collective empowerment.

Specific courses, such as *Cultural Dimensions*, provide an intensive focus on examination of the social and cultural context for art therapy practice. However, the program aims to address the social and cultural implications of art and art therapy theory and practice throughout the curriculum.

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 first year with 100 hours of Practicum integrated into the coursework. Observation and structured interaction with participants is supplemented with focused classroom assignments and both on-site and SAIC art therapy supervision.

The Fieldwork program is also supervised by faculty at the school who are Registered Art Therapists as well as by professionals on site who have a minimum of a master's degree in art therapy or a related field. In order to ensure that students gain experience in working with diverse populations, they are required to complete 900 hours of 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. The MAATC program's placement standards meet or exceed those set forth by the American Art Therapy Association's Education and Program Approval Board and the Illinois Department of Financial and Professional Regulation's requirements for Professional Counseling education.

Thesis or Graduate Project

As a culminating feature of the curriculum, each student completes an in-depth, scholarly 6-credit Masters thesis or a 3-credit graduate project on an art therapy topic of their choosing. Students are required to consider their topic through the three components of the program's mission statement: artist/therapist identity, social and cultural implications, and relevance to art therapy practice. A faculty advisor works closely with each thesis or graduate project student through one (graduate project) or two (thesis) semesters. A final presentation of the project is required of all students.

Students choosing the thesis option can engage in a range of research methodologies, including mixed methods (quantitative and qualitative). Students identify a focal question or hypothesis and a research method, submits a research proposal, carries out the project, and produces a written thesis document.

Students choosing the graduate project option propose and carry out a project that deepens their knowledge and/or skills in an area of interest. Projects can include a range of activities, such as art exhibits, social action projects, or grant applications. Graduate project students produce a contextual essay that anchors the project in a scholarly framework, documents the process and outcomes, and reflects on new learning.

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 in this *Guide*.)

Also, see faculty bios at http://www.saic.edu/degrees_resources/gr_degrees/maat/index.html - [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 (IDFPR). 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. Students receiving transfer credits toward the MAATC from previous graduate course work 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 internship 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 do so immediately following completion of the MAATC degree, as the requirements for this exam 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 necessarily "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 PROFESSIONAL IDENTITY

The ability to function within a variety of roles is an essential aspect of the work of the art therapist. The therapist must be a team member, a group leader, and a person skilled in developing and maintaining therapeutic relationships with individuals. The ability to create, develop, and sustain these relationships is partly dependent on the therapist's skills in motivating, teaching, and creating an environment conducive to art making. Organizational skills as well as creative thinking are required. Personal maturity, emotional stability, and ethical integrity are essential characteristics of successful candidates in this field. Both students and faculty use the following publications as resources throughout the MAATC program:

American Art Therapy Association's *Ethical Principles for Art Therapists*
<http://www.arttherapy.org/aata-ethics.html>

Art Therapy Credentials Board's *Code of Professional Practice*
http://www.atcb.org/code_of_professional_practice/

American Counseling Association's *Code of Ethics*
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Art Therapy Multicultural / Diversity Competencies
<http://www.arttherapy.org/aata-multicultural.html>

Graduate education in any human service field challenges the student personally as well as academically. A student's personal issues are frequently evoked and subsequently find their way into the context of the coursework, fieldwork, supervision, or advisement. The department strongly encourages all students to engage in personal counseling/therapy prior to and during their graduate education. It is essential for the student to identify potential areas of personal conflict that need further resolution. Unaddressed, such issues can interfere with educational demands, clinical work, or interpersonal relationships while in school and beyond. The student is encouraged to take these concerns to personal counseling so as not to blur the edges of the therapeutic and academic or clinical spheres. Counseling Services at SAIC is one option for assisting students with personal concerns while they are enrolled in the program; students often use off-campus resources as well.

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

The nature of therapeutic work involves the interplay of need and responsibility. Clients seeking assistance frequently are in a vulnerable state due to social, emotional, developmental, health, and other life circumstances. This vulnerability in the client demands a high level of excellence in the knowledge and skills of the caregiver. Over the course of the program, students are expected to perform at increasing levels of responsibility in relation to the clients they serve. Thus, rigorous performance standards and evaluations are an integral part of the MAATC program.

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 a semester 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. This review process (conducted at least twice during a student's tenure) includes a self-evaluation form completed by the student, an evaluation form completed by each of the student's instructors from that term, and a meeting between the student and her or his faculty panel to discuss the student's overall progress in the program. All aspects of the curriculum (clinical and cultural competence, interpersonal skills, and academic performance) are reviewed. A satisfactory performance evaluation in each area of the PPR is necessary for the student to receive approval from their faculty to advance to the next phase of the educational program. Occasionally, problems arise for individual students between regularly scheduled PPRs and the faculty may address these issues by calling for an additional PPR.

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 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, professional presentations, publications, and teaching. MAATC students, faculty, and alumni are active in professional art therapy organizations and have been influential in the growth of the art therapy profession in the Midwest, nationally, and internationally.

MAATC CREDIT SUMMARY

AREA	CREDITS
Art Therapy Core	39
Art Therapy Fieldwork	9
Art Therapy Thesis I & II <i>OR</i>	6
Art Therapy Graduate Project	3
Studio Electives (or other approved course)	9 or 6*
Total Credit Hours:	60 or 63 **

* Students electing the Thesis option can choose to substitute 3 credits of Thesis for a studio elective.

** Beginning with AY 2016/2017, the MAATC degree is based on a three-year course sequence. 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 2017

Semester I (Fall 2017)	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 2018)	3 cr	Assessment & Evaluation in Art Therapy (ARTTHER 5008)	
	3	Group Art Therapy (ARTTHER 5019)	
	3	Cultural Dimensions in Art Therapy (ARTTHER 6008)	
	3	Studio Elective ¹	12 – Total
Semester III (Fall 2018)	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 2019)	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 2019)	3 cr	Art Therapy Fieldwork III (ARTTHER 6020) ²	
	3	Graduate Thesis I: Art Therapy (ARTTHER 6010) ³	
		-OR-	
		Art Therapy Graduate Project (ARTTHER 6019)	6 – Total
Semester VI (Spring 2020)	3 cr	Art Therapy Fieldwork III (ARTTHER 6020) ²	
	3	Professional Development & Career Counseling (ARTTHER 6006)	
	(3)	Graduate Thesis II: Art Therapy (ARTTHER 6011) ³	6 (or 9) – Total
TOTAL CREDIT HOURS:			<u>60 (or 63)</u>

¹ Students may choose to complete studio classes during the summer or winter terms. An elective non-studio course may be substituted for 1 studio with the prior approval of the Department Chair. 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 six 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 or fieldwork site prior to the start of *each* semester of practicum and fieldwork experience. Failure to do so jeopardizes the student's visa status.

³ Students taking the Thesis I & II option may do so in lieu of 1 studio elective or as an additional 3 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.

ART THERAPY COURSE DESCRIPTIONS—UNDERGRADUATE*

**NOTE: While SAIC does not offer a formal art therapy bachelor's degree, these courses are available to BFA or other students with a general interest in the field or who may be considering later graduate training in the profession. MAATC students may take these classes to meet their studio requirements.*

EXPLORATIONS IN COMMUNITY-BASED PRACTICE

ARTTHER 1101

This studio course explores expanded modes of practice for artists working with communities. Various approaches and strategies of engagement are explored. Off-campus experiential opportunities and service learning are key aspects of this course. Readings, guest lectures, and discussions are used to present various perspectives on art education, art therapy, artists-in-residencies, and other contexts in which artists engage communities. (3 cr)

CREATIVE PROCESS AS ART THERAPY

ARTTHER 2010

Students in this course explore, through concepts from art therapy and related fields, the relationship between art and life, as well as self, other, and community. Studio work and writing are used as tools to understand and cultivate the discipline of self-awareness. The class is structured as a community of participants engaged in and studying the phenomenon of the creative process. This course provides a helpful framework for those students considering working with others using art, such as teachers or art therapists, as well as for those who wish to establish art and/or writing as a form of practice and discipline in their lives. Open to all students. (3 cr)

INTRODUCTION TO ART THERAPY

ARTTHER 3009

This course is designed to offer students a didactic and experiential overview of the field of art therapy. Material covered will include history, theory, and practice of art therapy processes and approaches, as well as a survey of populations, settings and applications. Lectures, readings, discussion, audio-visual presentations, experiential exercises, and guest presentations comprise the structure of this course. (3 cr)

VIDEO & THE HUMAN EXPERIENCE

ARTTHER 3010

Art therapy considers many aspects of the interplay of art and the human experience: health, suffering, healing, and creativity. This course will entail the viewing and making of videos to investigate and critique these and related issues. Students will explore the documentary and educational potential of video, its use as a clinical tool, and its capacity as a medium for personal creative expression within the context of art therapy and beyond. Reading, discussion, AV presentations, and digital video production constitute the structure of this class. (3 cr)

RITUAL & ART MAKING IN HEALING

ARTTHER 3012

This class explores the use of ritual and art making for personal and societal healing. Students reflect on ritual as part of daily life, cultural rituals, and life-cycle rituals, and examine the process by which art embodies, represents, and transforms rituals. The exploration of art making and healing rituals in a sampling of cultures, both ancient and contemporary, provides a context for class discussion, group projects, and personal art practice. The role that ritual and art making play in encouraging personal healing and promoting social cohesion is discussed and explored. (3 cr)

EXPRESSIVE ARTS IN THERAPY

ARTTHER 3020

This course will explore the relevance of imagery, creative writing, storytelling, nature, drama, music, and dance as communication and change agents for diverse lives and contemporary communities. Students will work in small group to research artists and creative works that embody substantiality, foster growth or healing, and articulate the power of imagination using an expressive therapies model. Engaging in a Personal Geography project students will discuss the use of creative expression, processing, and product in a multicultural context. (3 cr)

PROCESSING: NEW MEDIA & NARRATIVE THERAPY**ARTTHER 3030**

Narrative therapy decenters the subject, composes, de-storys, and enacts new ways of living. This course attempts to negotiate the history of linear therapeutic narrativizing with the critical disruptions of new media theories to understand postmodern storying and re-storying. Experiential learning facilitated by both a therapist and new media artist allows students to explore the theoretical, clinical and personal contingencies that require them to improvise, change direction, and reformulate meanings of themselves and others. Works of new media, literature, cinema and performance will be utilized. No experience necessary. (3 cr)

STITCH-BY-STITCH: FEMINISM AS PRACTICE**ARTTHER 3032**

This interdisciplinary course considers the topic of craft practices and the therapeutic through the lens of feminist pedagogy, including theories of touch and interembodiment. Students will examine the critical role craft and the domestic arts have played in raising questions surrounding feminism, gender, and labor practices in everyday histories. Drawing on DIY movements, craftivism, and fabriculture, the course examines local and international projects centering on memory, trauma and collaboration. The class will explore the ethics of community collaborations and how the practice of making can cultivate a sense of community, wellbeing, and social capital. (3 cr)

COMICS NARRATIVES: ILLNESS, DISABILITY, & RECOVERY**ARTTHER 4010**

This course explores narratives of illness, stigma, and marginalization told through comics and graphic novels. Students engage in reading, discussing, and making comics dealing with topics of physical and psychiatric illness, caregiving, and recovery. The current "graphic medicine" movement, applications of comics in art therapy, and graphic novels and comics dealing with narratives of illness outside of a therapeutic or medical context are discussed and used as inspiration to generate content for student projects. (3 cr)

TANZANIA: CROSS-CULTURAL COLLABORATION & EXCHANGE* STDYTRIP 3050

This trip offers students a glimpse of the African continent through the diverse geographies, peoples, arts practices, customs, languages, and cultural norms of the country of Tanzania. It provides opportunities to unpack 'Western' stereotypes of Africa and African stereotypes of 'Westerners' and to examine how tourism, the history of humanitarianism, and popular media have served to construct and maintain these stereotypes. Because students will be traveling with East African artists, they will gain an intimate view of the local arts scene from those who are immersed in it, as well as a first-hand perspective on East African histories, politics, and contemporary life. The service focus of the trip also offers opportunities for exposure to the impact of HIV/AIDS on children and communities, engagement in arts aimed at bolstering the resilience of vulnerable children, and involvement in ethnographic research designed to better understand the impact of the arts on the health of children and communities.

We will visit various geographies and sites in Tanzania, including the dramatic tides of the Indian Ocean, the lush foothills of Mt. Kilimanjaro, the wildlife (lions, rhinos, monkeys, hippos and other animals) of the Ngorongoro Conservation Area, the archeological site at Olduvai Gorge, and the breathtaking views above the clouds in the Usumburu Mountains. We will be exposed to local craft markets and artists' studios, the work of socially engaged artists working to mitigate the devastating impact of HIV/AIDS, and art forms from traditional to contemporary. We will experience the beauty, assets, and cultural richness of Tanzania, as well as its challenges—poverty, corruption, and limited access to material and social resources. The end result will likely be a more nuanced, realistic, rich and complicated view of Tanzania and its peoples. (3 or 6 cr)

* Can be used by MAATC students as a studio elective; however, this course is not offered every year.

EUROPEAN "OUTSIDER" ART: PAST & PRESENT*

STDYTRIP 4050

Since the beginning of the 20th century there has been a fascination with art produced by people with mental illness. From the Prinzhorn Collection to Dubuffet's *Collection de l'Art Brut* to contemporary studio programs, there has been a continuous European tradition around the production, admiration, and collection of this work. This course will examine the historical and current practices within this genre with a particular focus on its relevance to art therapy, psychology, art history, and fine art. Visits to sites in Heidelberg Germany, Lausanne Switzerland, and other related locations form the core of this trip in addition to reading, lecture, and discussion. (3 or 6 cr)

* Can be used by MAATC students as a studio elective; however, this course is not offered every year.

ART THERAPY COURSE DESCRIPTIONS—GRADUATE*

**Note: All graduate art therapy courses are open only to MAATC students.*

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)

HISTORY & THEORY OF 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)

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 6000. (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 his or her 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)

GRADUATE THESIS I: ART THERAPY**ARTTHER 6010**

The focus of the course is the refinement of the student's scholarship and writing skills relative to their chosen thesis topic. Students initiate their investigation by developing a literature review, proposal, and method and beginning their data collection. (3 cr)

GRADUATE THESIS II: ART THERAPY**ARTTHER 6011**

This course continues the Thesis I process with the production of the results, discussion, and conclusion sections. In addition to finishing the thesis in written form, students are required to give a public presentation of their research. Prerequisite: ARTTHER 6010. (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 and presentation of a creative project that demonstrates the student's integration of knowledge in the field of art therapy. Students will: 1) develop a project proposal, 2) implement and document the project, and 3) offer a formal presentation to peers and faculty. (3 cr)

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 PROFILES

Core Faculty:

Leah Gipson, MAAT, ATR, LCPC
Eva Marxen, MA, PhD
Catherine Moon, MA, ATR-BC
Savneet Talwar, PhD, ATR-BC
Randy M. Vick, MS, ATR-BC, LCPC, HLM

Assistant Professor
Assistant Professor
Professor, Chair
Associate Professor
Professor, Program Director

Part-Time Faculty:

Nicole Bailey, MA, ATR, LCPC, CADC
Lauren Benoist, PhD, NCC, LPC*
Dayna Block, MAAT, ATR*
Jackie Bousek, MAAT, ATR, LCPC
James Bulosan, MAAT, ATR
Cal Calvird, MA, LPC*
Deborah DelSignore, MA, ATR-BC
Lisa D'Innocenzo, MAAT, MFA, ATR, LCPC
Barbara Fish, PhD, ATR-BC, LCPC
Ashley Fagnoli, MA, R-DMT, LCPC*
Jayashree George, DA, MA, MS, ATR-BC
Sunny Givens, MAAT, ATR, LCPC
Lesley Hawley Reagan, MAAT, ATR, LCPC
Katharine Houpt, MAAT, ATR, LCPC*
Katie Kamholz, MAAT, ATR-BC, LCPC
Katharine Kiehn, MAAT, LPC, ATR*
Angela Lyonsmith, MAAT, ATR-BC, LCPC
Melissa Raman Molitor, MAAT, ATR-BC, LCPC
Valerie Newman, MAAT, ATR- BC, LCPC
Benjamin Pearson, MA, MFA*
Jeannette Perkal, MAAT, ATR, LPC
Joanne Ramseyer, MA, ATR-BC, LCPC
Rochelle Royster, MAAT*
Suellen S. Semekoski, MA, ATR-BC, LCPC
Valery Shuman, MAAT, ATR-BC, LCPC

Fieldwork Placement Coordinator

* Indicates faculty who currently teach only undergraduate level courses.

Nicole Bailey, Lecturer

Nicole's practice is anchored in Adlerian theory art therapy, centering on relational issues and social interests as they play out in the daily functioning of individuals. A particular area of focus is the interplay between art making and attachment theories, especially in relation to people who use substances. Nicole founded and operates Bailey and Associates, LLC. a group private practice where she and her team work with individuals from a feminist, trauma sensitive, harm reduction perspective. She has a long-term interest in the effects of art making and social interest on disempowered, marginalized populations. Nicole's previous experiences have included development of a therapeutic program for homeless single mother's and their children, supervision of a day treatment program for adults with mental illness, work with children and families in the DCFS system, provision of therapy for inpatient substance using populations, and work with outpatient clients struggling with eating disorders. Currently, focusing on how change is manifest from moment to moment interactions within relationships, and through art processes, she is continually working to apply art making practices to contemporary relational therapeutic theories. Nicole's personal art making supports her ongoing exploration of the interplay between relationship, attachment, and community, and the impact of this interplay in her daily life.

Lauren Benoist, Lecturer

In her clinical work, Lauren utilizes postmodern approaches to process in addition to third-wave behavioral interventions. An interpersonal and constructivist take on narrative therapy serves as a primary guide to her work with individuals. She received her M.A. in Clinical Mental Health Counseling from Roosevelt University and her Ph.D. in Counselor Education and Supervision from Penn State University, where she researched qualitative understandings of the experiences of tension and conflict within conversations about diversity, privilege and oppression. Her clinical expertise focuses on identity development as well as grief and bereavement. Most recently, she has been collaborating with artists to explore multimodal approaches to narration, memory, and reflexivity in order to facilitate meaning making.

Dayna Block, Lecturer

Dayna is co-Founder, Board member and former Executive Director of the Open Studio Project (OSP). As principal administrator, she oversaw programming, fundraising, and finances, and worked collaboratively with OSP's board of directors to create a policy and procedures manual and to develop a long-range plan. Dayna lectures and runs workshops on the creative process locally and nationally. She exhibits her artwork frequently and curates shows that raise awareness for social issues in the community. As an architect of OSP's creative process programming, and an unwavering believer in the artist inside of everyone, she is the primary holder of OSP's egalitarian vision and ethic of care.

Jackie Bousek, Lecturer

Jackie is an art therapist at Insight Behavioral Centers, working with adolescents and adults with mood and anxiety disorders. In 2009, she developed an art therapy program at an alternative high school for adolescents with severe social, emotional, and behavioral issues. Jackie is passionate about advocating for youth, harm reduction approaches, inclusive community art studio practices, and about reducing stigma and raising awareness around mental health issues. A background in film critique and digital video production has led her to explore the current language, processes, approaches, and ethics surrounding digital media and modern technologies in art therapy practice.

James Bulosan, Lecturer

James's scholarship interests are rooted in the application of quantitative research design to art therapy settings. He began his professional life at Rush Medical Center as a Research Director, where he managed large data sets, was involved in the analysis of data, and developed proposals for in-depth research based on outcomes studies. His research experience has informed him about the intricate details of his work as an art therapist in a medical setting, an addictions treatment program, a program for clients with disabilities, and, currently, an inpatient hospital setting for individuals dealing with acute mental illness. At this point, James continues to apply his knowledge of research design and methods to various art therapy approaches. He has served as Ethics Chair for the Illinois Art Therapy Association, and is currently serving as a board member on the School of the Art Institute of Chicago's Internal Review Board (IRB). James also maintains his work in the Chicago art scene as co-director of Lion VS Gorilla, a concept gallery focused on creating shows where artists and viewers are collaborators in an aesthetic experience, and where the integration between artists and the larger community is promoted.

Cal Calvird, Lecturer

Cal is an artist, therapist and non-profit arts administrator. As Program Director for Open Studio Project (OSP), he oversees public programming as well as outreach programming partnerships with organizations including Y.O.U. (Youth Organizations Umbrella), PEER Services, and New Foundation Center. Cal has facilitated OSP's adult creative process programming since 2002, and co-leads OSP facilitator training workshops. His clinical work is firmly rooted in the humanistic frame and his client-centered relational stance is informed by attachment theory as well as mindfulness and body-centered practices. Previously a glass artist and instructor, Cal's studio practice has transitioned from object-oriented to process-focused and he is attracted to materials characterized by abundance and accessibility. His current work is focused on authoring personal narrative through photography and assemblage. As an artist/facilitator and therapist, Cal places individual and collective creativity at the core of resiliency, adaptation, growth and social change.

Lisa D’Innocenzo, Lecturer

Lisa’s many-forked path toward art therapy included graduate degrees in literature and fiber art, involvement in Waldorf education, where she became aware of the powerful healing and integrative qualities inherent in handwork processes; and finally a return to SAIC for the Master of Arts in Art Therapy. Her artist identity informs her approach to art therapy, teaching, and her work with acutely ill clients on an in-patient psychiatric ward, where she is a full-time art therapist. Her clinical orientation is humanistic and existential, deeply rooted in the power of metaphor and narrative. Research interests include materiality and metaphor in the context of art therapy, as well as art therapy and bereavement. Also a writer and editor, she is committed to helping students understand the relationship between art making and writing, such that writing becomes a fluid extension of the creative process.

Deborah Del Signore, Adjunct Assistant Professor

Deb provides in-home, arts-based services to people living with a diagnosis of dementia and their families. She consults eldercare organizations about designing progressive arts and aging programs. She also educates families and professional caregivers about best dementia care practices related to successful engagement. Deb is an advocate for a society that embraces aging through raising critical awareness around the stigmatization of elders. Her professional goal is to co-create arts-based initiatives with elders and their communities that challenge these stigmas. She has over 14 years of experience working in long-term-care as: an art therapist; manager of creative arts therapy and life enrichment services; and director of an Alzheimer’s Special Care Unit. Through exploring various topics such as aging, personal narratives and the experience of being an *institutionalized elder*, Deb’s research has combined new media and frank discourse with older adults as a tool to positively impact the lives of people living and working in traditional nursing home settings. Deb has published a chapter in the book *Flourishing in the Later Years* about creative arts therapies and spirituality in eldercare. In 2012, she was honored with a Distinguished Service Award from the Illinois Art Therapy Association. In 2015, she completed work on the *Art In the Moment App*, a virtual, interactive experience with art from The Art Institute of Chicago’s collection, designed for persons with cognitive impairment and their loved ones. Her ongoing art practice explores the intersection between her past and present identities through the integration of mediums she used in earlier work and mediums presently of interest to her, namely fiber arts and collage. Deb also offers group and 1:1 post-graduate supervision to art therapists.

Ashley Fagnoli, Lecturer

Ashley Fagnoli works as a dance/movement therapist with refugees at Heartland Alliance’s International FACES program. Ashley is also the program coordinator for CEW (Creatively Empowered Women) Design Studio, a craft, sewing and fabrication enterprise for South Asian and Bosnian women at the Hamdard Center. Ashley has implemented numerous dance reconciliation projects in the Balkans as well as integration projects with Roma youth in Mostar, Bosnia and Herzegovina where she lived for three years. Ashley has also worked with survivors of human trafficking in India, Nepal, and Bangladesh. Her research has focused on the survivor-therapist phenomenon, specifically the self-care practices of human trafficking survivor-therapists in India who engaged in expressive art therapies during trauma recovery. She is currently co-directing a film about this innovative program: <https://vimeo.com/21190734>. Ashley’s current research is focused on evaluating the use of DMT to address trauma related pain symptoms and promote wellbeing among Burmese refugees. Ashley has a MA in Dance/Movement Therapy and Counseling from Columbia College, Chicago, USA, and holds a MA in Cultural Project Management from the Institute of Political Studies (Grenoble, France). Ashley is dedicated to fostering social change and raising awareness about pertinent issues through DMT and performance.

Barbara Fish, Adjunct Professor

Barbara has provided art therapy supervision for more than twenty-five years at the School of the Art Institute of Chicago, the Adler School of Professional Psychology, and the University of Illinois at Chicago. She is committed to art-based supervision, and uses response art as a critical component in fieldwork supervision. Dedicated to using the tools she provides others, Barbara's own artwork focuses on personal and professional exploration. Barbara is experienced in program development and supervision after working for years in schools, residential and hospital programs for children and adolescents as both an art therapist and supervisor. She created the Insight Through Art Program, serving children in the low-income housing project Cabrini Green, the Gateway Art Therapy program for adolescent boys who were court ordered into residential substance abuse treatment and the Veterans' Creative Strength Project serving nursing students who were returning veterans. She also created The Art for Peace group, founded in response to the events of September 11, 2001. She is dedicated to using the creative process to become peaceful. Barbara's work is rooted in critical theory and a Jungian theoretical perspective. It encompasses clinical work that interfaces with a medical model as well as qualitative inquiry and active imagination. Her research and practice rely on the authority of the image as a fundamental resource for exploration and growth. Barbara's doctoral research, *Image-based Narrative Inquiry of Response Art in Art Therapy*, contributes to the development of theory based in the field of art therapy. Her recent work includes serving on the faculty of the Department of Psychiatry at the University of Illinois at Chicago, working in the Mental Health Policy Program where she taught, mentored and evaluated individuals working in programs serving children who are wards of the Illinois Department of Children and Family Services (DCFS). Her book, *Art-based supervision: Cultivating therapeutic insight through imagery* was published by Routledge in 2016, and her forthcoming chapter, "Drawing and Painting Research", will appear in the *Handbook of Arts-Based Research*, (P. Leavy, Ed., Guilford Press). Barbara's work with response art is featured in a chapter, *The Therapist as Artist: Mildred Chapin and Barbara Fish* in Judith Rubin's third edition of *Approaches to Art Therapy*, Routledge, 2016. She has also published her work with response art and art-based supervision in *Art Therapy: Journal of the American Art Therapy Association*, and her work with art-based research in *The Journal of Applied Arts & Health*. (<http://www.barbarafisharttherapy.com>)

Jayashree George, Lecturer

Jayashree has an Master of Science in Marriage and Family Therapy (2012) from Kansas State University, KS; Doctor of Arts in Art Therapy (2000) from New York University, NY and Master of Arts in Art and Art history (1990) from Stella Maris College, Chennai, India. Her dissertation explored the role of art therapy and supervision as a parallel process, providing innovative ways of exploring qualitative research. Her research interests and publications over the past decade have been centered in issues of diversity in clinical practice. Her most recent co-authored article published in *Family Process*, "An updated feminist view of intimate partner violence" (June 2014) advocates for non-violence in intimate partnerships as they engage in couples therapy within a feminist, anti-oppressive framework. Jayashree is also interested in inquiring into ethical practices of art in therapy by art therapists and non-art therapists, alike, a research project that is currently underway. She maintains a studio-based, family art therapy private practice in Emporia, KS serving Medicaid beneficiaries, providing therapy for children & families, adults, and couples. She has training in Theraplay, an attachment-based play therapy technique for parent-child dyads, and in Emotionally Focused Therapy for couples. Her current art practice explores the plight of elephants as they are blamed for their wildness and oppressed in multiple ways. She is also a Bharatanatyam dancer, and uses this classical Indian dance form to create contemporary choreographies dealing with issues of cultural and environmental dissonance. (www.emporiatherapist.com)

Leah Gipson, Assistant Professor

Leah practices art therapy primarily in Chicago's West Side neighborhood. She has worked with A Long Walk Home, Inc.'s *Girl/Friends Leadership Institute* since 2009, focusing on eliminating gender-based violence through art therapy and youth leadership. She also works in a medication assisted addictions treatment program at Access Community Health Network, assisting individuals with eliminating the risk of HIV infection and reducing the harmful experiences of substance abuse. She practices art therapy from a social justice perspective and strongly believes in the use of everyday objects and materials in art making for individual and social transformation. Her professional outlook has been shaped by her experiences in health care and community settings with populations ranging from adolescent survivors of sexual assault, women survivors of incarceration, women experiencing homelessness, and adults in addictions treatment and psychiatric care. Leah serves as a board member and Outreach Committee member for the Illinois Art Therapy Association, with the aim of increasing opportunities for art therapists to change the status quo of mental health care and social service systems in Illinois.

Lesley Hawley Reagan, Lecturer

Lesley is the former Clinical Supervisor at Rice Child and Family Center (RCFC), a residential treatment facility for children and adolescents. She has worked as an art therapist at several locations in Chicago in addition to RCFC, including Jamal Place group home for boys and Ravenswood Hospital. Lesley is interested in applying yoga and mindfulness practices to trauma treatment and is currently pursuing her doctorate in art therapy at Mount Mary University. Lesley's written work includes a chapter titled "Beatmaking: Reaching Beyond Art Therapy to Follow the Creative Path of Music," in Cathy Moon's edited book, *Materials and Media in Art Therapy: Critical Understandings of Diverse Artistic Vocabularies*. She facilitates the Red Tent Project, a 200-foot tapestry of blessings and prayers. Her current art practice includes painting, writing, shrine boxes, and fruit porn photography.

Katharine Hout, Lecturer

Katharine is passionate about promoting the strengths of individuals, groups, and communities, particularly those who are marginalized due to age, ability, mental illness, chronic disease, race, gender, and other factors impacting identity. Katharine's experience is primarily with older adults living with Alzheimer's and other forms of dementia, Parkinson's disease, the effects of stroke, and other age-related issues and their care partners. In addition, she has worked in outpatient community mental health and after-school community center settings. Katharine is part of several programs infusing art into institutional settings to reduce stigma and promote the strengths of people who are aging. She also works in private practice (www.houtarttherapy.com) influenced by feminist, relational-cultural, and post-modern approaches, with adults in an artist's studio in the Rogers Park neighborhood and older adults in their homes. In her art therapy and personal art practices Katharine uses comics, creative writing, "zine" making, puppetry, improvisation, video, fibers, collage and a variety of visual arts. She has a forthcoming publication in *Art Therapy: Journal of the American Art Therapy Association* is an article co-authored with community members of a nursing home entitled, "Anti-Memoir: Creating Alternate Nursing Home Narratives Through Zine Making."

Katie Kamholz, Lecturer

Katie has ten years of experience working in social service settings. After graduating with a Master of Arts in Art Therapy in 2004, she spent some time in Milwaukee with the Bureau of Milwaukee Child Welfare, working with families and children in foster care. When she returned to Chicago, she worked in both outpatient and inpatient settings, primarily with children and adolescents with trauma histories who were part of the child welfare system of Chicago (DCFS). During her tenure at Maryville Academy, Katie worked in the inpatient acute psychiatric unit as the Lead Expressive Therapist, providing art therapy, supervising expressive therapists and student interns, facilitating assessments, and supporting the programming of the milieu. In 2013, she started the art education program at Chicago Jesuit Academy, and continues to provide art therapy for students there. She currently has a private practice in Oak Park. The roots of her clinical approach are humanistic, client-centered, and trauma-informed but also have been influenced by evidenced-based practices of cognitive behavior therapy and dialectical behavior therapy.

Katharine M. Kiehn, Lecturer

Katharine currently works in private practice at Katharine M. Kiehn Counseling with individuals, families, and groups hoping to gain greater agency and insight in their lives through art therapy. She is also the art therapist and program coordinator of Expressions, a program for people with early stage memory loss at Advocate Lutheran General Hospital. She previously acted as the art therapist, developer, and coordinator of Art in the Moment, a joint program of CJE SeniorLife and the Art Institute of Chicago a program for people living with Alzheimer's disease and their care partners. Through designing and facilitating new art therapy programs, she has developed and refined a strong interest in creating events, exhibitions, and experiences that challenge engrained frames of understanding through dynamic group interaction both viewing and creating art. Her personal art and projects she designs often investigate using recycled and unexpected materials as metaphor for transforming fixed personal and social stigmas associated with physical and mental illness.

Angela Lyonsmith, Adjunct Assistant Professor

Angela is the owner of Gather, a community art studio and creativity focused playspace, in Evanston (www.meetatgather.com) and mother of three. She works as a therapist and consultant for several non-profit agencies in Chicago serving adults diagnosed with mental illness. In her private practice, she works primarily with children and provides art therapy supervision for new clinicians. Angela is a doctoral student and has worked as an instructor at Mount Mary University. Her research interests include community art spaces as ecosystems of resilience, incorporating a neuroscience perspective in art therapy practice and outcomes; art making as a means of social action; expanding notions of work through community-based, participatory praxis; and the impact of mindfulness practices on art therapy in relation to promoting truer presence with others and authentic acts of compassion. Angela also works with Global Alliance for Africa to provide therapeutic arts training for East Africans working with children made vulnerable by the AIDS pandemic in Tanzania and Kenya. Her current art practice is focused on the exploration of metaphors from the natural world.

Eva Marxen, Assistant Professor

Eva is an art therapist (MA), psychoanalytical psychotherapist (MA), and anthropologist (PhD) She has worked for a decade with the Museum of Contemporary Art (MACBA) and with the art school La Massana (UAB), both in Barcelona, Spain. Eva has published numerous articles in different languages in books and journals, among others in the *Arts in Psychotherapy*. In 2011 she authored the book *Dialogues between art and therapy: From "psychotic art" to the development of art therapy and its applications*. Moreover, she has guest lectured at different universities in Chile, Mexico, Argentina, Italy, France and has been an invited researcher at the University of the Philippines Diliman, Manila. She has also participated internationally at many conferences. A strong focus of her art therapy activities, mainly carried in public institutions, has been migrations, youth culture, and health issues. Since 1999, she has been redefining art on a social, political, and therapeutic level. This widening has led to her work about art and social action. At the same time her inquiries have included the subjects of relational aesthetics, contemporary and critical art, including the museum. Some of her mental health related findings comprehend the confluences of art, psychoanalysis, and psychiatry. Lately, Eva's research deals with the deinstitutionalization of psychiatry, the critical perspectives of the creative arts therapies, and the conflux between contemporary art, ethnography/anthropology. Her multi-faceted academic background inspires her to reach across disciplines and to expand the intellectual fields of art and art therapy.
www.evamarxen.com

Melissa Raman Molitor, Adjunct Assistant Professor

Melissa is co-founder of *Art & Soul*, a practice that specializes in art therapy for children and families, community initiatives, post-graduate supervision and professional development. She is the former founding director of *Connection Arts Chicago*, a non-profit organization providing free community-based art programs for immigrant and refugee youth. Melissa is involved in ongoing grassroots social-action projects that utilize the arts to empower marginalized groups to be seen and heard in their communities. She has been involved in the *Wandering Uterus Project: A DIY Movement for Reproductive Justice*, which employs community art making and exhibition as a method for raising awareness around social justice issues, and is currently part of the *ArtWorks* collective, a project aimed at cultivating inclusive communities through the creation of free neighborhood art studios. Her most recent work involves a community-based initiative that utilizes the arts to foster empathy in young children. Melissa's current research includes the use of community art practices, specifically collective art making and public art exhibition, to promote cross-cultural dialogue and social action; and the use of art making and personal narrative to explore experiences and identities that exist "in between" the norm. Her background includes non-profit and private practice start-up and management, program development, grant writing, and cultural and community initiatives. In her art practice, Melissa utilizes ritual and sensory memory to explore intercultural and intergenerational themes. Her work centers on creating meaning in both personal and collective identity through assemblage and mixed media narratives. (www.artandsoulchicago.com)

Cathy Moon, Professor

Cathy's research interests include critical theory; disability studies related specifically to the social construction of "mental illness;" community-based art therapy as emancipatory practice; collaborative consultation models of developing art therapy in the Global South; the interface of contemporary art and art therapy; and the unique contributions of the artist identity to therapeutic practice. She is the author of *Studio Art Therapy: Cultivating the Artist Identity in Art Therapy* (which has also been translated into Korean) and the editor of *Materials and Media in Art Therapy: Critical Understandings of Diverse Artistic Vocabularies*. Recent invited publications include book chapters or contributions in *Approaches to Art Therapy: Theory and Technique* (3rd ed.) (2016), *The Wiley Handbook of Art Therapy* (2016), *Becoming an Art Therapist: Enabling Growth, Change and Action for Emerging Students in the Field* (2015), and *Using Art Therapy with Diverse Populations: Crossing Cultures and Abilities* (2013) as well as journal articles in *Art Therapy: Journal of the American Art Therapy Association*, and *ATOL: Art Therapy Online*. Cathy is part of a collective of art therapists who have established *Artworks*, a project aimed at cultivating inclusive communities through free neighborhood art studios. Since 2007, she also has been working with a non-profit organization, Global Alliance for Africa, to provide collaborative consultative trainings for Kenyan and Tanzanian artists working with children orphaned and made vulnerable by the AIDS pandemic. Cathy's current art practice is focused on painting, found object constructions, and the care for and documentation of significant personal relationships through the creation of assembled and sewn mementos.

Val Newman, Lecturer

Val's research is based in her work with Lesbian, Gay, Bisexual, Transgender, Queer and Questioning (LGBTQ) communities. Her work titled, "Raising Awareness of Violence in Schools Against Lesbian, Gay, Bisexual, and Transgender Youth," has been published in C. Moon (Ed.) *Materials & Media in Art Therapy; Critical Understandings of Diverse Artistic Vocabularies*. She has presented internationally on her work with LGBTQ communities, weaving themes of social justice, identity, trauma, and community healing. Her art therapy practice has occurred in a variety of settings including schools, domestic violence shelters, community based programs and non-profit organizations. She is the co-founder of Center for Artful Intention, a group art therapy practice in Wilmette, Illinois. As part of her private practice she works contractually at Haymarket Center facilitating Art Therapy groups with men and women who are managing co-occurring disorders. Val is part of a collective of art therapists who have established *ArtWorks*, a community-based studio in Chicago. Val's art practice is based in her belief that art making is a place for grounding, healing, and change. She integrates personal narrative and social activism into mixed media, sculptural, and installation art pieces designed to raise questions around perceptions of identity, community, and social constructs.

Jeannette Perkal, Lecturer

Jeannette is an artist and activist who has worked on issues of structural injustice for the past decade. Her work has focused on themes of sexual violence, forced migration, torture, the prison industrial complex, racism, and homelessness. She is a collective member at ArtWorks, a community-based art studio that integrates critical psychology philosophies and principles of harm reduction. Through ArtWorks, she serves as a co-researcher on a participatory action research project that investigates the social significance of work. She currently works as a bilingual art therapist providing relational, trauma-informed counseling services to adult survivors of sexual violence at the YWCA Metropolitan Chicago. Within the Sexual Violence Support Services program, Jeannette specializes in working with LGBTQ-identified survivors. Jeannette's research interests focus on the dynamic relationship between healing and activism, challenging medical model approaches to trauma. As an artist and art therapist, she seeks to push the boundaries of materiality. Her art practice consists of tangled layers, loose ends, laborious stitching, and fleeting portraits that demand a reckoning with ideas of body, archive, and home. (www.jeannette-perkal.com)

Joanne Ramseyer, Lecturer

Joanne's interests emphasize the creative process as the primary method for activating change and resiliency in art therapy practice. She also promotes the development of relationships with one's images using an archetypal and depth-oriented framework. Joanne is keenly interested in the use of art as a form of spiritual practice and identifies strongly with traditional and indigenous cultures in which art is part of the fabric of everyday community life and healing rituals. She also has a long-time interest and extensive experience in creating supportive art-based groups, collaborative art projects, and client art exhibits to counteract the social and cultural isolation often experienced by marginalized individuals. Joanne's group experience includes developing and directing comprehensive art therapy services for all ages at Community Counseling Centers of Chicago (C4); establishing and directing Blue Lotus Art Studio, a community-based studio offering creative process groups and workshops for women and girls; and, most recently, developing art therapy services at Safe Haven Therapeutic Day school for children and teens. Joanne continues to explore ways to integrate theoretical ideas based on the Stone Center Relational-Cultural writings in her art therapy practice and training of students, viewing the development of relational competence and respect for differences as an essential ingredient for facilitating personal and social change. Her current art practice is comprised of narrating personal history through the creation of mixed-media art, nature-based paintings, altered books, and personal shrines that combine visual text, poetry, and story writing.

Rochele Royster, Lecturer

Rochele Royster is an artist, art therapist, and educator. She has worked for the last 15 years integrating art therapy into the general education curriculum for diverse learners in Chicago Public Schools on the South and West Sides of Chicago. She is currently a doctoral student at National Louis University studying Community Psychology.

After earning a BFA in Studio Art and a MS in Special Education from Virginia State University, Rochele realized that she did not have the skills needed to address the maladaptive behaviors that were exhibited within the classroom. She received her MAAT degree from SAIC in 2002. She married her training as an artist, educator, and therapist to create a holistic environment and culture of learning that addresses academics, emotional intelligence, family dynamics and trauma within the school and community setting. In addition to teaching, Rochele has worked with rape and incest survivors, women and children affected by homelessness and domestic violence, and incest and rape survivors and refugees from Cambodia and Kenya. In 2009, Rochele pioneered an art therapy program at Drake Elementary School firmly planted in the theory of "art as therapy/healing" which focuses on community building, advocacy, skill building, resistance through play and cultural/historical connections. Rochele focuses on helping students and communities transform ordinary spaces into sustainable communal healing spaces. Her respect for nature and interests in functional art, culture, and Critical Race Theory have inspired her practice, research, imagery, and art. Rochele serves on the steering committee for Psychologists for Social Responsibility and enjoys gardening, quilting, and playing classical guitar.

Suellen S. Semekoski, Adjunct Associate Professor

Suellen has extensive and varied clinical art therapy experience that informs her teaching.

She offers group co-vision, a collaborative model of postgraduate supervision, as well as individual art therapy and supervision. In her art therapy practice, Suellen combines the influence of Western neuropsychology and the practices of Zen Buddhism in the application of mindfulness to the creative process. She has taught, presented art therapy and traveled extensively throughout Southeast Asia. The continuing threads of her teaching interests include challenging the notion of the separate self as posited by Western psychology and encouraging the development of reflexivity, a constant unfolding awareness of one's place within culture, therapy, and world citizenship. Her studies have included Relational Cultural and Narrative therapies, which draw on postmodernist and poststructuralist theory. Since 2007 Suellen has been involved in the veteran arts community and the development of Vet CAT, a creative arts therapy program. She has extensive experience in developing collaborative programming with various veteran and arts organizations. She has worked with women veterans to produce a show in a feminist gallery and a woman's theater production as well as providing trauma informed studio based art therapy for veterans. In her training as a non-violence facilitator, she is committed to promoting compassionate practices through creative means as a way to counter the effects of violence.

She is involved in an ongoing transatlantic collaboration in Belfast Northern Ireland with the contemporary arts and mental health communities. "Still Bunker", a ten-day experimental installation in a deconsecrated church was the latest project featured in the 2015 East Belfast Summer Arts Festival.

Valery Shuman, Lecturer

Valery's research interests include the integration of harm reduction and art therapy, reduction of the stigma associated with mental illness, substance use, homelessness and other marginalized populations, the intersection of trauma with substance use, changing the way we educate youth about substance use, and developing outcome measures that reflect the incremental nature of the change process. Valery is currently the Senior Director of Heartland's Center for Systems Change, which includes the Midwest Harm Reduction Institute, providing training and technical assistance to providers in the Chicago area that are interested in implementing evidence based practices in human services. Previously, Valery worked as a Mental Health Clinical Practitioner and Art Therapist at Heartland's Pathways Home residential program in Uptown. The program serves formerly homeless individuals with co-occurring serious mental illness and substance use issues. In addition, Valery conceived of and founded Heartland Alliance's ArtWorks community art studio in collaboration with the MAATC program at the School of the Art Institute of Chicago. ArtWorks' mission is to decrease stigma and create understanding by providing a space where community members from different backgrounds work side by side in a democratic and nonjudgmental environment. Valery values the inspiration and conviviality that results from making art in community with others.

Savneet Talwar, Associate Professor

Savneet's research examines feminist politics, critical theories of difference, social justice and questions of resistance. Using an interdisciplinary approach, she is interested in community based art practices; cultural trauma; art, brain and neuroscience; performance and public cultures as they relate to art therapy practice and pedagogy. She is the author of a number of articles and has published in *Arts in Psychotherapy*, *Art Therapy: Journal of the American Art Therapy Association*, and *Gender Issues in Art Therapy*. In 2010 she completed her PhD in American Studies at the University of Maryland, College Park, MD. Her dissertation explores the relationships among performance art, the archive, and intersubjectivity. Using methods of critical ethnography, and visual and textual analysis, she examines the archive of performance art and the discourses of the body, especially in, but not limited to, the work of performance artist [Mary Coble](#). She currently uses a portable studio to work in community settings to create critical dialogue regarding reproductive freedom, power and social inequity as they relate to race, class, gender, sexuality, and ability. Her current projects are: *Wandering Uterus Project: A DIY Movement for Reproductive Justice*, Healing Justice workshops for domestic violence lawyers at the Legal Assistance Foundation of Chicago, and *CEW (Creatively Empowered Women) Design Studio*, a craft, sewing and fabrication enterprise for South Asian and Bosnian women at the Hamdard Center in Chicago. She currently serves as the Associate Editor of *Art Therapy: Journal of the American Art Therapy Association*.

Randy M. Vick, Professor

Past, present, and future innovations in art therapy practice are the central theme of Randy's work. He has extensively researched important historic and contemporary collections and production sites relating to the genre of nonacademic art referred to as "outsider art" across the US and in Europe. He makes connections between these traditions and the development and application of art therapy. Visits to these sites as well as his work as a consultant to Project Onward (a studio for artists with special needs) inform his research, writing, presentations, and practice. His courses relate the concepts of history, theory, and research to an expanded view of art therapy that reaches beyond the traditional psychotherapy model. He has conducted collaborative research at the Rehabilitation Institute of Chicago, combining virtual reality and post-stroke hand rehabilitation and migraine studies in conjunction with the National Headache foundation. Randy has published in *Art Therapy: Journal of the American Art Therapy Association*, *Arts in Psychotherapy*, *The Outsider*, and *Raw Vision*. Book chapters include "Community-based disability studios: Being and becoming" (*The Wiley handbook of art therapy*, Gussak & Rosal, 2016) and "A brief history of art therapy" (*Handbook of art therapy*, Malchiodi, 2012, Guilford Press). In the studio, Randy enjoys working with found objects, collage, and mixed media to create quirky narratives and unique furniture. Randy has served on the board of directors of both the Illinois and American Art Therapy Associations and he is the recipient of the American Art Therapy Association's 2015 Honorary Life Member award.

USEFUL INFORMATION

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

Graduate Art Therapy 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:

<u>American Art Therapy Association (AATA)</u> 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	<u>Art Therapy Credentials Board (ATCB)</u> 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
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For affiliate chapters of the American Art Therapy Association in your area, see:

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

For learning 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>

For a selection of a few of the many books available on art therapy, see:

<https://www.goodreads.com/shelf/show/art-therapy>

SCHOOL OF THE ART INSTITUTE OF CHICAGO

MASTER OF ARTS IN ART THERAPY AND COUNSELING

ADMISSIONS PREPARATION & APPLICATION

ATTENTION! The MAATC program transitioned from a two- to a three-year curricular model with the 2016/2017 academic year. This change was made to accommodate the increase in curricular requirements made by external accrediting bodies, to allow students the time to more effectively integrate and reflect on course content, and to enable students to balance the demands of graduate school with maintaining a healthy lifestyle. These changes are reflected in the Course Sequence presented in this *Program Guide*.

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 2017–2018 academic year is February 1, 2017.** 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 other 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 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 (18 credits)
- Psychology (12 credits, including Developmental Psychology and Abnormal Psychology courses)

In addition, the following course is strongly recommended, though not required.

- Introduction to Art Therapy (3 credits)

These courses should be considered the minimum. Additional psychology and studio courses strengthen candidacy and deepen learning, as can study in related areas such as art history, sociology, cultural studies, and neuroscience. 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 required to document any missing or in-process prerequisites as part of their on-line application.

EVALUATION OF APPLICANTS

Given the time, energy, and money required to successfully complete graduate education, it is in the best interest of applicants and the program (as well as future clients) to establish a congenial pairing between the applicant's potential and the demands of the profession. 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 areas of artistic ability, 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 his or her application materials. 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.

Artistic ability

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 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 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, 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 her or his ability to benefit from the educational opportunities offered through the Masters of Arts in Art Therapy 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 one of the Group Interview Days set for February 11th and February 18th, 2017. Applicants will be asked to choose one of these dates while filling out the on-line application. That date choice is secured only when the completed application is submitted. Applicants are advised to apply early enough to secure their preferred Group Interview Day date and to arrange travel plans for attending. **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. It includes brief presentations by MAATC graduate students; an art making activity; candidates' self-introductions through discussion of their relevant work experience and personal art practice (see "Digital Slides for Group Interview" section below); a brief one-to-one interview with a faculty member; a campus tour; and time for questions and discussion with both faculty and current students. This format provides the opportunity for mutual scrutiny of candidates and the program.

Note: The only exception made for attending one of the Group Interview days is for applicants residing in another country at the time of the group interviews. These applicants must contact the Art Therapy office by the February 1 deadline in order to set up a Skype or in-person interview on an alternate date.

Digital slide for group interview day

During the group interview, applicants will briefly present an example of their artwork as a way of introducing themselves. Applicants must email a digital image of the artwork to be presented prior to the interview. (If no image is emailed, an image from the applicant's portfolio will be selected by the faculty review panel and included in the slide show on Group Interview Day. See image specifications below.)

Please submit your image in a timely manner and follow these guidelines:

- Only digitally photographed or scanned artwork will be accepted. No traditional slides, please!
- Images should be saved as 72 dpi JPGs. Please no Photoshop, TIFF, or GIF formats.
- The longest side of the image should be a maximum of 800 pixels. File size 2 MB maximum.
- Please save the file in this format: last name_first initialAT15.jpg. For example: Doe_JAT15.jpg
- Email the image via an attachment to arttherapy@saic.edu by FEBRUARY 1st. The subject line of the email should read "Group Interview Slide".

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 two to four New Artist Society Scholarships for 50% to 100% tuition. Additionally, five Dean's Scholarships for 25% of tuition are awarded. 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. Full-time status in the MAATC is a minimum of 6 credits.

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: <http://www.chireader.com/spacefinder/>

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 February 1.
- Submit official college transcripts including prerequisite coursework.
- Submit two letters of reference.
- Submit your SlideRoom ePortfolio by 11:59pm (CST) on February 1 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
 - (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.