



Undergraduate Art Therapy Student Handbook

Fall 2020

#ArtTherapyatUrsuline



Ursuline College
School of Arts, Sciences, & Professional Studies

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Part 1: INTRODUCTION

Welcome to the Undergraduate Art Therapy Program

There are many exciting and challenging days ahead. As an art therapy major, you will be learning all of the fundamentals about the modern clinical practice of an ancient and essentially human activity. You will greatly advance your skills in critical thinking, precise writing, and fine-art rendering. You will expand your knowledge in the fields of psychology, fine art, sociology, anthropology, and more. Your values will be underscored as vital principles from which you may draw during your work with people who are suffering. Your voice will gain strength through the practice of expressive art making. Your imagination will be harnessed as a powerful tool to help you create a world congruent with your vision. You will become among the best prepared candidates for graduate study and entry level work as a clinician.

So, congratulations and welcome! You are about to take the next steps on the journey toward a rewarding career in art therapy.

Warm Regards,

Jennifer Schwartz Mrazek, MAAT, ATR-BC, ATCS

Department Chair of Art Therapy
School of Arts, Sciences, & Professional Studies
Ursuline College

History, Mission, and Purpose of the Program

Undergraduate Art Therapy coursework was first offered at Ursuline College in the 1980s, as a precursor to the graduate Art Therapy and Counselling program, founded and taught by Sister Kathleen Burke, OSU, ATR, PhD. Aligning with the national standards in art therapy education, where entry level training for the profession was at the Master's level, by 1986 Ursuline's graduate program was established by Sr. Kathleen. Still, many undergraduates were interested in preparing for graduate school admission, so they chose majors in Psychology or Studio Art, and occasionally the undergraduate level Introduction to Art Therapy course that was offered, as well as shadowing experiences in the field which were available to interested students. The art therapy major was designed by graduate Program Director Gail Rule-Hoffman and graduate faculty Jennifer Schwartz, and was launched in the 2012-13 academic year.

The Undergraduate Art Therapy major provides students with both theoretical foundations and practical experience while learning the diverse application of art facilitation in preparation for a career in art therapy. The curriculum prepares students well for entry into graduate level art therapy studies. Students may enter one of two bridge programs, which prepare them for matriculation into the Ursuline College Master of Arts in Counseling and Art Therapy program, or they may choose to graduate with a Bachelor of Arts degree.

Pursuing a degree in art therapy at Ursuline places the student in an environment that promotes the integration of the intellectual, aesthetic, social, psychological, physical, and spiritual dimensions of life. A program built upon a dynamic, broad-based liberal arts foundation provides the potential for developing the competence and compassion needed to become an effective human service professional in contemporary society. The program emphasizes the development of an emergent reflective practitioner capable of contemplation, articulate expression, and the ability to adapt to the changing needs of clients and society.

Graduates will be primarily focused on preparation for art therapy graduate studies, since the professional entry level is a Master's degree. However, the curriculum will prepare students to excel in entry level art facilitation positions that require the use of art media in the service of others. Graduates with a Bachelor's degree in art therapy have secured positions such as direct care staff in children or adolescent treatment agencies and as activities staff in nursing homes and similar organizations. They are strong candidates for art therapy related entry level positions, such as directing art programs at children's summer camps, or assisting therapists in a variety of health care, residential, and community based agencies. In addition, graduates will be prepared to begin a career as a visual artist as well as an art instructor.

Program Learning Outcomes

In addition to the Ursuline College Core Curriculum learning outcomes, students completing the art therapy major will:

1. Know and demonstrate understanding of the fundamental theoretical foundations of the profession
2. Know the major pioneers and their contributions to the field of art therapy
3. Know and demonstrate beginning level proficiency in a variety of media
4. Utilize technology-based art therapy intervention methods
5. Understand and demonstrate cultural sensitivity
6. Purposefully and effectively use art media, skills and techniques for self-expression
7. Utilize the creative process for ongoing personal and professional growth
8. Demonstrate proficiency with academic writing conventions
9. Create and present digital slide presentations
10. Employ effective oral communication skills
11. Begin to develop professional documentation skills
12. Understand the application of art facilitation and art therapy with various populations
13. Begin to understand the therapeutic process with emphasis on building a therapeutic relationship
14. Demonstrate characteristics, skills and functions of an effective art activity leader
15. Utilize supervision appropriately
16. Remain open to feedback and develop ability to recognize strengths and limitations
17. Critically read art therapy research and evaluate it through written report
18. Know and practice art therapy ethics

Use of this Handbook

This handbook is designed to advise you of the policies of the department within the context of Ursuline College, to provide you with a resource you may refer to throughout your time in the program, and to assist you as you prepare for academic advising appointments. Please read this handbook carefully, along with your Ursuline College Student Manual. The Art Therapy Major Student Handbook is designed to supplement the Ursuline College Student Handbook, and does not replace it. It is your responsibility to become familiar with both documents. All students are required to sign and submit the responsibility form printed on the last page of this manual.

Your academic advisor is your partner in helping you best achieve your career goals. Work closely with your advisor. Ask questions. The more your advisor understands your career goals, the better the advisor can guide you.

This handbook is a living document, and there will be revisions to it as we move ahead. Please always use the most recent Art Therapy Major Student Handbook. The revision semester edition will always be printed on the cover page.

Acknowledgements

The Art Therapy Department is grateful for the support and guidance of other Ursuline College departments that have contributed to the development of this manual, including the Counseling and Art Therapy Graduate Program, Nursing Program, Social Work Department, Psychology Department, and Ursuline Recourses for Academic Success (URSA).

Part 2: CURRICULUM

Art Therapy Core

Art Therapy education at Ursuline College consists of the Ursuline Core Curriculum plus the Art Therapy core curriculum. Students fulfill the requirements for both cores simultaneously as they progress through their education. Students take remaining credits from courses they elect from a variety of departments at the college. Generally, 100 and 200 level courses are taken during freshman and sophomore years; 300 and 400 level courses are taken during junior and senior years. Courses become progressively more challenging, bringing students towards integration in knowledge, thinking processes, values, and skills.

Required Courses

AT 101 Introduction to Art Therapy (3)

This course provides an introduction to the basic concepts of art as therapy and the

profession of art therapy. It includes an overview of the origins, theories, and foundations of art therapy, as well as exposure to major theories in the field and their application in many settings implementing art as a means of communication and healing. *Fulfills Ursuline Studies Stage 2 Satellite Aesthetic Response (AE) course requirement.*

AT 250 Art Facilitation with Diverse Populations (3)

An introductory study in the principles of effective art facilitation for diverse populations. This course exposes students to the principles of effective group leadership and the fundamentals of community art facilitation as exemplified by professionals in the field. Students will apply the knowledge and skills gained in class through 20 hours of service learning under the direction of a qualified art facilitator.

Prerequisite: AT 101, PS101

AT 367 Media and Methods (3)

An examination of the techniques and media used by art facilitators and art therapists. Emphasis is placed on experiencing the characteristics of a variety of art media and methods, and understanding the scope of their beneficial potential. *Prerequisite: AT 206*

AT 410 Imagery and Meaning (3)

This course examines the cross-cultural foundations of art therapy, including archetypal psychology and the use of imagery, allegory, and metaphor with clients of diverse backgrounds. Understanding metaphors conveyed in the making of art and art products, as well as issues of culture inherent in art facilitation and art therapy practice will be explored through readings, lecture, discussion and art making. *Prerequisite: AT367*

AT 485 Field Placement (3)

This course will provide an introduction to as practiced within different community-based, clinical and non-clinical settings. 75 hours of experience under the direction of a qualified art facilitator or professional art therapist will be required. Students will learn the basic skills required of the art facilitator within a particular setting and how to function effectively as a member of a team. Ethics documents and laws protecting participant rights will be learned and applied.

Prerequisites: AT410, PS 230, PS 330, AR 107, AR108, AR115, BCI Clearance and Approval from the Department Chair.

Elective Courses

AT 350 Introduction to Fiber Art Therapy (3)

This course will provide an overview of the use of fiber arts within the multi-culturally sensitive art facilitation and art therapy practice. Students will gain knowledge of the psychosocial functions of fiber art making and understand how this knowledge can be applied in community-based settings. Students will develop basic skills necessary to assist others in making expressive fiber art. *Prerequisite: AT367 or equivalent*

AT 461, 462 Independent Study (1-4)

Study, research or application of a special topic in art therapy. Approval of the Department Chair is required. *Prerequisite: Sophomore standing or above*

Additional Electives are added annually. Check with your academic advisor for news about the latest offerings.

Art Therapy Major

In addition to the core art therapy courses, the 51 credit major is comprised of additional courses in studio art and psychology. The Art Therapy Major Audit Sheet lists all required courses and can be found in the Appendix, on page 26 of this Handbook. To fulfill the requirements for the Bachelor of Arts degree, art therapy majors must complete all courses listed in the major audit sheet and complete the Ursuline Studies core required of all Ursuline College undergraduates. Students reach the required 120 credits by adding additional credits in electives or courses in a chosen minor, second major, or bridge.

Although every art therapy major is required to take the courses in the major as well as Ursuline Core Curriculum, each student's academic and scheduling needs are unique. Several recommended Degree Completion Plans are shown in the Appendix, on pages 28-33 of this Handbook. These plans have varying degrees of intensity and different timelines, meant to show you how sequential courses could fit into a 4 year or 5 year plan. Your specific course of study will be unique to you, and will be designed in consultation with your academic advisor.

Art Therapy Bridge Programs: 3+3 and Traditional Bridge

Ursuline College is now offering two bridge programs to help students meet their academic and career goals at varying timelines and levels of academic rigor. Both programs provide accelerated tracks for mature, advanced students, while also providing an early admissions process open to all Ursuline College Art Therapy Majors. All major programs lead students to matriculate smoothly into the graduate Counseling and Art Therapy (CAT) Program at Ursuline.

The 3+3 Bridge Program accelerated track is a rigorous program that enables students to take most electives within the CAT program, completing the entire first year of graduate school (28 graduate credits) during the senior year of the undergraduate degree. Students must meet all of the CAT admission requirements prior to matriculating in the program. Students will receive their undergraduate Bachelor of Arts degree after satisfactorily completing 120 credits, while enrolled in the CAT program. The 3+3 Bridge Program accelerated track is outlined in the Degree Completion Plan in the Appendix, on pages 28-29 of this Handbook.

The Traditional Bridge Program accelerated track is a rigorous program that enables students to take up to 9 graduate level credits while still an undergraduate. These courses count towards students' 120 credit hour requirement for their undergraduate degree. The Four Year Bridge Program accelerated track is outlined in the Degree Completion Plan in the Appendix, on page 30 of this Handbook.

The Traditional Bridge Program also provides an avenue for all students to apply for early admission to matriculate into the graduate Counseling and Art Therapy Program while still an undergraduate. Once students have successfully completed the Field Experience (AT 485), students may apply for admission to the graduate program as a Bridge student.

All applicants for the Bridge Programs must meet all admissions requirements for entry into the graduate program, with the exception of the completed Bachelor's Degree, and must secure a recommendation from the Department Chair of Art Therapy. More information on the Bridge Program application process can be found in the Academic Advising section of this handbook on page 12.

The advantage to the student includes savings on both tuition and time. Our graduate program is an intense dual degree program in both art therapy and counseling that most students take three years to complete. Even with the three year program, students are challenged to balance a load of coursework, internship hours and thesis requirements along with work and other responsibilities.

The 3+3 and Traditional Bridge Programs allows students to get some of their foundation courses done during their senior year of undergraduate education. The Traditional Bridge provides a more gradual induction into the graduate program and also allows for more flexibility as students move through the graduate program.

Art Therapy Minor

The Art Therapy Minor is intended to provide all Ursuline College students with additional options to enhance their degrees. Students in the departments of Psychology, Art and Design, Education, Social Work, and Nursing may find content combines with their major course of study to provide them with a skill-set and knowledge base that will set them apart from similar graduates from other colleges that do not offer art therapy coursework. The program includes foundation level skills in the three disciplines that constitute the major content areas of the hybrid field of art therapy. The program includes courses housed in Psychology (6 credits), Art & Design (6 credits), and Art Therapy (9 credits), for a total of 21 credits. The minor audit sheet may be found in the Appendix of this Handbook, on page 27. The program is not designed to fully prepare students for entry into art therapy graduate school, but does provide opportunities to develop foundation level skills and knowledge that would enhance the degrees of other majors which could be applied within these allied professions.

Academic Advising

Roles and Responsibilities

Your academic advisor is a key resource for you, here to help you navigate the requirements of your degree while customizing the program to suit your career interests and unique talents. To enable this process, it's your responsibility to meet with your advisor regularly and communicate frequently. You can request a meeting with your advisor for any of these, or other reasons:

- You're struggling with a course
- You're struggling with an instructor
- To design a service learning project
- To explore adding a second major or minor
- To discuss changing majors
- To discuss a research project idea
- To discuss graduate school options
- To discuss career options/ prep for a job interview

During your first semester you will meet a minimum of twice: first at an introductory meeting during Meet Your Advisor Week, and second to prepare for next semester's registration.

Charting Your Course

After a few semesters working towards your degree, you will have a good sense of your optimal working pace, or the course load at which you are comfortable and most successful as you balance school, work, family, and other responsibilities while working towards your graduation. You will also have a clear understanding of the financial constraints that will influence your graduation timeline, and may have decided about adding a minor or second major. This is a good time to make an appointment with your advisor to lay out your customized Degree Completion Plan and graduation timeline. Make an hour-long appointment with your advisor and bring your answers to the following questions:

- How many credits are you able to take each semester?
- Will you be able to take classes in the summer at Ursuline or elsewhere?
- What are the course requirements for your minor or second major?
- Are you intending to apply to the Bridge program?
- When would you like to graduate?

Your academic advisor will be happy to work with you to develop this plan, which you can use as a reference as you register for your remaining semesters at Ursuline. At subsequent advising meetings, we will tweak this plan as needed to accommodate your needs.

Changing Majors

A career in art therapy is not for everyone. As you progress through your coursework, you may decide that the profession is not a good fit for you. Some students realize this during AT 101 Introduction to Art Therapy, others take even longer and do not decide until after they have completed the Field Experience. Changing majors is by no measure a “failure” but is instead can be an indication of good self-awareness and mature, informed decision making.

Talk with your course instructors and your faculty advisor, who can all help you come to a decision. These faculty members may also have suggestions about alternative majors/ careers you might find fruitful. The office of Counseling and Career Services has programs designed to help you make your decision. We also recommend talking with faculty members and Department Chairpersons within the disciplines of interest.

Once you have come to a decision, you simply need to fill out a Change of Major/Minor form from the Registrar and submit it to the Registrar with all relevant signatures.

Registering for Courses Each Semester

Every semester you are responsible for registering yourself for the next semester’s classes. You will receive email alerts to let you know when the course offerings are posted to the Registrar page of the website. Once this is posted you will be able to sign up to meet with your faculty advisor in order to finalize your course schedule for the following semester. To prepare for this course advising meeting, make sure you:

1. If you don't have one, get an Audit Sheet from our web site.
 - a. http://www.ursuline.edu/academics/audit_sheets.html
2. Review the appropriate Degree Completion Plan to check your progress towards graduation and to see where we think you should be in that process. The Degree Completion Plans are included in this document.
3. Determine the next logical sequence(s) of classes that you still need to meet (Ursuline Studies Core Curriculum, Art Therapy Major), and then examine the course schedule.
4. Create a draft (or several!) of a schedule for the next term. Include a list of the department codes, course numbers, section numbers, etc. for the courses that you’ve selected.

5. Bring that draft to your appointment and ask specific questions about your proposed schedule of classes. Do not come your advising appointment without a draft of your schedule.
6. Have questions prepared about your academic progress, and/or career development.
7. Sign up for an advising meeting time slot. We use online sign-ups via Sign-Up Genius, so watch your email for the registration link.
8. Keep your appointment. Please telephone your advisor if you must cancel, but ***do*** reschedule. This is an important time for us to collaborate on your academic goals.

At your advising meeting you will be provided with current instructions for course registration. Make sure all your accounts are up-to-date (including tuition, fees, and library fines) and any holds to your account have been lifted so that you can register on time.

Bridge Application (3+3 and Traditional Bridge)

Undergraduate Art Therapy majors may apply to Ursuline's Graduate Counseling and Art Therapy program when they have met the following criteria:

- Student holds junior status with at least 2/3 of their degree completed
- Student has completed AT 485 with a grade of B or better.
- Student is recommended by their undergraduate faculty advisor
- Student meets Graduate School admissions requirements other than the bachelor's degree
- Student has a minimum GPA within the major of 3.0
- Student has a minimum cumulative GPA of 3.0

Additional Graduate School admissions requirements are:

- Application and general graduate admission essay
- Three letters of recommendation (one from faculty advisor)
- Some experience working with people within a human service context
- An interview with the Program Director and faculty
- A three-to-five page essay meeting CAT program guidelines, discussing the following:
 - The meaning of art in the applicant's life
 - Motivation for pursuing a career in art therapy and counseling
 - Aptitude for working with people
 - Areas of artistic strength and areas of possible artistic growth
- A portfolio containing at least 24 works of art representing a variety of media and techniques. Student portfolios must include an index, or subtitles, describing the media, size and date the work was completed. Digital images, slides, photographs or actual works of art are acceptable.

Applications are submitted to the Ursuline College Office of Graduate Admission and are reviewed every semester for entrance the following semester. There is no summer entrance to the program. Spring semester is the recommended entry point.

Fall Deadline: June 1st

Spring Deadline: October 1st

Questions about the application contents or process should be directed to the Office of Graduate Admission. Your faculty advisor can also help guide your selection of portfolio artwork and help identify your particular strengths to highlight, as well as growth areas to work on as you prepare for the bridge admissions process.

Once admitted to the Graduate program, student is a probationary graduate student. To continue in the graduate program, student must earn a grade of B or better in all coursework.

Graduation Audit and Application for Degree

During the semester preceding completion of the degree, students must submit their application for degree (available on the Registrar website) to the Office of the Registrar. Deadlines for submitting these forms are below.

Meeting the same deadlines, your faculty advisor will complete the Ursuline College Final Credit Evaluation form (also on the Registrar website). Students should work in tandem with their faculty advisor to ensure the forms are completed and submitted within the deadline.

DEADLINES:

May/August graduates: December 1st

December graduates: June 15th

Formal commencement takes place in May. However students who have graduated in December can participate in the May commencement ceremonies. Students who have plans to complete their degrees in August may also participate in May commencement ceremonies, but these students will not receive their diploma until courses are complete.

Graduate School Applications

In order to make an informed decision about which graduate program is right for you, attend program information sessions no later than the end of your junior year. As soon as

you enter your senior year, if not sooner, take note of graduate school application processes and deadlines. Many art therapy graduate programs, including our own at Ursuline College, have rolling enrollment where students are considered for entrance in fall or spring semesters. Do not wait until the deadline to submit your application. Give yourself ample time to write your essay, gather and format your portfolio, and request transcripts and letters of recommendation. When requesting letters of recommendation from faculty, supervisors and employers, make sure you provide them with the appropriate form or link, and most importantly, give them at least one month's notice before the letters are due. In advising meetings during your junior and senior year, your academic advisor can help guide you along in this decision making and application process.

Program Exit Interview

Graduating students are asked to complete a program exit interview with the Department Chairperson before their last class on campus. The information gathered at this interview is used to help continuously improve the program and track program outcomes.

Part 3: PROGRAM POLICIES

Classroom Safety

Classroom safety has never been more important at Ursuline than it is this year. Class sizes have been reduced and strict physical distancing has been implemented in the classroom. Students are required to follow all current college policies regarding health screenings before coming to campus, physical distancing and proper mask wearing in the classroom, student cleaning of their desk and chair upon entry and exit from the classroom, and clear communication with instructors when students are unable to attend class. When a student is unable to attend a class due to a mandated quarantine, virtual attendance will be offered as an alternative without penalty to the student's grade. Students should always check email before coming to the classroom, as instructors may need to switch to 100% virtual on the day of the class. Students are encouraged to enable their phones to ensure emails from Ursuline addresses give high priority alerts. To further prevent the spread of germs, we recommend students bring a small supply of their own basic art supplies. Supply lists will be distributed at the outset of the semester.

Virtual Classroom Behavior

Students should consider virtual classrooms as an extension of campus. As such online class behavior should always follow best practices for classroom attendance, including:

- ❖ Always dressing professionally, and appropriately for the lesson's activities

- ❖ Muting your microphone when not speaking
- ❖ Keeping your camera on unless you need to do something personal
- ❖ Staying present and focused so you can participate in the lesson
- ❖ Refraining from doing any other work on your computer while participating in class time
- ❖ Arranging your learning environment as best you can to provide the following:
 - Close proximity to internet connection
 - Quiet room, away from distractions
 - Space to spread out for art-making
 - Headphones to minimize feedback

Personal Emergencies

We hope everyone has a peaceful and enriching learning experience this year. At times life can bring unexpected personal challenges while we are busy working towards our professional goals. We encourage students to follow Ursuline College policy regarding informing your academic advisor and/or course instructors if something urgent comes up that stands to impact your attendance or ability to meet assignment deadlines. In some cases, these situations necessitate formal accommodations be put into place through Morgan Holeski, Disability Specialist at the URSA office. If you are unsure what course of action to take, contact your academic advisor who can support you.

Use of Departmental Studio Space

If you need to work on an art project outside of class times, PH 312 the Multi-Media Room, is designated as our open studio space, provided there is not a class being held in the room. Be aware that the Counselling and Art Therapy program holds classes in the afternoon and evening hours, and take care not to disturb their classes. This room will remain available to all majors as long as it is kept clean and orderly.

Art Therapy Classroom Food Policy

During semesters while strict infection control is required for safety, no food is permitted in the classrooms/studio spaces.

When such protocols are removed, our typical food policy is as follows:

As is the case in art therapy practice, the vast majority of art supplies used in the art therapy studios are nontoxic. Food is allowed in the studios, provided you thoroughly clean up after yourself. We need to maintain a clean studio to avoid bugs and other unwanted guests. If you need to heat up a meal, you may use the microwave in the kitchenette on the second floor of Dauby, just down the hall from our classrooms. Do not use the studio microwaves as they are used for a variety of artistic, non-food purposes.

Use of Departmental Supplies

Classroom fees support the departmental art supply budget, and are used to purchase supplies for use in classes. Supplies may not be taken away from the department or used for anything other than classroom assignments. Supplies may only be used outside of class time with special permission from the class instructor or Department Chair.

Please be aware that many of the supplies found in the department belong to the graduate Counselling and Art Therapy Program. These supplies come from a separate budget and are not intended for use by undergraduates. Likewise, graduate students are not permitted to use supplies provided for the undergraduate program. Your art therapy course instructor will inform you about what supplies are available for your use for specific projects. If you are in need of a specific media to complete a project, speak with your course instructor who can help you find it or come up with an alternative.

Shared Supplies

Only mixed media collage materials are shared. Many of these supplies are found objects or everyday materials intended for recycling. Everyone (students, faculty, alumni, and friends of the department) is encouraged to donate to this supply stash. No other supplies are shared with the Counseling and Art Therapy Program.

Audio and Video Recording Policy

Recording lectures or conversations in any art therapy course by any means (audio, video, or otherwise) is prohibited, without prior written consent from the URSA Office and/or the appropriate faculty member or instructor presenting the course.

Social Media Policy

Social media is a powerful tool for spreading information. Students should consider social media accounts to be an extension of their professional profiles, unless students have separate accounts for each purpose. Posts should follow college best practices and art therapy professional ethics. Remember, you are representing Ursuline College, the Art Therapy Program, and art therapy as a profession. We encourage tech-savvy students to join in public dialogues using hashtags and other identifiers, and to join our efforts to raise the profiles of the profession of art therapy, Ursuline College, and of our undergraduate program (#ArtTherapyAtUrsuline).

Part 4: ACADEMIC EXPECTATIONS

Grading Policies

Each instructor assigns grades according to the grading criteria and rubrics provided in each course syllabus. The Art Therapy program follows the standard 4.0 grading system as it is defined in the Ursuline College Undergraduate Catalog.

Minimum Grade Requirement

In order to qualify for the Field Placement, art therapy students are required to meet a minimum standard of “B-” or better in all courses in the major. In order to meet this requirement, courses may be repeated, following standard Ursuline College policy on repeating courses. Please refer to the Ursuline College Undergraduate Catalog for the rules governing this policy.

Departmental Honors and Awards

The art therapy department awards academic honors for graduating seniors who have demonstrated a high level of academic excellence, leadership, creativity and community service. Seniors with a cumulative grade point average at or above 3.5 at the end of the fall semester preceding Commencement are eligible to apply. Honors and Awards are determined by the Departmental Honors Committee comprised of art therapy faculty and the Department Chairperson.

- The Saint Ursula Award is the highest departmental honor, granted to the art therapy student who has demonstrated a high level of academic excellence, leadership and community service.
- The Academic Excellence Award is granted to the art therapy student with the highest grade point average at the time the awards are determined.
- The Sister Kathleen Burke Award, named after the program’s foundress, is granted to the student who demonstrates high academic achievement and leadership.
- The Saint Tabitha Award is granted to the student who demonstrates exceptional community service work.
- The Artistic Excellence Award is granted to the art therapy student who has demonstrated high academic achievement and service through creativity.
- The Eternal Arrow Award is granted to the student who demonstrates perseverance, grit, determination, that serve to enhance the greater good.

Additional awards may be granted at the close of the academic year at the discretion of the Departmental Honors Committee.

Writing Skills

Communication skills are a core competency for all professional art therapists. Art therapists must be able to communicate effectively with participants, professional peers, supervisors, agency administrators, funders and the general public about what we are doing and in what ways it is effective. During undergraduate education, students hone these skills in preparation for graduate school, when the master's thesis is a culminating project. Undergraduate art therapy students should be prepared to undertake a variety of writing assignments in each art therapy course. For many of these assignments, students must follow the academic writing conventions of the American Psychological Association's Publication Manual, 7th Edition, also known as "the APA manual." We recommend all freshmen purchase this manual, as it will be used throughout the degree and into graduate school. Students will be provided with much classroom instruction and sufficient supports to learn the rules of APA during their time as undergraduates. In addition, Ursuline Resources for Success in Academics, or URSA, provides individual assistance for students who struggle with writing.

Plagiarism

The Art Therapy Department adheres to the Academic Integrity and Appeals policy put forth in the Ursuline College Undergraduate Catalog. Students should be warned that the department takes violations of this policy, including acts of plagiarism, highly seriously. Students who violate this policy are not only subject to college sanctions, but also risk losing the recommendations needed for entrance into Field Placement and/or graduate school.

Plagiarism can be intentional or unintentional. Students are encouraged to learn about the different forms of plagiarism and methods for avoiding it. As a general rule of thumb, always cite the source of any idea or image that is not your own. The department recommends students check with course instructors with specific questions that arise regarding citing sources.

Accommodations

Ursuline Resources for Success in Academics (URSA) provides students who have documented disabilities support for reasonable accommodations they may need for any course, as well as other supportive services. URSA may be reached at 440-449-2049. Students should turn in URSA accommodations paperwork to course instructors at the beginning of each semester, or immediately as disabilities arise, be they permanent or temporary in nature.

Part 5: PROFESSIONAL EXPECTATIONS

Professional Behavior

The art therapy major is a pre-professional program culminating in the Field Experience, where students will be working in the community with a professional art therapist or similarly credentialed art facilitator. It is crucial that Field Placement students be reliable, respectful, engaged, flexible, cooperative and emotionally mature in their placement. In order to be a good candidate for such placements, each student must have a demonstrated track record of professionalism. Students are expected to develop and maintain professional behavior throughout the program. Students will be coached and provided with ongoing feedback on their professional behaviors regularly using the Classroom Behavioral Assessment Tool (See Appendix, pages 34-35 of this Handbook). Using this tool, art therapy course instructors will evaluate each student at the end of each art therapy course, and this feedback will be provided to each student by their advisor. Students must earn an overall score of 23 or higher, and have scores of 3 or 4 in all scales to be considered for Field Placement. Students who fail to show growth in identified problem areas will not be admitted to the Field Experience course and will be advised out of the major.

Self-Growth Experiences

Students are expected to participate in all classroom training activities, including requirements where self-disclosure or self-growth may occur. Classroom art experientials often exemplify directives used by art therapists in practice, addressing elements of personal development, mental health, and life experience. Other experiential exercises or reflective journals used in coursework are evaluated on academic standards not dependent on the student's level of self-disclosure. Students are encouraged to create personally meaningful work while maintaining healthy interpersonal boundaries within the classroom setting. Faculty and students are cautioned that although these learning experiences may at times be therapeutic, they do not constitute counseling or therapy. Students are encouraged to access counseling services on campus or elsewhere when needed, to help maintain strong mental health during the stress of college life.

Professional Memberships

Membership in professional organizations provides students with an immediate network of mentors and prospective job contacts across the profession, as well as abundant resources and an outlet for professional advocacy. Student rates for membership are low and worth the investment. The department highly recommends students join the state of Ohio's professional association, the Buckeye Art Therapy Association, and the national organization, the American Art Therapy Association. Visit www.buckeyearththerapy.org and www.arttherapy.org to join and gain access to these important networks.

Part 6: FIELD EDUCATION

Preparation for Field Placement

All the courses in the major, as well as courses in the Ursuline Studies core, are part of your preparation for Field Placement, the capstone course of our program. Additionally, any volunteer work you have done, any employment you have held working with others in customer service or human services, have also helped prepare you for your Field Placement. Furthermore, any other first-hand experience you have had working with others making art, working in a gallery or art supply store will also be good preparation.

Students must earn a grade of “B-” or better in all courses in the major in order to meet the qualifications for enrollment in Field Placement. Students who earn a “C+” or lower in a course in the major will be advised to repeat the course in order to earn a higher grade. Please refer to the Ursuline College Undergraduate Catalog for the policies regarding course repeats. Among other rules, be aware that the college limits the number of times a course can be repeated (once) and the number of courses that may be repeated in a given major (four).

Early in the semester preceding your enrollment in the Field Placement course, you will meet with the Department Chair to discuss your readiness for Field Placement, your clinical interests, and other factors that will help the Chairperson match you with field placement site and field supervisor that is right for you. In preparation for this meeting, students are required to submit in writing the Field Placement Preliminary Interview, which includes a self-assessment of perceived strengths and limitations.

Qualifications for Enrollment in Field Placement Coursework

The Department Chair will determine your eligibility to enroll in AT 485 based on your completion of the following prerequisites:

1. A grade of B- or better in all completed courses in the major
2. Completion of AT 101, AT 206, AT 367, and AT 410 (which may be in progress with no midterm warnings)
3. Completion of AR 106, AR 107, AR 108, AR 115. It is strongly recommended (but not required) that students have completed their 200 level art concentration course before enrolling in Field Placement. Students who meet this level of artistic development tend to feel more confident at their site, be better able to work effectively with participants at their site, and also score higher in the Cumulative Program Portfolio assignment in AT 485. All of these factors impact the student’s final grade in the course.
4. Completion of PS 101, PS 230, PS 330
5. Clear Criminal Background Check, as reported by the office of the Ohio Attorney General directly to the Department Chair within the last 6 months.

6. Evidence of demonstrated professional behaviors, as reflected in the Art Therapy Department Classroom Behavioral Assessment Tool reports from all preceding art therapy courses.
7. Acceptance of the student at the field placement site by the field placement supervisor. Each student will be granted up to three interviews at three different placements. Students who are unable to secure a site by the third interview will be dismissed from the program.

Students who do not meet the qualifications for Field Placement should discuss their options with their academic advisor. These options may include repeating courses, postponing enrollment until qualifications are met, or changing majors.

Professional Ethics and Professional Student Conduct

While enrolled in Field Placement, students are expected to abide by the Art Therapy Credentials Board Code of Ethics, Conduct and Disciplinary Procedures (2016), and the Ursuline College Code of Student Conduct.

Art Therapy Department Dress Code

Students are expected to abide by the dress code established by the site in which they are placed. Before acceptance to a field placement site, students are expected to follow the Art Therapy Department Dress Code while on site visits and field placement interviews.

Dress Code Policy

1. Always dress professionally for a site visit. You want to look as though you mean business and are serious about the position and respect your host. This means to dress just slightly *above* the normal "business casual" attire normally found in work settings. Only stray from this if your host has told you to do so before the visit.
2. Make-up and hair must be conservative.
3. Facial jewelry is prohibited at most placement sites. If you wear facial jewelry beyond earrings you must ask your supervisor if it is allowed as appropriate professional attire for the setting.
4. Any tattoos must be completely covered. Keep in mind that tattoos are deeply personal and inspire curiosity, leading participants to ask personal questions of you in a setting where boundaries are important and the focus should be on the participant.
5. No sexualized styles that show off cleavage, shoulders, or legs. Leggings may not be worn as pants. Skirts and tunics must reach to below your fingertips.
6. Wear closed toe shoes with low heels or flats. High heels are inappropriate for art therapy work settings.
7. Avoid flashy styles/jewelry that convey a sense of self-aggrandizement or materialism.

Additional Recommendations Regarding Dress and Appearance

The following recommendations are not required, but offered to help you succeed during the visit.

- Including some hand-made accessories (pin, scarf or tie) is a good idea for art therapists, as it provides a conversation piece and shows respect for and identification with the meaning of art therapy.
- Dress comfortably so you feel at ease and confident. This will help your nerves.

Liability Insurance

Students enrolled in AT 485 Field Experience are covered by Ursuline College's Breen School of Nursing liability insurance policy for students. The course fee covers this expense.

Policy for Removal from Field Placement and Dismissal from the Program

The art therapy department abides by all Ursuline College policies and codes of conduct, including the Student Code of Conduct found in the Ursuline College Student Manual, and the Academic Policies and Procedures found in the Undergraduate College Catalog. In addition to these policies, the art therapy department maintains the following criteria for removal from Field Placement and dismissal from the program:

- Violation of the Ursuline College Student Code of Conduct.
- Academic grade point average below a 2.0.
- A grade of D or lower in any course in the major, including art department (AR) and psychology department (PS) courses. Please refer to the College policy on repeating courses in the Undergraduate College Catalog.
- Failure in one or more of the Art Therapy courses. The 2015-17 Undergraduate College Catalog states "Students who fail a course in their major may repeat this course only once; if they fail the course a second time, they will not be permitted to continue in that major. Students may also not continue in a major if they have received failing grades in two of the courses in the major" (p. 33).
- Failure to pass the Ohio Attorney General Criminal Background Check (BCI)
- Score of 20 or below on any department Classroom Behavioral Assessment Tool.
- Failure to show improvement in scores assessed on sequential Art Therapy Department Classroom Behavioral Assessment Tool.
- Failure to secure a Field Placement after three interviews.
- Failure to follow policies and procedures at the field placement site, or failure to follow direction given by the site supervisor.
- Failure to attend an emergency conference with the Department Chair to address the violations listed above.
- Failure to address any element of the remediation plan established in the emergency conference.

Students who meet any of the above criteria must attend an emergency conference with the Department Chair, field placement site supervisor (when indicated), and possibly Dean of the School of Arts and Sciences, to determine whether remediation is possible or if the decision to dismiss the student from the program is warranted.

If a remediation plan is put into place to address the issues of concern, the plan will be signed by the student and art therapy faculty, and placed in the student's academic advising file. The student will be given a copy of the plan and be held accountable to it, by resolving issues by the deadlines delineated therein. Failure to address any element of the remediation plan by set deadlines will result in dismissal from the program.

Appeals Process

The Art Therapy Department abides by the Ursuline College Academic Integrity and Appeals policy as stated in the Undergraduate College Catalog, which specifically dictates the process for appealing program dismissals. Students who believe they have been unjustly dismissed should follow the procedures defined in this appeals policy.

Criteria for Selection of Field Education Sites

We are fortunate to have built this department from the strong foundation laid by the Graduate Counseling and Art Therapy program, which has been training art therapists for over 30 years. We have carefully selected community-based sites established by the graduate program, and continuously add additional sites, based on criteria that takes into account the educational and developmental level of undergraduates who have successfully completed the undergraduate sequence of foundation art therapy coursework. These criteria include:

1. The agency's ability to provide the student with direct service responsibilities under the close supervision of a qualified art therapist.
2. The agency and site-supervisor's theoretical approach to the practice of art therapy.
3. The agency's ability to provide the student with sufficient hours of direct service responsibilities within a given semester.
4. The agency's ability to provide a safe and reliable educational experience for the student.
5. The agency's ability to meet the learning objectives of the Field Experience course, as outlined in the "Suggested Clinical Experiences for Undergraduate Students," and the "Statement of Understanding for Undergraduate AT 485 Field Placement" documents.

Criteria for Selection of Field Placement Supervisors

Field placement supervisors are master's level, credentialed art therapists who are chosen based on their practice competence, theoretical approach, and their skill in using supervision to successfully guide the student. Supervisors must also be able to commit sufficient time in a given semester to supervise the student.

Once field placement sites and supervisors have been approved, students are assessed and matched with the site and supervisor that best fits with the student's learning needs, interests, and aptitudes. The ultimate goal is to match the student with an agency where the student can have the most successful learning experience possible.

Educational Development of Field Placement Supervisors

The Art Therapy Program of Ursuline College offers field placement supervisors the opportunity to attend on-campus training seminars during the academic year for the following purposes:

- To familiarize field supervisors with best practices for Undergraduate Art Therapy Education.
- To inform field supervisors of the mission, goals, and learning objectives of the Art Therapy Program
- To differentiate the learning objectives and needs of art therapy undergraduates versus those enrolled in the graduate Counseling and Art Therapy program.
- To assist field supervisors in developing educational methods which may be helpful in teaching competencies to students.
- To engage field supervisors in dialogue around problems which may surface in the field placement and explore possible solutions.
- To provide a forum for input from field supervisors regarding program assessment criteria and program development.

Part 7: COMMUNITY

Service Learning

In accordance with the values, mission and history of Ursuline College, undergraduate students may participate in the Service Learning Credit program through the Office of Campus Ministry. According to the Ursuline College catalog, "The Service Learning Program is an experiential education opportunity that provides the link between the classroom and civic engagement. It allows students to gain academic credit for volunteer service done in conjunction with their academic courses." Students may earn one free service learning credit per year, up to a maximum of four credits that count towards the 120-hour graduation requirement. Service Learning Credits earned throughout the course of one's education must be in three different areas of study.

To participate in service learning, the student must:

- Talk with your faculty advisor to help you decide whether service learning credit is feasible for you, and whether there may be existing service learning opportunities on which you might be able to work.

- Within the first two weeks of the semester, identify a volunteer opportunity within a community non-profit organization that aligns with the learning objectives of a course in which s/he is currently enrolled.
- Check with the course instructor to see if s/he will be willing to be the faculty supervisor for the service learning experience. This faculty member will identify specific learning activities, review your volunteer hours, and issue your grade.
- Complete the Application for Service Learning Credit enrollment forms provided on the Campus Ministry website, with approval from the faculty course supervisor and faculty academic advisor.
- Review the Service Learning Guide provided on the Campus Ministry website.
- Engage in volunteer work for a minimum of 30 clock hours, and complete any additional learning activities. Complete these within the semester.
- Provide all documentation and assignments to the faculty supervisor at the end of the semester. The faculty supervisor will review these materials and issue a grade of “pass” or “no credit.”

Examples of Service Learning Credit earned by Art Therapy majors:

- ❖ Collecting data for the Prevention Research Center for Healthy Neighborhoods by interviewing high school students about risky behaviors, earned with PH 260 Bioethics course; could also have aligned with other courses such as PS 322 Research Methods. This opportunity is available during the spring semester only.
- ❖ Design and implementation of hands-on literacy-based art program at a public library, earned along with PH 260 Bioethics course.
- ❖ Assisting a local art teacher working with high-risk, disadvantaged children.
- ❖ Assisting with program evaluation efforts at the Art Therapy Studio, providing data entry and other support. This project aligns with all art therapy coursework, some psychology coursework, and is an ongoing community need.
- ❖ Volunteering at an agency outside of our region that provides art therapy services.
- ❖ Participating in one of the Counselling and Art Therapy program’s service learning trips.

Ursuline Endless Art Healing: U-EarthH

“U-EarthH” is a student-run campus art therapy based service organization, and is listed as an official campus student group through the Office of Student Affairs. The group follows the rules and guidelines outlined by their own constitution and the Office of Student Affairs. The group is dedicated to developing values, voice and vision with these objectives: Values: helping the community explore their personal values, Voice: to inform, educate, and attract people to the field of art therapy, and Vision: giving the community an outlet through art expression. U-EarthH is led by a team of elected student officers filling the roles of President, Vice President, Secretary, Treasurer and Communications Officer, along with their Faculty Advisor. Any student is eligible to join, indeed membership is encouraged as a way to build community among fellow students, provide an outlet for service, and develop skills that will be used in the academic Field Experience and beyond. Here are some examples of U-EarthH activities from past years:

- Participation in the international Sole Hope program, upcycling gently worn denim into components of shoes, to send to Uganda where they are made into shoes for children, preventing major health problems and enabling them to attend school.
- Developing and implementing a literature-based art program for children and teens at a local public library.
- Beautifying Grace Hall on campus by painting a large mural.

Department Work Study Positions

Students enrolled in the Federal Work Study program are eligible to apply for work study positions within the department and elsewhere on campus. This year there are two new work study positions in the undergraduate program (Studio Assistant and Program Assistant) and one Studio Assistant position in the graduate program. These positions constitute employment and can go on your resume. Work study students should apply for these positions within the first week of the fall semester and be prepared to maintain the commitment through entire academic year. To apply for a position, submit your resume to the Art Therapy Department Chair.

Art Therapy Studio Assistant Job Description and Skills Needed: Responsible for art therapy studio upkeep, including keeping supplies stocked, clean and well organized. Also responsible for preparing supplies for undergraduate classes and putting together displays as requested. Student must be able to take direction, initiative and work independently with minimal supervision. Student will work cooperatively with ATC Graduate program studio assistant. Hours are flexible however student must work around class schedules. Student must be an art therapy major, preferably sophomore or higher rank.

Art Therapy Department Assistant Job Description and Skills Needed: Responsible for printing and collating materials for classes, supporting instructor needs on D2L, promoting departmental events and activities by making flyers and social media posts, supporting U-Earth activities, supporting departmental events (planning and implementation), helping create and hang displays, data entry and other duties. Position will collaborate with Art Therapy Studio Assistant, ATC Graduate Program Studio Assistant, and Marketing Department, under the direction of the art therapy faculty supervisor. Student must be able to take direction, initiative and work independently with minimal supervision. Student must be an art therapy major, with demonstrated skills in photography, social media, basic desktop publishing, and Microsoft Office programs.

Art Therapy Major Audit Sheet

Effective July, 2019

Name:			College ID #:	
Email:			Phone:	
Date of Matriculation:			Advisor:	
Course Name	Course #	Credit	Transfer from where and/or when taken	Grade
REQUIRED COURSES				
Introduction to Art Therapy	AT 101	3		
Art Facilitation with Diverse Populations	AT 250	3		
Media and Methods	AT 367	3		
Imagery and Meaning	AT 410	3		
Field Placement	AT 485	3		
Foundations Drawing	AR 107	3		
Foundations Painting	AR 108	3		
Foundations of 2-D Art & Design	AR 110	3		
Foundations of 3-D Art & Design	AR 116	3		
General Psychology	PS 101	3		
Lifespan Development	PS 230	3		
Abnormal Psychology	PS 330	3		
Theories of Personality	PS 350	3		
Total Required Credits		39		
Electives				
Art History Elective	AR 2xx	3		
Art Therapy Elective	AT 3xx	3		
Intermediate Level Studio Art Elective	AR 3xx	3		
Advanced Level Studio Art Elective	AR 4xx	3		
Total Required Elective Credits		12		
Recommended Electives				
Digital Photography	AR 112	3		
Behavioral Statistics	PS 222	3		
Research Methods	PS 322	3		
TOTAL CREDITS REQUIRED FOR ART THERAPY MAJOR		51		
BRIDGE TO GRADUATE COUNSELING AND ART THERAPY (OPTIONAL)				
History and Theory of AT	CAT 501	3		
Counseling Theory	CAT 505	3		
Intro. to Research & Writing	CAT 591	1		
CAT Electives (1 or 2 cr.)	CAT 5xx	2		

Art Therapy Minor Audit Sheet

Effective July 1, 2019

Name:	College ID #:
Email:	Phone:
Date of Matriculation:	Advisor:

Course Name	Course #	Credit	Transfer from where and/or when taken	Grade
REQUIRED COURSES				
Introduction to Art Therapy	AT 101	3		
Art Facilitation with Diverse Populations	AT 250	3		
Foundations of 2-D Art & Design	AR 110	3		
Foundations of 3-D Art & Design	AR 116	3		
General Psychology	PS 101	3		
Abnormal Psychology	PS 330	3		
Total Required Credits		18		
ELECTIVE COURSES				
Art Therapy Intermediate Elective	AT 3xx	3		
Total Required Elective Course Credits		3		
TOTAL CREDITS REQUIRED FOR ART THERAPY MINOR		21		

<p>Additional Requirements: To meet standards for admission to a graduate art therapy program, additional coursework may be required. Check with the Art Therapy Department Chair for details.</p>

Recommended Degree Completion Plan – 3 + 3 BRIDGE

Major: Art Therapy

<p><u>Fall Year One</u></p> <p>UC 101 UC Core Math (MA 212 Preferred) PS 101 General Psychology AT 101 Introduction to Art Therapy AR 110 Foundations of 2-D Art & Design (3) or AR 107 Foundations Drawing (3)</p> <p>Total Credits: 15</p>	<p><u>Spring Year One</u></p> <p>EN 125 UC Core Science (4 with lab) PS 230 Lifespan Development AT 250 Art Facilitation with Diverse Populations AR 107 Foundations Drawing (3) or AR 110 Foundations of 2-D Art & Design (3)</p> <p>Total Credits: 16</p>
<p><u>Fall Year Two</u></p> <p>UC 201 EN Literature Elective AT 367 Media and Methods PS 330 Abnormal Psychology AR 108 Foundations Painting (3) or AR 116 Foundations of 3-D Art & Design (3)</p> <p>Total Credits: 15</p>	<p><u>Spring Year Two</u></p> <p>RS Elective AT 410 Imagery & Meaning AT 3xx Art Therapy Elective AR 108 Foundations Painting (3) or AR 116 Foundations of 3-D Art & Design (3) AR 2xx Art History Elective</p> <p>Total Credits: 15</p>
<p><u>Fall Year Three</u></p> <p>HI or PO Elective PH or RS (Req. 2 RS; 1 PH) AT 485 Field Placement AR 3xx Studio Art Concentration Elective (3) General Elective</p> <p>Total Credits: 15</p>	<p><u>Spring Year Three</u></p> <p>UC 401 RS or PH (Req. 2 RS; 1 PH) AR 4xx Studio Art Concentration Elective (3) PS 350 Theories of Personality General Elective</p> <p>Total Credits: 15</p>
<p><u>Fall Year Four Undergraduate, CAT Year 1</u></p> <p>CAT 500 Prof., Ethical & Legal Issues (3) CAT 501 History & Theory of Art Therapy (3) CAT 505 Counseling Theory (3) CAT 591 Orientation to Research & Writing (1)</p> <p>Total Credits: 10</p>	<p><u>Spring Year Four Undergraduate, CAT Year 1</u></p> <p>CAT 509 Psychopathology & Diagnosis (3) CAT 509S Psychopathology & Diag. Seminar (1) CAT 546 Clinical 1- Counseling Technique (3) CAT 549 Appraisal (4)</p> <p>Total Credits: 10</p>
<p><u>Summer, CAT Year 1</u></p> <p>CAT 504 Human Growth & Development (3) CAT 567 Techniques and Media (2) CAT 523 Cultural & Social Issues (3)</p> <p>Total Credits: 8</p>	<p><u>Fall, CAT Year 2</u></p> <p>CAT 507 Group Process (3) CAT 547 Clinical II- Practicum (3) CAT 503 Child & Adolescent (3)</p> <p>Total Credits: 9</p>

<p><u>Spring, CAT Year 2</u></p> <p>CAT 594 Research & Evaluation (3) CAT 508 Family (3) CAT 520 Assessment (3)</p> <p>Total Credits: 9</p>	<p><u>Summer, CAT Year 2</u></p> <p>CAT 549 Internship I (1) CAT 601 Lifestyle & Career (3) CAT 568 Creativity & Visual Thinking (2)</p> <p>Total Credits: 6</p>
<p><u>Fall, CAT Year 3</u></p> <p>CAT 549 B Internship Continued/550 Begun CAT 648 Case Studies: Diagnoses & Tx. (3) CAT 645 Tx. of Trauma & Addictions (3)</p> <p>Total Credits: 6</p>	<p><u>Spring, CAT Year 3</u></p> <p>CAT 596 Capstone: Integrative Seminar (3) CAT 544 Studio 1 (1) CAT 550 Internship II (1) CAT 5xx Electives (2) (taken any CAT semester)</p> <p>Total Credits: 7</p>

Undergraduate Program Notes:

Sophomore Standing – 30 credits; Junior Standing – 60 credits; Senior Standing – 90 credits

UCC Note: To fulfill the requirements for the core, undergraduate students must take one course in each of the following designations: AM, WE, and WO

Note: This is a recommended sequence to follow; all classes are subject to availability

Recommended Degree Completion Plan – Four Years (BRIDGE)

Major: Art Therapy

<p><u>Fall Year One</u></p> <p>UC 101 UC Core Math PS 101 General Psychology AT 101 Introduction to Art Therapy AR 110 Foundations of 2-D Art & Design (3) or AR 107 Foundations Drawing (3)</p> <p>Total Credits: 15</p>	<p><u>Spring Year One</u></p> <p>EN 125 UC Core Science (4 with lab) PS 230 Lifespan Development AT 250 Art Facilitation with Diverse Populations AR 107 Foundations Drawing (3) or AR 110 Foundations of 2-D Art & Design (3)</p> <p>Total Credits: 16</p>
<p><u>Fall Year Two</u></p> <p>UC 201 EN Literature Elective AT 367 Media and Methods AR 108 Foundations Painting (3) or AR 116 Foundations of 3-D Art & Design (3) PS 330 Abnormal Psychology</p> <p>Total Credits: 15</p>	<p><u>Spring Year Two</u></p> <p>RS Elective AT 410 Imagery & Meaning AT 3xx Art Therapy Elective AR 108 Foundations Painting (3) or AR 116 Foundations of 3-D Art & Design (3) AR 3xx Studio Art Concentration Elective (3)</p> <p>Total Credits: 15</p>
<p><u>Fall Year Three</u></p> <p>AT 485 Field Placement AR 112 Digital Photography or Gen. Elective PS 322 Research Methods* or Gen. Elective PS 222 Behavioral Statistics* or Gen. Elective General Elective</p> <p>Total Credits: 15</p>	<p><u>Spring Year Three</u></p> <p>HI or PO Elective AR 2xx Art History Elective AR 4xx Studio Art Concentration Elective (3) PS 350 Theories of Personality General Elective</p> <p>Total Credits: 15</p>
<p><u>Fall Year Four</u></p> <p>PH or RS (Req. 2 RS; 1 PH) CAT 501 History & Theory of Art Therapy (3) CAT Electives (2) General Electives (4) General Elective</p> <p>Total Credits: 15</p>	<p><u>Spring Year Four</u></p> <p>UC 401 RS or PH (Req. 2 RS; 1 PH) CAT 505 Counseling Theory (3) CAT 591 Intro to Research & Writing (1) General Electives (4)</p> <p>Total Credits: 14</p>

Sophomore Standing – 30 credits; Junior Standing – 60 credits; Senior Standing – 90 credits

* PS 322 co-requisite is PS 222 Behavioral Statistics

UCC Note: To fulfill the requirements for the core, students must take one course in each of the following designations: AM, WE, and WO

Electives: Unless otherwise indicated in parenthesis, electives should be taken at 3 credits each.

120 credits are needed to graduate

Note: This is a recommended sequence to follow and classes are subject to availability

Recommended Degree Completion Plan – Five Years (BRIDGE)

Major: Art Therapy

<p><u>Fall Year One</u> UC 101 AT 101 Introduction to Art Therapy AR 110 Foundations of 2-D Design (3) OR AR 107 Foundations Drawing (3) PS 101 General Psychology</p> <p>Total Credits: 12</p>	<p><u>Spring Year One</u> EN 125 UC Core Science (4 with lab) or Math AR 107 Foundations Drawing (3) OR AR 110 Foundations of 2-D Design (3) PS 230 Lifespan Development</p> <p>Total Credits: 12-13</p>
<p><u>Fall Year Two</u> UC 201 AR 108 Foundations Painting (3) OR AR 116 Foundations of 3-D Design (3) PS 330 Abnormal Psychology General Elective</p> <p>Total Credits: 12</p>	<p><u>Spring Year Two</u> UC Core Science (4 with lab) OR Math RS Elective AT 250 Art Facilitation with Diverse Populations AR 108 Foundations Painting OR AR 116 Foundations of 3-D Design (3)</p> <p>Total Credits: 12-13</p>
<p><u>Fall Year Three</u> EN Literature Elective AT 367 Media and Methods AR 3xx Studio Art Concentration Elective (3) General Elective</p> <p>Total Credits: 12</p>	<p><u>Spring Year Three</u> HI/PO Elective OR AR 2xx Art History Elective AT 410 Imagery & Meaning AR4xx Studio Art Concentration Elective (3) General Elective</p> <p>Total Credits: 12</p>
<p><u>Fall Year Four</u> HI/PO Elective OR AR 2xx Art History Elective AR 112 Digital Photography or Gen. Elective AT 485 Field Placement AT 3xx Art Therapy Elective</p> <p>Total Credits: 12</p>	<p><u>Spring Year Four</u> PH or RS (Req. 2 RS; 1 PH) Elective PS 350 Theories of Personality General Electives (5) CAT Elective (1)</p> <p>Total Credits: 12</p>
<p><u>Fall Year Five</u> PS 322 Research Methods* or Gen. Elective PS 222 Behavioral Statistics* or Gen. Elective CAT 501 History & Theory of Art Therapy (3) CAT elective (1) General Elective (2)</p> <p>Total Credits: 12</p>	<p><u>Spring Year Five</u> UC 401 PH or RS (Req. 2 RS; 1 PH) Elective CAT 505 Counseling Theory (3) CAT 591 Intro to Research & Writing (1) CAT Elective (1) General Elective (1)</p> <p>Total Credits: 12</p>

Sophomore Standing – 30 credits; Junior Standing – 60 credits; Senior Standing – 90

* PS 322 co-requisite is PS 222 Behavioral Statistics

UCC Note: To fulfill the requirements for the core, students must take one course in each of the following designations: AM, WE, and WO

Electives: Unless otherwise indicated in parenthesis, electives should be taken at 3 credits each.

120 credits are needed to graduate

Note: This is a recommended sequence to follow and classes are subject to availability

Recommended Degree Completion Plan – Four Years

Major: Art Therapy

<p><u>Fall Year One</u></p> <p>UC 101 UC Core Math PS 101 General Psychology AT 101 Introduction to Art Therapy AR 110 Foundations of 2-D Design (3) or AR 107 Foundations Drawing (3) Total Credits: 15</p>	<p><u>Spring Year One</u></p> <p>EN 125 UC Core Science (4 with lab) AR 107 Foundations Drawing (3) or AR 110 Foundations of 2-D Design (3) PS 230 Lifespan Development General Elective Total Credits: 16</p>
<p><u>Fall Year Two</u></p> <p>UC 201 HI or PO elective PS 330 Abnormal Psychology AR108 Foundations Painting (3) or AR 116 Foundations of 3-D Design (3) General Elective Total Credits: 15</p>	<p><u>Spring Year Two</u></p> <p>EN Literature Elective AT 250 Art Facilitation with Diverse Populations AR 2xx Art History Elective AR 108 Foundations Painting (3) or AR 116 Foundations of 3-D Design (3) General Elective Total Credits: 15</p>
<p><u>Fall Year Three</u></p> <p>AT 367 Media and Methods PS 322 Research Methods* or Gen. Elective PS 222 Behavioral Statistics* or Gen. Elective AR 3xx Art Concentration Elective (3) General Elective Total Credits: 15</p>	<p><u>Spring Year Three</u></p> <p>AT 410 Imagery & Meaning AT 3xx Art Therapy Elective AR4xx Studio Art Concentration Elective (3) General Elective General Elective Total Credits: 15</p>
<p><u>Fall Year Four</u></p> <p>PH Elective RS Elective AT 485 Field Placement AR 112 Digital Photography or Gen. Elective General Elective (2) Total Credits: 14</p>	<p><u>Spring Year Four</u></p> <p>UC 401 RS Elective PS 350 Theories of Personality General Elective General Elective Total Credits: 15</p>

Sophomore Standing – 30 credits; Junior Standing – 60 credits; Senior Standing – 90

* PS 322 Research Methods co-requisite is PS 222 Behavioral Statistics

UCC Note: To fulfill the requirements for the core, students must take one course in each of the following designations: AM, WE, and WO

Electives: Unless otherwise indicated in parenthesis, electives should be taken at 3 credits each.

120 credits are needed to graduate

Note: This is a recommended sequence to follow and classes are subject to availability

Recommended Degree Completion Plan – Five Years

Major: Art Therapy

<p><u>Fall Year One</u></p> <p>UC 101 MAT 100 Basic Algebra* AT 101 Introduction to Art Therapy PS 101 General Psychology</p> <p>Total 12 Credits</p>	<p><u>Spring Year One</u></p> <p>EN 125 UC Core Math AR 110 Foundations of 2-D Design (3) AR 107 Foundations Drawing (3)</p> <p>Total 12 Credits</p>
<p><u>Fall Year Two</u></p> <p>UC 201 PS 330 Abnormal Psychology AR 116 Foundations of 3-D Design (3) AR 108 Foundations Painting (3)</p> <p>Total 12</p>	<p><u>Spring Year Two</u></p> <p>UC Core Science (4 credits with lab) AT 250 Art Facilitation with Diverse Populations PS 230 Lifespan Development AR 112 Digital Photography or Gen. Elective</p> <p>Total 13</p>
<p><u>Fall Year Three</u></p> <p>HI or PO Elective OR AR2xx Art History Elective AT 367 Media and Methods AR 3xx Art Concentration elective (3) General Elective</p> <p>Total 12</p>	<p><u>Spring Year Three</u></p> <p>HI or PO Elective OR AR2xx Art History Elective AT 3xx Art Therapy Elective General Elective General Elective</p> <p>Total 12</p>
<p><u>Fall Year Four</u></p> <p>RS or PH (Req. 2 RS; 1 PH) Elective PS 322 Research Methods** or Gen. Elective PS222 Beh. Statistics** or Gen. Elective General Elective</p> <p>Total 12</p>	<p><u>Spring Year Four</u></p> <p>EN Literature Elective AT 410 Imagery & Meaning AR 4xx Art Concentration Elective (3) General Elective</p> <p>Total 12</p>
<p><u>Fall Year Five</u></p> <p>RS or PH (Req. 2 RS; 1 PH) Elective AT 485 Field Placement AR 112 Digital Photography General Elective</p> <p>Total 12</p>	<p><u>Spring Year Five</u></p> <p>UC 401 RS Elective PS 350 Theories of Personality General Elective</p> <p>Total 12</p>

Sophomore Standing – 30 credits Junior Standing—60 credits Senior Standing—90 cr.

**PS 322 Research Methods co-requisite is PS 222 Behavioral Statistics

UCC Note: To fulfill the requirements for the core, students must take one course in each: AM, WE, and WO
Electives: Unless otherwise indicated in parenthesis, electives should be taken at 3 credits each.

120 credits are required to graduate. *MAT 100 does not count towards credit hour total for graduation.

Note: This is a recommended sequence to follow and classes are subject to availability

Ursuline College
Undergraduate Art Therapy Program Classroom Behavioral Assessment Tool

Student Name: _____

Instructor: _____

Course Number: _____ **Semester:** _____

Behavior	4	3	2	1	Total Points
Attendance and Participation	Student is prompt and regularly attends class	Student is late to class or leaves early once every two weeks and regularly attends	Student is late to class, or leaves early more than once every two weeks , or has problems with attendance	Student has poor attendance of classes	
Level of Engagement in Class (Professionalism)	Student proactively contributes to class by offering ideas and asking questions more than twice per class	Student proactively contributes to class by offering ideas and asking questions more than once per class	Student contributes once per class on average, and/or offers ideas or questions that are irrelevant to the discussion	Student rarely contributes to class by offering ideas and asking questions, or tends to dominate the discussions	
Initiative, Reliability, Dependability (Professionalism)	Student follows instructions , as given in the syllabus, emails, and classroom for assignments/tasks; asks clarifying questions ; is adaptable to change of directions ; and achieves the goal as directed.	Student follows instructions on the majority of assignments and tasks ; seeks clarification , and incorporates changes to tasks and achieves most of the goals as directed.	Student follows instructions on some of the assignments and tasks ; at times seeks clarification , and incorporates changes to tasks and achieves some of the goals as directed.	Student does not follow the format for assignments; tends not to ask for instructor's help ; is overly dependent on others for information on assignments; consistently misses the main goal of assignments	

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Behavior (Professionalism)	Student almost never displays disruptive behavior in class.	Student rarely displays disruptive behavior in class.	Student occasionally displays disruptive behavior in class.	Student frequently displays disruptive behavior in class.	
Preparation	Student is almost always prepared for class with assignments and class materials. Has read the assigned material and is prepared to discuss.	Student is usually prepared for class with assignments & class materials. Comments are informed but lack completeness of comprehensive preparation.	Student is rarely prepared for class with assignments & class materials. Comments are spontaneous but uninformed.	Student is almost never prepared for class with assignments & class materials.	
Respect: Relational skills with fellow students and instructor (Professionalism)	Student responds to peers and instructor with respect and openness to the process of group problem solving.	Student's response to peers and instructor occasionally lacks the necessary elements of respect and openness in the process of group problem solving.	Student sometimes responds to peers and instructor with a defensive or attacking response in the process of group problem solving	Student's response to peers and instructor lacks the necessary elements of respect and openness in the process of group problem solving.	
Communication: Relational skills with fellow students and instructor (Professionalism)	Student listens when others talk , both in groups and in class. Student builds off of the ideas of others.	Student listens when others talk , both in groups and in class.	Student does not always listen when others talk , both in groups and in class.	Student does not listen when others talk . Student interrupts when others speak.	
Adapted from: TeAch-nology.com				TOTAL:	

Rubric: Professionalism, Collegueship & Engagement. Adapted from Ursuline College Social Work Program, January 2016

Ursuline College
 School of Arts and Sciences
 Art Therapy Department
Responsibility Agreement for Handbooks and Course Syllabi

I have read and understood the contents of the following:

- Art Therapy Department Student Handbook
- Ursuline College Student Handbook, including the Academic Integrity Policy and Appeals.
 The catalog can be accessed from the Ursuline website.

I am aware that violations of any policy identify in the handbooks will result in disciplinary action as outlined in these documents.

I take responsibility for reviewing these handbooks and each course syllabi in its entirety each semester I am a student at Ursuline College and of the Art Therapy Department.

Printed

Name: _____

Signed: _____

Date: _____