

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number _____ or Degree Plan(s) B.S. Art Therapy

State the requested change and reason. A memo may be attached if more space is necessary.

We are proposing a Bachelor of Science degree in Art Therapy that will be composed of currently existing classes in the Department of Art & Design and the Department of Psychology. Heretofore our department has hosted an Art Therapy minor, and we believe that offering a B.S. degree will satisfy student interest in the field to a greater depth than is offered by the minor. It will also serve as a recruiting asset, will keep us competitive with comparable universities around the nation, and will set us apart as one of only two undergraduate Art Therapy programs in the state of Texas.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

Change to a Course		COUNCIL ³								
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	I
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	I
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	I
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G or G to U	A	A	A		A			A	I
11.	Cross list with another department: U or G level	A	A	A		A			A	I
12.	Department of record	A	A	A		A			A	I
13.	Open or close a course	A	A	A		A			A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³																		
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UVAC	GRAD	Provost	Faculty	President	Board of Trustees						
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--						
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--						
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--						
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--						
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--						
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--						
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I						
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I						
9.	Major – Discontinue (proposed by the Provost)	See below.																
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--						
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--						
12.	Minor — Add	A	A	A	A				A	--	A	--						
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--						
14.	Minor – Discontinue (proposed by the Provost)	See below.																
15.	Degree — Add	A	A	A	A				A	A	A	I						
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I						
17.	Degree – Discontinue (proposed by the Provost)	See below.																
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--						

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

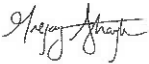
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	3/8/22 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	03/25/2022 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	Mar 31, 2022 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

New Program Application

B.S. in Art Therapy

I. PROGRAM IDENTIFICATION

A. Program Title

Art Therapy

B. Degree Type

Bachelor of Science

C. Home Department or Unit

Art & Design Department

D. Program Developer

Dan McGregor, MFA

E. Program Location

ACU Abilene campus; primarily face-to-face with possibility of occasional online classes.

F. Proposed Implementation Date

Fall 2022

II. PROGRAM DETAILS

A. Program Description

The Bachelor of Science degree in Art Therapy is designed for students seeking to combine a passion for studio art with service to others in the fields of mental health, psychology, counseling, and/or human services. It engages the student in a carefully curated menu of courses that maximizes exposure to a diversity of artmaking experiences while robustly preparing him or her to pursue a graduate degree in Art Therapy, as required for employment in the field.

B. Program Mission Statement

The Art Therapy program exists to prepare students for Christ-centered servant leadership in the field of Art Therapy. Upon completion of this program, students will have gained proficiency in a wide array of artmaking skills, an ability to reflect on the value of art for human communities, and a solid grasp of relevant issues in psychology and therapy for the purpose of continuing study and work in the field of Art Therapy.

C. Program Outcomes

1. Students will demonstrate an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge to analyze works of art/design perceptively and to evaluate them critically.
2. Students will demonstrate mastery of various artistic media and practices that would be relevant to art therapy work.
3. Students will demonstrate an understanding of the connection between creating visual art and emotional expression.
4. Students will be able to reflect on the value of art for themselves and for others—both in their immediate communities as well as in society at large.

D. Description of Target Audience

Target audience is a student with a passion and affinity for traditional studio art who also has a strong interest in serving and helping others in a therapeutic field. The latter is especially important as career options are often hybridized with counseling and general therapy contexts.

E. Admission Requirements

No additional requirements beyond what is currently required for an incoming freshman.

F. Projected Total Enrollment for Each of the First Five Years

2-3 new students each year.

G. CIP Code

51.2301

III. RATIONALE AND NEED FOR PROGRAM

A. Mission Fit

The field of Art Therapy is, at its core, a helping profession. It is focused on using artmaking to help a patient or client process grief / trauma, express feelings non-verbally, manage psychological or emotional challenges, etc.

As such, our program's mission statement highlighting "Christ-centered servant leadership in the field of Art Therapy" aligns not only with the ethos of the service professions already offered at ACU, but also echoes the university mission statement's terminology of "Preparing students for Christian service and leadership..."

B. Societal Need

The discipline of Art Therapy is a relatively recent formalization of something that has been true for a long time (certainly since Carl Jung, considered by some to be the father of art therapy): that creative activity is therapeutic in a variety of ways. It provides patients or clients the ability to express difficult emotions and concepts nonverbally. It helps improve sensory and motor skills. It can be a stepping stone in conflict resolution. It can help facilitate relief for emotional distress.

The recognition of these qualities led to Art Therapy being instituted as a formal discipline within broader therapy contexts. It goes without saying that, given the proliferation, and increasing rate, of mental health struggles in today's society, it is a timely and relevant resource within mental health professions.

C. Employment Demand / Career Possibilities

1. Jobs that graduates would be qualified to pursue

It is important to note that an undergraduate degree in Art Therapy is not considered sufficient to enter practice as a licensed art therapist (this is why we have been intentional with our program's nomenclature). Graduate school is required for certification and professional practice as an art therapist. Moreover, in Texas, a practicing Art Therapist must be both a Licensed Professional Counselor (LPC) as well as a Registered Art Therapist (ATR). Certification is handled through the American Art Therapy Association (AATA). The following jobs are therefore divided into two categories of employment: those NOT requiring further graduate study, and those that do.

Art Therapy-related jobs NOT requiring master's degree or licensure

<https://counselor-license.com/degrees/art-therapy/jobs>

<https://www.degreequery.com/counseling-degrees/what-can-i-do-with-a-bachelors-degree-in-art-therapy/>

https://www.cedarcrest.edu/academics/art/art_therapy_careers.shtml

- Recreational Therapist/Therapeutic Recreation Specialist (may require CTRS certification)
- Activities Director
- Recreational Worker
- Behavior Technician
- Life Enrichment Assistant (usually in senior residential facilities)
- Child Development Specialist (may require master's degree, depending on job)

Jobs not directly related to Art Therapy, but overlapping with either healthcare industry or similar skill sets (NOT requiring master's degree or licensure)

<https://www.healing-power-of-art.org/art-in-healthcare-is-an-integral-part-of-the-design-plan/>

<https://www.healing-power-of-art.org/opportunities-for-artists-and-art-consultants-in-the-healthcare-industry/>

<http://www.healing-power-of-art.org/art-for-healthcare-connecting-the-kinesthetic-with-the-aesthetic/>

- Art Consultant for Healthcare Environments
- Community Art Liaison/Ambassador
- Artist/Designer in mental health/healthcare field or facility

Art Therapy (and AT-related) jobs requiring master's degree and/or therapist licensure

<https://counselor-license.com/degrees/art-therapy/jobs>

- Art Therapist [attached to healthcare, residential (long-term/assisted living), or educational institutions]
- Art Therapist (private practice)
- Family Therapist
- Substance Abuse Counselor
- Play Therapist
- Bereavement Counselor
- Program Director at Assisted Living or Senior Center

2. Job market/Outlook

<https://www.bls.gov/careeroutlook/2015/youre-a-what/art-therapist.htm>

<http://www.arttherapyblog.com/career/art-therapy-a-good-career-an-outlook/#.YBlyI3dKh24>

According to its website, The Bureau of Labor Statistics does not collect data on art therapist employment. Instead, it collects data for “Therapists, All Other.” This presumably gathers statistics for therapists working in more non-traditional contexts (such as art, dance, recreational, etc. therapists), and lists the employment number at 12,170 as of May 2019. Another resource lists “Therapists, All Other” employment at 32,600 in 2019. This same resource estimates a projected growth for “Therapists, All Other” from 2019-2029 of “much faster than average (8% or higher),” with a projected number of job openings of 2400. I am unsure of how to reconcile the

disparate numbers for the “Therapists, All Other” estimates from these sources, but am inclined to trust the BLS estimate more.

Mixed data exist on the job outlook for art therapists. Some resources note a negative job outlook since 2004 or 2009, with an expected uptick in demand by 5,870 new jobs (from 2010) by 2018. One resource predicts a “fast or faster than average” growth through 2020. Another projects a 12% growth for 2020.

Anecdotally, comments sections and articles in various resources seem to paint a picture of “be prepared to have trouble finding jobs with the title ‘art therapist,’ but be flexible and creative in your search, and open to seeking more general therapy and counseling jobs into which you can weave art therapy praxis.” Another trend seems to be that AT jobs proper are mostly available in larger urban areas. Here are some anecdotes speaking to these trends:

I got my Master’s in AT in spring of 08 and haven’t been able to find good, consistent work. My classmates have been more successful, but that is most likely because I relocated to a smaller city than they are working in. It helps to have flexibility as well – if you don’t care where you live, maybe you can just search for the perfect job.

You need to be willing to “market” yourself and your field. Although I am employed as a “school based counselor” for a mental health center, I am an art therapist. I run 7 art therapy groups per week and do mostly art or experiential therapy in groups or individual therapy. I also have training in family therapy which is necessary when working with children. I rarely see “art therapist” jobs in the Midwest, but often there are ways to work as an art therapist within other counseling jobs.

Art therapy is a good career; one just must be willing to market, market, market (and defend your ATR credentials), as it is a new (but growing) career. I am an art therapy graduate student in the Midwest set to graduate this May, and after spending hours of looking for possible job openings (I live in a rural area), there’s not much for art therapist-dominant positions here.

It is very hard to find an art therapy job, even harder finding a place that will hire you while you are working towards licensure. There are a lot more opportunities in the city and in psych facilities or in hospitals.

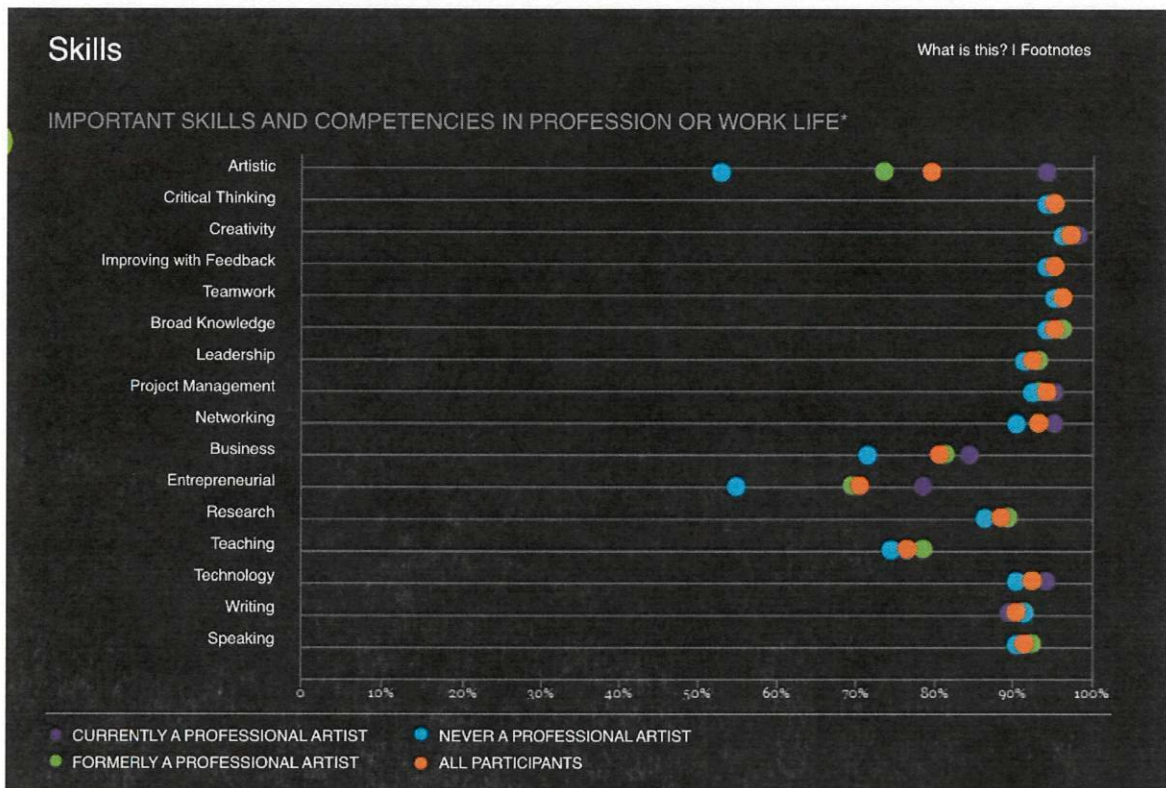
Remember, ‘hitting the target’ is not impossible. But it’s always smart to plan around the target of an Art Therapist career, as most programs are beginning to do now... Ask yourself, would you be willing to work as a counseling psychologist, mental health counselor, case manager, guidance counselor, or art teacher while waiting for an art therapy position to open up?

However, there remains a variety of experiences:

I have worked in a very, very rural area as a full-time art therapist for almost four years, working in a clinic. I make an above average wage and have good benefits.

I have been practicing Art Therapy for 20 years: ATR-BC, LPC-S. Many of the comments about Art Therapy, I believe could be said for many related fields: Counseling, Social Work,... When anyone graduates, and they need to get their supervised hours, they will have a difficult time being underpaid, etc, regardless of the degree. That is life—not just for Art Therapists. However, if you have the stamina to push through, everything does get easier once you are licensed.

If students choose, after graduating with an Art Therapy degree, not to pursue graduate studies in Art Therapy (or AT-adjacent work), then our program will have provided a tried-and-true foundation for success in many different fields. In fact, SNAAP (Strategic National Arts Alumni Project) presents self-reported data from arts graduates that summarize the skill sets students acquired in their degree studies:



These skills are broadly applicable in many fields, and many students, according to SNAAP:

...resist hyper-specialization in one discipline, seeking instead to pursue interests in separate fields (hypo-specialization). Therefore, students may identify with more

than one field and pursue these diverse interests by majoring in the arts with the goal of applying their creative thinking and problem solving skills to another discipline.

In summary, Art Therapy seems to be a field that is growing in terms of becoming more well-known as a therapy option, but this has not necessarily translated into more full-time art therapy positions nationally (though some sources project growth in the field). It seems prudent to advise students to be flexible and open-minded as they seek employment, to be prepared to work in AT-adjacent fields, and to have a passion for therapy in general if they want to pursue this career path [it is worth reiterating here that in Texas, a practicing Art Therapist must also be a Licensed Professional Counselor (LPC)]. Flexibility is standard operating procedure in fine-art related fields, so this is par for the course in our discipline. Finally, the skill set delivered in this program is broadly applicable to many disciplines and interests, even if a student chooses not to go into Art Therapy.

3. Entry-level and Mean Wages

Entry-level Wages, Statewide (Texas)

Entry wages, "Therapists, all other" (SOC SOC 29-1129): \$40,907

Entry-level Wages, National

Average salary, 2011 art therapy blog poll: \$35,000

Mean Wages, Statewide (Texas)

Mean wages, "Therapists, all other" (SOC SOC 29-1129): \$66,689

Mean Wages, National

BLS 2019 mean annual wage, "Therapists, all other": \$58,600

AMA 2009 average salary for art therapists: \$30,000-50,000

Average salary, 2011 art therapy blog poll: \$42,000

D. Prospective Student Interest

1. Anecdotal and Past Interest

Anecdotally, we received at least one recent cold-call request last year from a student who was considering Art Therapy:

Dan, do you think the art therapy degree will be ready for next fall? I have been talking to a prospective student and she is trying to decide between us and Lipscomb. I think Art Therapy could sway it for her.

[Arlene Kasselmann (A&D coordinator), email, 10/27/20]

Some of our department's graduates have gone into this field (at least two that I know of). Cherisse Flanagan has also noted that some of their Psychology grads have pursued Art Therapy. Past interest was strong enough for us to generate a minor and for one of our adjunct faculty to assemble a binder of resources for students interested in pursuing Art Therapy.

According to the current A&D advisor, there are currently at least 6 AT minors (our advisor Shelby Kiser noted that it's difficult to search for data on number of minors in their system; the true number of minors might be higher, as this only represents confirmed minors).

2. Recruiting Pool

It is unclear to what extent this program would attract new students to ACU vs. draw currently-enrolled students. We have no data on this as yet, but I am aware of anecdotal examples of both (see above email; also, last year I spoke with a Social Work major/ Art Therapy minor who expressed interest that we were developing a major and seems a likely recruit to the program had it been in place her freshman year). This dearth of data is why I have kept the projected enrollment in section II-F modest, at 2-3 students per year.

3. Competition

Our primary competitors would likely be Christian four-year liberal arts institutions—particularly given that among all undergraduate Art Therapy (or similar) programs, a large percentage are housed at Christian universities.

Among our sister schools, only Lipscomb University has an Art Therapy, or similar, program currently listed in its catalog. Among four-year private liberal arts institutions in Texas, only Houston Baptist University offers a similar degree. In fact, other than HBU's, my research has failed to turn up any other AT undergraduate programs *of any kind*—public or private—in Texas. This would mean that ACU's program would be only one of two in the state.

4. Benchmarking

In development of our program, we primarily focused on the curriculum of two institutions: Taylor University and Lipscomb University. As similarly-sized (or smaller) private Christian institutions—and one of them a sister institution and direct competitor—these seemed like appropriate benchmark entities. Below is a brief overview of program requirements for each, with a comparison to our proposed curriculum.

Lipscomb: Art Therapy B.A.

https://catalog.lipscomb.edu/preview_program.php?catoid=22&poid=6745&returnto=1691

Total Psychology courses for major: 18 Credit Hours

Total Art Courses for Major: 51 Credit Hours

Taylor: Pre-Art Therapy B.A. (note: Taylor also has B.S. degree [here](#))

[https://www.taylor.edu/docs/offices/registrar/curriculum-guides/current/Pre-Art_Therapy_\(BA\).pdf](https://www.taylor.edu/docs/offices/registrar/curriculum-guides/current/Pre-Art_Therapy_(BA).pdf)

Total Psychology courses for major: 19-20 Credit Hours

Total Art Courses for Major: 42-43 Credit Hours

ACU: Art Therapy B.S.

Total Psychology courses for major: 19 Credit Hours

Total Art & Design Courses for Major: 54 Credit Hours

IV. CURRICULUM

A. Art Therapy Degree Plan

Art & Design Component

Major Requirements

ART 105 - Two-Dimensional Design	Credit Hours: 3
ART 106 - Three-Dimensional Design	Credit Hours: 3
ART 111 - Basic Drawing	Credit Hours: 3
ART 112 - Figure Drawing I	Credit Hours: 3
ART 221 - Art History: General Survey I	Credit Hours: 3
ART 222 - Art History: General Survey II	Credit Hours: 3 *
ART 315 - Printmaking	Credit Hours: 3
ART 324 - Art History: American	Credit Hours: 3
or	
ART 325 - Art History: Christian	Credit Hours: 3
ART 331 - Sculpture I	Credit Hours: 3
ART 341 - Painting I	Credit Hours: 3

ART 423 - Art History: 20th Century (writing-intensive) Credit Hours: 3
**Hours may also fulfill university requirements and are not included in total major hours*

Total: Credit Hours: 30

Additional Courses

ART 213 - Figure Drawing II Credit Hours: 3
 ART 287 - Art Education Methods: All-Levels Credit Hours: 3
 ART 495 - Life and Career in Art Credit Hours: 3
 ART 314 - Advanced Drawing Credit Hours: 3
 ART 361 - Ceramics I Credit Hours: 3

Two-or three-dimensional studio electives (ART 200-499) Credit Hours: 9

Total: Credit Hours: 24

Total Art & Design Courses for Major: Credit Hours: 54

Psychology Component

Required Psychology Courses

PSYC 120 – Introduction to Psychology Credit Hours: 3
 PSYC 232 – Developmental Psychology Credit Hours: 3
 PSYC 382 – Abnormal Psychology Credit Hours: 3
 PSYC 485 – Introduction to Counseling Credit Hours: 4

Psychology Electives

Choose 6 hours from PSYC courses. Credit Hours: 6

Total Psychology courses for major: Credit Hours: 19

B. Courses

Course	Rotation/Frequency	Required or on Menu	Program Outcome Served (II-C)	Faculty Credentialed to Teach
Art & Design Courses				
ART 105 2-D Design	yearly, fall / spring	Required	1	All
ART 106 3-D Design	yearly, fall / spring	Required	1	Broderick, Jones
ART 111 Basic Drawing	yearly, fall / spring	Required	2	All
ART 112 Figure Drawing I	yearly, spring	Required	2	Green, Broderick, McGregor

ART 221 Art History: General Survey I	yearly, fall	Required		Shirley, Green, Wiggins
ART 222 Art History: General Survey II	yearly, spring	Required		Shirley, Green, Wiggins
ART 315 Printmaking	yearly, spring	Required	2	Feerer, Jones
ART 324 Art History: American	Every other year, spring	Menu		McGregor
ART 324 Art History: Christian	Every other year, spring	Menu		McGregor
ART 331 Sculpture I	yearly, fall / spring	Required	2	Broderick, Jones
ART 341 Painting I	yearly, fall	Required	2	Green, Jones, McGregor
ART 423 Art History: 20 th Century (Writing-intensive)	yearly, fall	Required	1,4	Green
ART 213 Figure Drawing II	yearly, spring	Required	2	Green, Broderick, McGregor
ART 287 Art Education Methods: All-Levels	Every three years, spring	Required	1,2	Jill Maxwell
ART 495 Life and Career in Art (capstone)	yearly, fall	Required	4	Green
ART 314 Advanced Drawing	yearly, spring	Required	2	Jones
ART 361 Ceramics I	yearly, spring	Required	2	Green, Jones
2-D / 3-D Elective 1	varies	Menu	2	Various
2-D / 3-D Elective 2	varies	Menu	2	Various
2-D / 3-D Elective 3	varies	Menu	2	Various
Psychology Courses				
PSYC 120 Intro to Psychology	yearly, fall / spring	Required	3	All
PSYC 232 Developmental Psychology	yearly, fall / spring	Required	3	Team, Flanagan
PSYC 382 Abnormal Psychology	yearly, fall / spring	Required	3	Casada
PSYC 485 Intro to Counseling	yearly, fall / spring	Required	3	Mosher
PSYC Elective 1	varies	Menu	3	Various
PSYC Elective 2	varies	Menu	3	Various

C. New Courses

No new courses required for this program.

V. ASSESSMENT PLAN

A. Curriculum Map

Course	Program Outcome Served (II-C)	Level at which Outcome is Met
Art & Design Courses		
ART 105 2-D Design	1	Introductory
ART 106 3-D Design	1, 3	Introductory (1), reinforcing (3)
ART 111 Basic Drawing	2	Introductory
ART 112 Figure Drawing I	2	Reinforcing
ART 221 Art History: General Survey I	4	Reinforcing
ART 222 Art History: General Survey II	4	Reinforcing
ART 315 Printmaking	2	Reinforcing
ART 324 Art History: American	4	Reinforcing
ART 324 Art History: Christian	4	Reinforcing
ART 331 Sculpture I	2	Reinforcing
ART 341 Painting I	2, 3	Reinforcing (both)
ART 423 Art History: 20 th Century (Writing-intensive)	1,4	1: Advanced 4: Advanced
ART 213 Figure Drawing II	2	Advanced
ART 287 Art Education Methods: All-Levels	1,2	1: Reinforcing 4: Introductory
ART 495 Life and Career in Art (capstone)	4	Advanced
ART 314 Advanced Drawing	2	Advanced
ART 361 Ceramics I	2	Reinforcing
2-D / 3-D Elective 1	2	Reinforcing
2-D / 3-D Elective 2	2	Reinforcing
2-D / 3-D Elective 3	2	Reinforcing

Psychology Courses		
PSYC 120 Intro to Psychology	3	Introductory
PSYC 232 Developmental Psychology	3	Introductory
PSYC 382 Abnormal Psychology	3	Reinforcing
PSYC 485 Intro to Counseling	3	Reinforcing
PSYC Elective 1	3	Reinforcing
PSYC Elective 2	3	Reinforcing

B. Outcome Assessment Measures

Outcome from II-C	Artifact to be Assessed	Competency Target	Ideal Target	Person Measuring Outcome	Timeline
Students will demonstrate an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge to analyze works of art/design perceptively and to evaluate them critically.	1. Foundation Review portfolio of artwork. 2. Concentration Review portfolio of artwork. 3. Oral explication/discussion of Keystone Project in Foundation Review.	1-2: 50% of students will achieve a rating of "4" or above on the category "Quality of Student's Work." 3: 50% of students will achieve a rating of "4" or above on the category "Quality of Verbal Skills about Art & Design."	1-2: 75% of students will achieve a rating of "4" or above on the category "Quality of Verbal Skills about Art & Design." 3: 75% of students will achieve a rating of "4" or above on the category "Quality of Verbal Skills about Art & Design."	Fine Arts Faculty Review Committee	Yearly; spring
Students will demonstrate mastery of various artistic media and practices that would be relevant to art therapy work.	1. Successful completion of studio courses. 2. Foundation Review portfolio of artwork. 3. Concentration Review portfolio of artwork.	1: 100% of students will achieve a "C" average for all studio classes. 2.-3: 50% of students will achieve a rating of "4" or above on the category "Quality of	1: 75% of students will achieve a grade of "B" or higher for all studio classes. 2.-3: 75% of students will achieve a rating of "4" or above on the category "Quality of	1: A&D Department 2-3: Fine Arts Faculty Review Committee	1: Every 4-5 years (graduation barrier) 2-3: yearly; spring

		Student's work."	Student's work."		
Students will demonstrate an understanding of the connection between creating visual art and emotional expression.	1. ART 106 (3-D Design): Psychological Color Project 2. ART 341 (Painting I): Expressive Interior Space Project	1: 100% of students will receive a grade of "C" or higher on this project. 2: 100% of students will receive a grade of "C" or higher on this project.	1: 75% of students will achieve a grade of "B" or higher on this project. 2: 75% of students will achieve a grade of "B" or higher on this project.	1: Geoff Broderick 2: Robert Green	
Students will be able to reflect on the value of art for themselves and for others—both in their immediate communities as well as in society at large.	1. Capstone paper produced in ART 423 20th Century Art History. 2. Attendance of, and vocal participation in, joint fine art critiques.	1. 80% of students will score 35 out of 50 points or better on the "content" component of the Capstone paper. 2. 100% of students will attend twice-a-semester joint fine art critiques.	2.75% of students will score 40 out of 50 points or better on the "content" component of the Capstone paper. 2. Same as competency target (program requirement)	1. Robert Green 2: Fine Arts Faculty Review Committee	1. Yearly, fall. 2. Twice each semester (mid semester and last week of classes)

C. Assessment Cycle

Description of assessment cycle. Explain when you will evaluate performance on each program outcome and implement changes based on findings.

As noted on the chart above, several of the assessments will be tied to gatekeeping that is already in place (e.g., academic requirements for graduation, annual portfolio assessments, etc.). Late spring will be the time for assessing and collating data from foundation and concentration reviews, and determinations about continuance in the program will occur at this time. Joint critiques will provide twice-a-semester markers for this competency. Assessment of the Capstone paper will be conducted every fall by Robert Green, as this outcome is tied to his class. Assessments associated with individual projects (ART 106 and 341) will occur in fall (106, 341) as well as spring (106). Wider measurements, such as successful completion of multiple studio classes, will happen every 4 years when assessing eligibility for graduation.

VI. REQUIRED INSTITUTIONAL SUPPORT

A. Faculty Requirements and Availability

1. Instructor Availability and Impact on Faculty Workload

All courses in the curriculum are covered by current faculty members, as seen below. This program will require neither the creation of new courses, nor new faculty hires, nor, at its modest anticipated recruitment (2-3 per year), any significant expansion of existing course capacity.

Course	Current faculty available to teach course
Art & Design Courses	
ART 105 2-D Design	All
ART 106 3-D Design	Broderick, Jones
ART 111 Basic Drawing	All
ART 112 Figure Drawing I	Green, Broderick, McGregor
ART 221 Art History: General Survey I	Shirley, Green, Wiggins
ART 222 Art History: General Survey II	Shirley, Green, Wiggins
ART 315 Printmaking	Feerer, Jones
ART 324 Art History: American	McGregor
ART 324 Art History: Christian	McGregor
ART 331 Sculpture I	Broderick, Jones
ART 341 Painting I	Green, Jones, McGregor
ART 423 Art History: 20 th Century (Writing-intensive)	Green
ART 213 Figure Drawing II	Green, Broderick, McGregor
ART 287 Art Education Methods: All-Levels	Jill Maxwell
ART 495 Life and Career in Art (capstone)	Green
ART 314 Advanced Drawing	Jones
ART 361 Ceramics I	Green, Jones
2-D / 3-D Elective 1	Various
2-D / 3-D Elective 2	Various

2-D / 3-D Elective 3	Various
Psychology Courses	
PSYC 120 Intro to Psychology	All
PSYC 232 Developmental Psychology	Team, Flanagan
PSYC 382 Abnormal Psychology	Casada
PSYC 485 Intro to Counseling	Mosher
PSYC Elective 1	Various
PSYC Elective 2	Various

2. New Faculty Hire Information

No new faculty required.

3. Part-Time Instructor Information

No additional part-time instructors required.

B. Impact on Existing Programs

Art Therapy might hypothetically draw a small number of Psychology majors or BFA Art & Design students, but the anticipated drain from these programs is so minimal as to have little to no impact on these departments or majors. In any case, there is a large overlap between the requirements of Art Therapy and the degrees from which this program might draw students, so drain from other programs appears unproblematic.

C. Program Director

Robert Green, Program Director

Dan McGregor, Resource Advisor

D. Staff Requirements

No new staff hires required. The only workload increase might be some minimal additional advising on the part of Psychology advisor Grant Overman as students inquire about PSYC electives.

E. Library Resources

No additional discipline-specific library resources required.

1. Information Access

Information can be accessed through the university's existing internet, as well as physical resources currently available in our library. Library orientation already received by students as part of their freshman experience is sufficient to facilitate necessary

navigation of library catalog and databases. Resource librarians are also available for further assistance in research.

2. Student Support for Learning Resources

No additional requirements needed to support students.

F. Physical Resources

Current facilities are sufficient to support this program. No additional spaces or equipment required.

G. Scholarships

No unique scholarships planned for this program, though the usual options of departmental portfolio- and performance-based scholarships available to all Art & Design students are provided.

H. Recruiting

This degree should be marketed to those who are interested in the intersection of counseling and artmaking. I do not foresee unique or additional recruiting beyond what the university already does as necessary. It should be noted (and expressed to applicants) that Art Therapy recruits should have a strong interest in counseling and helping others for its own sake, given that the number of posted positions labeled “Art Therapy” might not be large.

I. Additional Cost to Deliver Program

Practically, it’s worth noting that this program is being built from existing courses, and in its current state would require neither new courses nor additional faculty. While not every invisible cost can be foreseen, this does at least mean that it’s a mission fit program that has the added advantage of an extremely low impact on current resources.

memo

To: Dan McGregor
From: Jessica Smith
Date: March 2, 2022
Re: New Program Application — Pre-Art Therapy B.S.

Your work on the Pre-Art Therapy B.S. degree plan has yielded a thorough and thoughtful proposal that makes use of existing courses. You've provided a clear picture of the job outlook and additional credentials required of art therapists, which will warrant clear advising for students. The curriculum shares similarity with the B.F.A. in art, all-level teaching but uses a set of courses similar to the psychology minor in place of the B.F.A. track's education courses. The program includes appropriate rigor for undergraduate majors at the university.

The program requires students to take 129 hours, which will require planning by students, but the high number of hours is consistent with other art programs offered by your department. The course offerings are mapped out well, and the assessment plan should allow you to continually improve the program. Ongoing communication with faculty in the Department of Psychology will be important in advising and mentoring students effectively. The picture of the need for institutional commitment is clear.

Thank you for your work toward this addition to our curriculum.



To: Dr. Jessica Smith, Associate Provost for Curriculum and Assessment
College and University Academic Councils

From: Dr. Gregory Straughn, Dean, College of Arts and Sciences

Date: September 14, 2021

Re: Art Therapy Degree: College Support

This memo communicates the support of the College of Arts and Sciences Dean's Office for the BS Pre-Art Therapy program as proposed by the Department of Art and Design.

Building on and expanding the minor in Art Therapy, this program is a creative combination of courses in art and psychology that will support students who have an interest in pursuing graduate studies in art therapy. While there are a number of career opportunities that do not need such a graduate degree, the field of possible job placements is considerably wider if graduate credentialing is secured, and this degree is designed to provide a foundation of success for those students.

Because the degree does not require new courses from ACU, it can be accommodated in the rotation of classes and teaching loads of current faculty. At the same time, the college has had conversations with department faculty to recognize the administrative burden of offering a new degree, including (but not limited to) moving the proposal through the academic council process, assessing it in the annual cycle of program outcomes, and participating in program review as part of the university commitment to examining the effectiveness and viability of its degree programs.

New degrees - even ones as efficient as Pre-Art Therapy - require a commitment from the university and its faculty to recruit, admit, and graduate students. It is expected that, if approved, this new degree would be supported by partners in Admissions to create advertising that would attract qualified students. In a similar manner, the college will support faculty time and effort in engaging with students as part of the regular recruitment process.

Finally, so that we can make specific plans now to assess the viability of the program in the future, the college will evaluate the effectiveness of the program as measured particularly by enrollment in a 5- and 10-year incremental cycle.

The makeup of students at ACU, especially the many who seek opportunities in a variety of helping professions, makes this degree unique in connecting the fine arts with the broader mission of the university. I am happy to give it my support and am grateful to our colleagues in Art and Design for their work crafting the proposal.



Dan McGregor <dc00b@acu.edu>

Pre-Art Therapy Revised Application

Chris Riley <cmr97t@acu.edu>

Fri, Feb 18, 2022 at 3:26 PM

To: Jessica Smith <jes98k@acu.edu>

Cc: Dan McGregor <dc00b@acu.edu>, Robert Green <greenr@acu.edu>, Mike Wiggins <mmw03b@acu.edu>

Thanks, Jessica.

Based on this program relying exclusively on existing courses, we have no obligation to notify or get approval from SACSCOC.

Chris

[Quoted text hidden]

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 5, 2022
TO: Dan McGregor
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Program Proposal – B.S. Pre-Art Therapy

The library has been supporting both undergraduate and graduate studies in the fields of Art and Design and Psychology for many years. Because the application states that no new courses are needed for the degree, the library does have adequate resources to support the proposed undergraduate program. Thank you for letting us review the proposal.



Jon Camp <jwc03b@acu.edu>

Memo of Support for New Major in Art Therapy

Richard Beck Jr. <beckr@acu.edu>

Fri, Sep 17, 2021 at 8:15 AM

To: Jessica Smith <jes98k@acu.edu>, Trey Shirley <trey.shirley@gmail.com>, Jonathan Camp <jwc03b@acu.edu>

Cc: Dan McGregor <dc00b@acu.edu>

To the Provost and ACU Academic Councils:

The Department of Psychology would like to share a memo of support for the proposed Major in Art Therapy.

We have consulted with the Art and Design Department regarding the menu of Psychology courses within the major, selecting them to facilitate graduate school application and training where final mental health counseling credentialing and licensing will be pursued and secured.

We look forward to our partnership with Art and Design.

For the Department of Psychology,
Richard Beck, Chair

Fwd: Pre-Art Therapy Major - a situation

1 message

Jon Camp <jwc03b@acu.edu>

Fri, Apr 1, 2022 at 11:09 AM

To: Karen Witemeyer <kmw03d@acu.edu>

See Dan's explanation of the title change.

----- Forwarded message -----

From: Dan McGregor <dc00b@acu.edu>

Date: Wed, Mar 30, 2022 at 4:35 PM

Subject: Re: Pre-Art Therapy Major - a situation

To: Jonathan Camp <jwc03b@acu.edu>

Cc: Mike Wiggins <mmw03b@acu.edu>

Jon, I'm attaching the revised application that reflects two minor things:

1. After discussion with A&D faculty, the degree name has been changed to "Art Therapy."
2. To ensure that it's clearly communicated to students that pursuing the occupation of Art Therapist requires getting a master's degree, the program description for the catalog has been tweaked slightly as follows (changes in red):

I. PROGRAM DETAILS

A. Program Description

The Bachelor of Science degree in Art Therapy is designed for students seeking to combine a passion for studio art with service to others in the fields of mental health, psychology, counseling, and/or human services. It engages the student in a carefully curated menu of courses that maximizes exposure to a diversity of artmaking experiences while robustly preparing him or her to pursue a graduate degree in Art Therapy, as required for employment in the field.

The idea is that what was formerly (hopefully) communicated in the name of the degree is now communicated instead through the catalog description.

The attached revised proposal has the above changes, but everything else is the same as what went before the council.

Let me know if there are any problems, or you have any questions.

Thanks!

Dan



Pre-AT New Program Application--Revised 3.4.docx

198K