



Bachelor of Arts in Art Therapy

February 2020

A. Centrality to Institutional Mission and Planning Priorities

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Hood College is proposing a **Bachelor of Arts in Art Therapy**. This highly interdisciplinary major epitomizes Hood's mission of providing students a comprehensive liberal arts education integrated with professional offerings. Similar to other undergraduate programs at Hood College, Art Therapy majors will complete Core Foundation courses, as well as Methods of Inquiry courses, that will enable them to explore social, behavioral, political, historical, scientific, global, and philosophical influences on public health issues.

As part of the Art Therapy curriculum, students will complete a semester-long applied learning experience, in the form of an art therapy internship (in a clinical setting) and may use elective credits to pursue a related course of study (minor or certificate).

Housed in the Department of Psychology and Counseling, in collaboration with the Art & Archaeology Department, students with an Art Therapy major will benefit from institution's extensive clinical partnerships in the central Maryland region which currently support our Nursing, Social Work, and Counseling programs. Distinct from the current Psychology, Counseling and Art & Archaeology curriculum, a study of art therapy at Hood College guides students as they learn and experience methods of combining and refocusing these interdisciplinary techniques and approaches.

Art Therapy is a human-service profession that engages clients in using art media (drawing, paintings, sculpture, or other forms of artwork), as opposed to dominant verbal-based forms of therapy, as the key component to mental, physical, and emotional healing.

Hood College: Mission

"Through an integration of the liberal arts and the professions, Hood College provides an education that empowers students to use their hearts, minds and hands to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement."

The field of art therapy synthesizes aspects of science and art; the blend of which gives graduates the skills and confidence to guide others through methods emotional healing. An education in art therapy places students on a path to embody the central message of the Hood College mission.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

In 2017, Hood College launched a new five-year strategic plan titled "Moving Together Beyond Boundaries". This plan is focused on three broad themes or "pillars":

- Pillar I: Academic Excellence
- Pillar II: Partnerships
- Pillar III: Strengthening the Hood Community

Within Pillar I (Academic Excellence), the College's strategic plan calls upon all members of the Hood community to:

"...continually review and renew our academic offerings to ensure alumni success, both professionally and personally, while remaining steadfast in our commitment to the liberal arts as the cornerstone of academic excellence and thereby realizing our vision for an integrated, holistic and individualized education for each Hood student."

Objective 1: Improve and strengthen academic curricular offerings and services

Sub-objective: b. Enrich Undergraduate and Graduate Programs

- Strategies- Identify and support interdepartmental initiatives to leverage existing offerings to create interdisciplinary programs
- Action Step- Inclusion of Humanities, STEM and Business fields across disciplines (graduate and undergraduate); 2) Incentivize interdisciplinary/team teaching; 3) Clarify workload impact of interdisciplinary teaching approach.
- Outcomes- New graduate and undergraduate offerings (both courses and programs) inclusive humanities, STEM, Business

Lead- Provost

Team- Dean of Graduate School; Specific department chairs; Work Task Force Committee

Year 1 Action Steps- Explore Art/Management; Art/Counseling; Natural & Behavior, Sciences/Bioinformatics; Assess workload impact policy

Given the large number of credits that would be required were a student to double-major in art and psychology (76 credits or 38 credits for each major), we are proposing an interdisciplinary major that combines both disciplines. This new major would align with the College's current Strategic Plan's efforts to 1) establish new, innovative majors that involve co-curricular programming, 2) prepare students for meaningful lives and promising careers, 3) facilitate recruitment by appealing to prospective students in the tri-state area searching for this unique major, and 4) expand partnerships with Frederick, Montgomery, and Baltimore Counties through internships and potential articulation agreements with institutions offering Master's degrees. With regards to this last goal, we have identified four sites in Frederick, Montgomery, and Baltimore Counties where students may be able to intern under the supervision of a licensed mental health provider who specializes in Art Therapy:

- Center for Integrative Healthcare (Frederick)
- Kindred Tree Healing Center (Frederick)

- Quince Orchard Psychotherapy (Frederick, Germantown, and Gaithersburg)
- Art with a Heart (Baltimore)

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).

There are no additional resources required. If the portfolio course or the two art therapy courses require any supplies, a lab fee would be added as with other Studio Art courses.

4. Provide a description of the institution's commitment to:

a. Ongoing administrative, financial, and technical support of the proposed program.

As part of the institution's strategic plan, Hood College is fully committed to providing the necessary administrative, financial and technical support for the proposed art therapy major. Robust marketing and recruitment efforts, as well as formative regional partnerships, will help ensure sustained viability of the program. Likewise, Hood College's Psychology & Counseling and Art & Archaeology departments will lend valuable parallel support to the major's success and will offer the administrative structure to oversee the program.

b. Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The program proposal for Art Therapy fits strongly into parameters outlined in Hood's five-year strategic plan and has significant support from at least two programs and the administration; I do not see any reason the program would not remain active at least long enough for any enrolled students to complete the program.

All Hood College academic programs are reviewed every five years, and the review includes a comprehensive self-study which is subjected to both internal and external evaluation.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

1. Demonstrate demand and need for program in terms of meeting present and future need of the region and the State in general based on one or more of the following:

a. The need for advancement and evolution of knowledge.

Addressed through (b) below.

b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

While the undergraduate Art Therapy Major is *not* a professional degree, it does prepare undergraduate students for both the master's degree and licensure in Art Therapy, while remaining within the liberal arts through a combination of humanities and social science offerings.

c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

Though not directly applicable to the program proposed herein, it is possible that graduates of Hood College's undergraduate program in art therapy may pursue graduate studies at historically black institutions (HBIs) in Maryland.

If approved, more research will be done to seek out programs.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The Maryland State Plan for Postsecondary Education includes several significant goals through 2022. Initiatives of the plan are designed to target access, success and innovation, as well as increase enrollment of so-called non-traditional college students, including transfer students from Maryland community colleges. Not only are these goals part of the Maryland State Plan, but many are also included in the Hood College 2017-2022 Strategic Plan (discussed in response to question A2). Specific strategies in the Maryland State Plan supported by Hood College and the proposed undergraduate art therapy major:

Strategy 2 - Cultivate greater financial literacy for students and families to encourage financial planning and to prepare for postsecondary education.

Ninety-eight percent of Hood College students receive financial aid. Moreover, data from the Council of Independent Colleges (CIC)¹¹ shows that graduates of private colleges, like Hood, incur an average total student loan debt of approximately \$20,000 and pay off that debt in full over a shorter period of time.

Strategy 4 - Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.

Hood College is a racially and ethnically diverse community, with nearly 75% of degree-seeking students from Maryland. In the spring of 2018, there was a total of 1044 undergraduate student and 976 graduate students. At the undergraduate level, 39% of students represented race and ethnicity other than white. At the graduate level, 32% of student represent race and ethnicity other than white.

In the greater Frederick community, eight different races and ethnicities are represented, with the most common being White, Black, and Hispanic. Over 14,000 residents do not speak English and just over 10% of the population are not U.S. citizens. This diversity at Hood College and within the greater community is an opportunity to attract and prepare a workforce that is as diverse as the population served.

Strategy 7 - Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

Once a Hood College student declares their major, they are assigned an academic advisor in their chosen field. This advisor is a faculty member with experience (and ongoing faculty development opportunities) in academic and career planning. Additionally, all students have access to career development services through the Center for Career Development and Experiential Education. The center sponsors over 120 programs on campus each year, some of which are embedded in first-year seminar course taken by almost all new students. In the 2018-2019 academic year alone, the center served nearly 900 students.

Strategy 8 - Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

Consistent with the Hood College strategic plan, the proposed Bachelor of Arts Therapy program could leverage existing clinical and community partnerships. Additionally, new partnerships between business and other institutions of higher education will be sought in support of the program.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

A Bachelor of Arts in Art Therapy at Hood College would be a highly interdisciplinary major, perpetuating the ideals of a rigorous liberal arts education. While the undergraduate Art Therapy major is *not* a professional degree, it does prepare undergraduate students for both the master's degree and licensure in Art Therapy, while remaining within the liberal arts through a combination of humanities and social science offerings.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

According to [Recruiter.com](https://www.recruiter.com), demand for Art Therapists is expected to go up, with an expected 4% increase this coming year. An [Indeed.com](https://www.indeed.com) job search for Art Therapist revealed ~400 jobs in the tri-state area. [Bestcounselingdegrees.net](https://www.bestcounselingdegrees.net) and [bls.gov](https://www.bls.gov) find that the job growth for this career (which falls under the Expressive Therapies umbrella) is expected to grow 12% through 2024.

Based on [SimplyHired.com](https://www.simplyhired.com), the current average salary for Art Therapists is \$57,000/year (\$35,000-65,000 for 1-20 years' experience), with those in private practice being able to charge \$75-150/hour ([careersinpsychology.org](https://www.careersinpsychology.org)).

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

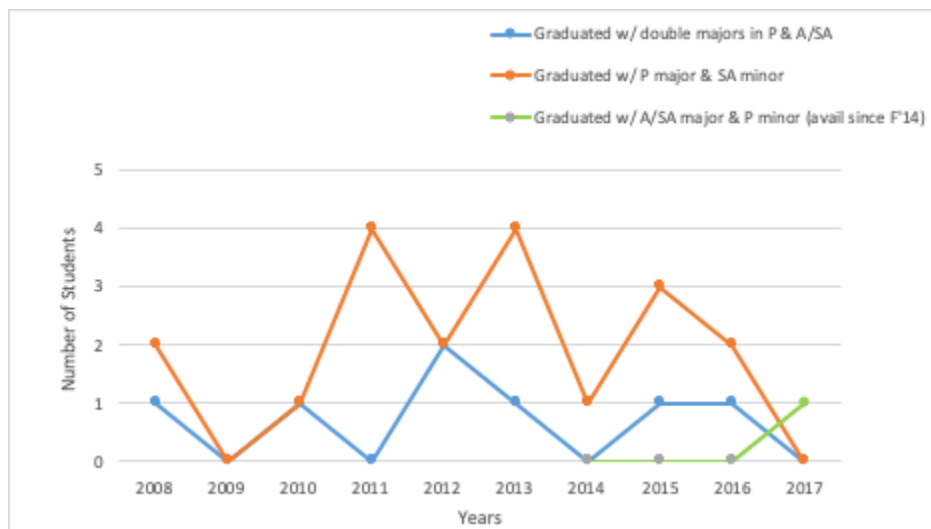
To practice as an art therapist requires an accredited master's degree and licensure in Art Therapy. The standards for the education and training of art therapists are set by the American Art Therapy Association (www.arttherapy.org), and the Art Therapy Credentials Board ([ATCB; www.atcb.org](https://www.atcb.org)) registers (ATR) and board certifies (BC) art therapists.

The American Art Therapy Association has accredited 34 Master's programs in Art Therapy throughout the U.S. For applicants to be admitted, such programs require a 3.0 or greater overall undergraduate GPA, a 500-word personal statement, a 20-piece portfolio, and a personal interview. Proficient art skills and a clinical internship are expected. The MA degrees fall under one of the following categories:

- Art Therapy
- Art Therapy Counseling
- Creative/Expressive Arts Therapy
- Marital and Family Therapy w/ specialization in Art Therapy
- Counseling w/ specialization in Art Therapy
- Psychology w/ specialization in Art Therapy

4. Provide data showing the current and projected supply of prospective graduates.

Based on the large number of credits that double majoring in Art/Studio Art and Psychology require (76; 38 from each major), most of our projections come from students who graduated with a major in Psychology and minored in Studio Art (as the Psychology minor only began in Fall 2014, the number of students who graduated with an Art/Studio Art major who minored in Psychology have been lower). Based on the data from the past decade (see chart below) we anticipate we may be able eventually to graduate up to half a dozen students a year with this new major. This major is an opportunity to provide some additional enrollment and revenue without requiring any major changes to either the Psychology & Counseling or Art & Archaeology department. The increased knowledge of such a unique program in the tri-state area would presumably lead to wider publicity as well, so the enrollment may increase from that projection. Additionally, it would allow us to take further advantage of the excellent reputation of the Art program at Hood.



D. Reasonableness of Program Duplication

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

As there are only three institutions in the tri-state area that offer Master's degrees in Art Therapy (Notre Dame of Maryland University in Baltimore, MD, George Washington University in Washington, D.C., and Eastern Virginia Medical School in Norfolk, VA), we could potentially create articulation agreements among our institutions to have our Art Therapy BA students placed in their Master's programs. Our Counseling program could also benefit from graduates more interested in art within a more mainstream Counseling master's program.

Although Notre Dame of Maryland University in Baltimore, Maryland offers both an undergraduate and graduate degree in art therapy; the distance of our footprints (Hood College and Notre Dame) limits the amount of potential recruitment overlap.

However, upon approval, we would seek potential articulation agreements.

2. Provide Justification for proposed program.

Staff from the Admissions Office has been letting us know over the last decade that they have seen an increase in the number of prospective students asking about Art Therapy. In fact, at a recent admissions event, the Psychology and Counseling Dept.'s representative faculty member reported that ½ of the prospective students were asking about our 5-yr BA/MS program with Counseling, and the other ½ were asking about an Art Therapy major, an all-time high for us. This interest, together with the interest expressed by first-year students during summer advising, as well that of our current students (see below), who tend to major in one discipline and minor in the other given all the credits that double majoring would require, led the Psychology and Counseling Dept. and the Art and Archaeology Dept. to work together to create such a major.

After a search for undergraduate Art Therapy majors, we learned that there are about 50 undergraduate programs nation-wide, with apparently only one of them being in the tri-state area: Notre Dame of Maryland University in Baltimore, Maryland. Clearly, we would be filling a niche in the tri-state area and in northwest Maryland in particular, by offering courses we already offer regularly as part of this proposed major.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

No impact on high-demand programs at HBIs is anticipated.

F. Relevance to identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

For the reasons stated in Section E above, we similarly anticipate that a Bachelor of Arts in Art Therapy at Hood College will not impact the uniqueness or institutional identities and missions of HBIs in the region.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

FACULTY

This new major would not require any changes to the existing structure or course offerings of either department. Sixteen of the 19 courses are already being taught by existing faculty from both departments as part of their load, so these courses would not be affected by the addition of this major (and, if anything, would increase the enrollment in them).

For the two Art Therapy courses Hood does not offer, we searched for art therapists in the state of Maryland through the American Art Therapy Association website and found 17, 12 of whom are board certified. After contacting them, we found that six of them already have experience teaching those two courses, and one has the time and would be interested in teaching them for us, so she

is the one who put together the syllabi enclosed with this proposal. This new major would require sufficient funds to cover the cost of these two contracts.

ADMINISTRATIVE

The Art Therapy major will be overseen by full-time faculty, Prof. Atiya Smith from Psychology and Counseling and Prof. Gary Cuddington from Art and Archaeology, and housed in the Psychology and Counseling Department for administrative/budgetary purposes. and function in cooperation with the Art & Archaeology department. Both departments will work together to advising the function and growth

The Art and Archaeology Dept. offers four concentrations within their major (Archaeology, Art Education, Art History, and Studio Art), four minors (Art History, Archaeology, Graphic Design, and Studio Art), and a Ceramic Arts MA, MFA, and graduate Certificate. Based on the latest 2017-2018 Fact Book, the Art and Archaeology Dept. graduated 21, 19, 22, 20, and 10 majors in the last five years, with a student: faculty ratio ranging from 6.97-10.23 (2012-2017).

The Psychology and Counseling Dept. offers the Psychology major and minor, a Counseling MS, an Interdisciplinary Studies in Human Behavior MA, a Thanatology graduate Certificate, and a 5-yr Psychology/Counseling BA/MS degree. Based on the latest 2017-2018 Fact Book, the Psychology and Counseling Dept. graduated 43, 25, 35, 30, and 22 majors in the last five years, with a student: faculty ratio ranging from 11.52-15.27 (2012-2017).

Once again, 16 of the 19 courses for this new major would already be taught by existing, full-time faculty from both departments as part of their load, and the remaining two courses would be taught by a licensed and board-certified Art Therapist with experience teaching those courses. All instructors would be evaluated as they always have been (i.e., a review of their grade distributions and course evaluations). We anticipate that this interdisciplinary major would provide a niche for students in the tri-state area as well as increase enrollment in these courses that already serve other minors, majors, and Core.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and modality of the program.

Hood College Visual and Performing Arts - SLOs (Student Learning Outcomes)

Catalog Description:

"The arts engage both the mind and senses and are formative to human society and communication. Visual and Performing Arts courses allow students to explore the creation of art from a variety of perspectives. Courses focusing on the practice of the visual and performing arts, or on the history and analysis of these arts, satisfy this requirement."

As delineated in the catalog, courses in this area of the Core primarily fit into one of two categories: Analytical and Practicum. Courses under each category must select at least ONE of the SLOs from the appropriate category for assessment each term.

Analytical: Courses focusing on the history and/or analysis of the arts

SLO 1a: Analyze a work/piece/site in terms of its cultural role, content, meaning, significance, and/or influence

SLO 2a: Analyze a particular figure and/or their work(s) in terms of their cultural role, content, meaning, significance, and/or influence

SLO 3a: Demonstrate the ability to use and appropriately apply methods and/or vocabulary appropriate to the discipline

Practicum: Courses focusing on the practice, techniques, and creation of the arts

SLO 1p: Demonstrate technical skill(s), including an understanding of the fundamental techniques and/or tools of the discipline

SLO 2p: Demonstrate the ability to communicate original ideas in creative, discipline-specific ways

SLO 3p: Demonstrate the ability to use and appropriately apply methods of work and/or vocabulary appropriate to the discipline

3. Explain how the institution will:

a. Provide for assessment of student achievement of learning outcomes in the program.

b. Document student achievement of learning outcomes in the program.

Student surveys/interviews, student course evaluations and e-Portfolios will be used in tandem with assessment SLO data accrued, to guide curriculum growth.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

HOOD COLLEGE CORE (39 credits)

First Year Seminar (FYS), English Composition (EC), Quantitative Literacy (QL), Foreign Language (FL), Health and Wellness (PE), Global Perspectives (GP), Historical Analysis (HA), Literary Analysis (LA), Philosophical Inquiry (PI), Scientific Thought non Lab (ST non), Scientific Thought Lab (ST Lab), Social and Behavioral Analysis (SBA), Visual and Performing Arts (VPA) (bolded areas count towards core and the major)

REQUIREMENTS FOR THE ART THERAPY MAJOR (19 courses, 60 total credits)

Five of the 19 courses count toward the Core: ART 220 and ARTS 101 and 203 all count toward the Visual & Performing Arts category, PSY 101 counts toward the Core's Social and Behavioral Analysis category, and PSY 211 counts toward the Quantitative Literacy category. As a result, non-majors can meet criteria for both this new major and the Core by taking these same courses, which would also serve to boost enrollment in them.

Proposed Art Therapy Curriculum

Art/Studio Art (29 credits)

ART 220 History of Art I

ART 308 OR 340 Myths, Saints, and Symbols OR Art of Prehistory

ARTS 101 Design (4 credits)

ARTS 123 Drawing I

ARTS 203 Ceramics Hand-building

ARTS 224 Drawing II

ARTS 237 Painting I

ARTS 304 Ceramics Sculpture/Handbuilding

ARTS 338 Painting II

ARTS 3XX Portfolio Creation (1 credit) 20-item portfolio (new course)

Art Therapy (9 credits)
ARTH 3XX Art Therapy I (new course)
ARTH 3XX Art Therapy II (new course)
ARTH 399 Internship (3 credits) (in a clinical setting)
Psychology (22 credits)
PSY 101 Introduction to Psychology
PSY 211 Elementary Statistics
PSY 239 Developmental Psychology
PSY 312 Research Methods I (4 credits)
PSY 370A Seminar: Introduction to Counseling
PSY 401 Theories of Personality
PSY 431 Abnormal Psychology

Suggested additional courses:

ARTS 210 Color Theory
ARTS 211 or 214 Digital Photography or Darkroom Photography
ARTS 234 or 235 Relief Printmaking I or Monotype Printmaking I
PSY 373 Psychology of Aging
SOC 323 Ethnicity in the United States

In addition to completing the core requirements at Hood College, students in the Bachelor of Arts program in Art Therapy must successfully complete the following curriculum, which consists of the following courses, all of which have been reviewed and approved by the College's Curriculum Committee:

ART 220 - History of Art I (3 Credits)

An introduction to painting, sculpture and architecture from ancient Egypt to the beginning of the Renaissance. Both the art of Western Europe and the art of Asia (India, China, and Japan) will be included. Emphasis on major artists and movements, the cultural context of art, changes in modes of artistic expression over time, and issues of gender in art.

ART 308 - Myths, Saints and Symbols (3 Credits)

Prerequisites: ART 220 or permission of the instructor. A study of subject matter in art, especially subjects taken from classical mythology and the Old and New Testaments.

ART 340 - Art of Prehistory (3 Credits)

Prerequisite: ART 220 or HIST 264 or ART 312 or permission of the instructor. Traces the development of human culture and civilization, as expressed in artistic and archaeological evidence, from the origins of modern humans through the advent of agriculture and urbanism around the world. The geographic areas discussed in this course include Asia, Europe, Africa and the Americas.

ARTS 101 - Design (4 Credit Hours)

Lab fee. Students will study the principles of 2D and 3D design through exercises and critical analysis. Lectures and discussion of concepts during class hours, execution of projects during studio hours. Concurrent enrollment in ARTS 123 recommended for students planning to continue in Studio Art.

ARTS 123 - Drawing I (3 Credit Hours)

Prerequisite: ARTS 101 or ARTS 102 recommended, not required. May be taken concurrently with ARTS 101 or ARTS 102. Lab fee. Introduction to basic concepts of drawing, developing individual skills and providing practice in using various drawing materials. Problems are given in landscape, still-life, figure study and other subject matter. Representational and abstract approaches are used.

ARTS 203 - Ceramics Handbuilding (3 Credit Hours)

Lab fee. A general survey of ceramic arts focusing on hand building techniques. The course incorporates information about clay, clay preparation, hand building techniques, glazing techniques and kiln technology, with emphasis on ceramic history and the overall aesthetics of the finished work.

ARTS 224 - Drawing II (3 Credit Hours)

Prerequisites: ARTS 101 and ARTS 123. Lab fee. A continuation of Drawing I, emphasizing a broad approach to drawing concepts. Representational and abstract approaches to a variety of subjects, including consideration of the figure.

ARTS 237 - Painting I (3 Credit Hours)

Prerequisites: ARTS 101. ARTS 123 is recommended but not required. Lab fee. Problems in figurative, objective and non-objective painting. Consideration is given to theories of color, pictorial structure and materials and techniques. Students are required to purchase their own supplies.

ARTS 304 - Ceramics: Sculpture/Handbuilding (3 Credit Hours)

Prerequisites: ARTS 101 and ARTS 203. Lab fee. Through a progression of experiences, including individual sketches, exercises and projects, the student will combine the construction methods of hand building to take a sculptural direction, the characteristics of clay and glazes, the process of firing sculptural work, and an understanding of ceramic composition for the sculptural form.

ARTS 3XX - Portfolio Creation (new course) (3 Credit Hours)

The purpose of this one credit course is to organize, refine, and polish your artwork; shine a light on skillset, sensibilities and capabilities attached to your studio practice. It is not enough to have a good eye for design and great craftsmanship, to have a thriving career in visual art, you need to design amazing presentations of your artwork, understand what clients and viewers want and expect to see, and be able to talk confidently about your studio practice, your techniques, the media you use, where you draw inspiration from and what you communicate with your art. Students will keep a critical journal/sketchbook to keep a record of thoughts and ideas brought about during critiques/presentations and discussions. During this course students will not create a new series of artwork, they will select, organize, and refine their own existing work, into a traditional and digital portfolio of twenty images.

This course provides students with the opportunity to produce a finished portfolio of artwork. "Portfolio Creation" is designed as a way for Art Therapy majors to finish their degree by organizing a selection of the strongest artwork from their time as an art student. The portfolio(s) designed during this course could be used to promote a personal studio practice, or to apply to graduate school.

Course Prerequisites: Completed all studio courses required for the Art Therapy major or completed at least one 200 level and two 300 level studio courses in one media, or approval from the instructor. Non- Art Therapy majors are welcome with approval from the instructor.

ARTH 3XX - Art Therapy I (new course) (3 Credit Hours)

This course provides an introduction to the art therapy profession including its history and development, fundamentals of the creative process, applications in various settings, and the ethics of practice. Students are introduced to art therapy through experiential, didactic instruction, reading, writing, and their own art making for self-expression and exploration of responses. Professional skills are examined, and personal qualities required of human service professionals are emphasized.

ARTH 3XX - Art Therapy II (new course) (3 Credit Hours)

This course explores the theory, approaches, techniques and applications of the art therapy profession through significant art literature and the literature of closely related fields, emphasizing the relationship between fine art, art education, psychology, counseling and art therapy. Students will examine how the art part and therapy part of art therapy interface as well as applications, theory and technique-based approaches in relation to population, settings, mode and related professions. Emphasis is placed on the ability to reflect on the process of art therapy, materials, and techniques through a theoretical lens and how it benefits various populations.

ARTH 399 – Art Therapy Internship (in a clinical setting) (3 Credit Hours)

Prerequisites: Permission of Faculty Practical training relevant to student's course of study at an approved worksite. Eligible students must have completed at least 18 credits have a 3.25 cumulative GPA or higher. Worksite and project must be approved by Program Director. A maximum of 3 credits may be applied to a degree program. This course is graded on a satisfactory/unsatisfactory basis.

PSY 101 - Introduction to Psychology (3 Credit Hours)

Credit by exam. An introduction to the basic methods, principles and facts of modern psychology contributing to an understanding of human behavior and experience. Selected students may be eligible for an honors section of this course.

PSY 211 - Elementary Statistics (3 Credit Hours)

Prerequisite: MATH 098 or Level IB placement on the Basic Math Skills Inventory or permission of the instructor. Not open to students who have received credit for ECMG 212, MATH 112, MATH 112W, MATH 213 or SOC 261. Statistical methods, including frequency distributions and graphing, averages, measures of variability and correlation, t-tests, analysis of variance and several distribution-free tests. Examples are drawn from the social, behavioral and biological sciences.

PSY 239 - Developmental Psychology (3 Credit Hours)

Prerequisite: PSY 101. Introduction to the basic concepts and issues of psychological and biological growth and development from conception to old age. Emphasis placed on biophysical, cognitive and psychosocial development throughout the lifetime, and the important roles of gender and culture in this process. Applied aspects of developmental psychology are emphasized.

PSY 312 - Research Methods I (4 Credit Hours)

Prerequisites: PSY 101 or its equivalent and PSY 211 (C- minimum grade). This integrated lecture and lab survey course exposes students to a variety of research methods, including correlational, quasi-experimental, experimental, single-case, and qualitative designs. Students collectively create and administer a survey as well as individually code, analyze, and interpret the data collected from it. PsydNFO and APA writing style tutorials provided.

PSY 370A - Seminar: Introduction to Counseling (3 Credit Hours)

Prerequisite: PSY 101 and junior standing or permission of department. This course provides an overview of counseling theory and practice. Students will learn about professional and ethical issues, history and status of counseling as a profession, major schools of counseling theory and practice, client needs throughout the lifespan, basic counseling and case conceptualization skills, and present and future work settings of counselors.

PSY 401 - Theories of Personality (3 Credit Hours)

Prerequisites: Open to junior and senior psychology majors or with permission of the instructor. An overview of the different approaches to the understanding of the personality. Emphasis is placed on the normal personality.

PSY 431 - Abnormal Psychology (3 Credit Hours)

Prerequisites: Open to junior or senior psychology majors or with permission of the instructor. The origins, symptoms and methods of treatment of the principal forms of deviant behavior, with illustrative case material. Social as well as clinical aspects of individual psychological problems are considered.

5. Discuss how general education requirements will be met, if applicable.

Hood College general education (aka “core”) requirements include Foundation courses and Methods of Inquiry courses. Three courses (10 credits) in the general education curriculum will also apply to the public health major; Philosophical Inquiry and Scientific Inquiry under the Method of Inquiry component of the core curriculum. A possible four-year academic plan, as well as a potential two-year plan for transfer students, are depicted below:

ART THERAPY Four-Year Course Schedule Recommendations

Timeline of Courses (and Pre-Requisites)

	Fall	Spring
First Year	ART 220	ART 308 OR 340
	ARTS 101 (4 credits)	PSY 211
	PSY 101	ARTS 203
Second Year	ARTS 123 (ARTS 101 pre/co-req)	ARTS 224 (ARTS 101&123)
	ARTS 237 (ARTS 101)	PSY 239 (PSY 101 pre-req)
	PSY 312 (PSY 101/211 pre-req)	ARTS 304
Third Year	PSY 370A (jr/sr psy or perm)	ARTS 338 (ARTS 237)
	PSY 401 (jr/sr psy or perm)	PSY 431 (jr/sr psy or perm)

Fourth Year	ARTH 3XX Art Therapy I	ARTH 3XX Art Therapy II
	ARTH 3XX (portfolio creation) (1 credit)	ARTH 399 (internship)

Transfer Student (based on the assumption that they usually transfer in PSY 101, 211, and 239 and ARTS 101 & 123 and sometimes ART 220)

	Fall	Spring
Third Year	ARTS 203	ART 308 or 340
	ARTS 237 (ARTS 101)	ARTS 224
	PSY 312 (PSY 101/211 pre-req)	PSY 431 (jr/sr psy or <i>perm</i>)
	PSY 370A (jr/sr psy or <i>perm</i>)	ARTS 304
Fourth Year	PSY 401 (jr/sr psy or <i>perm</i>)	ARTS 338 (ARTS 237)
	ARTH 3XX Art Therapy I	ARTH 3XX Art Therapy II
	ARTH 3XX (portfolio creation) (1 credit)	ARTH 399 (internship)

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

There are no specialized requirements.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

No official contracts apply. However, articulation agreements with regional art therapy graduate programs and community colleges will be sought.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Clear, complete, and timely information on the curriculum, course and degree requirements

As with all of Hood College's academic programs, information regarding curriculum, course and degree requirements will be available and updated in the College Catalog, and will be published on the college website (www.hood.edu).

Program information drafted for the College Catalog appears in question G4.

Nature of faculty/student interaction

The current student/faculty ratio at Hood College is 10/1. This, as well as small class sizes, facilitates close interaction between faculty and students which further ensures personalized

attention. Additionally, students work with faculty advisors in their chosen major which further supports close, formative interactions with students.

Technology competence and skills, technical equipment requirements, and learning management system

Information regarding Hood College's information technology capabilities and requirements is available at www.hood.edu/offices-services/information-technology. Hood's learning management system is **Blackboard**; Blackboard allows instructors to provide guidance regarding assignments, rubrics and evaluation requirements and is accessible via username and password.

Availability of academic support services

Academic support services are available to all Hood College students through the **Center for Academic Achievement and Retention (CAAR)**. Tutoring services in all disciplines, academic accommodations, and academic coaching for students on academic probation are provided.

Availability of financial aid resources and costs/payment policies.

Hood College's **tuition and fees**, as well as information regarding **payment policies**, is available at www.hood.edu.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

As with all existing undergraduate programs, Hood College admission requirements and advertising/recruiting materials for the college are regularly updated and available on our webpage. They are accessible to students located either locally or remotely—outside of the Frederick area and/or the state of Maryland. From inquiry and application to course enrollment and degree progress, all of the materials for our academic programs are available online at www.hood.edu.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Not applicable.

Once approved, MOUs for graduate school articulation will be sought.

MOUs with regional community college partners may also be feasible. Hood College's closest and most significant partner is Frederick Community College (FCC). The majority of Hood's transfer students come from FCC.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

One full-time, faculty member from each of our departments, Prof. Atiya Smith from Psychology and Counseling and Prof. Gary Cuddington from Art and Archaeology, will work together to oversee the Art Therapy major.

- Atiya R. Smith, Ph.D.

Assistant Professor of Psychology

Psychology & Counseling Department

- Gary Edward Cuddington, MFA

Assistant Professor of Art

Art & Archaeology Department

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a. Pedagogy that meets the needs of the students.

Hood College's Center for Teaching and Learning provides ongoing pedagogy training for all faculty.

b. The learning management system.

All Hood College faculty are oriented to Blackboard, the college's learning management system. Additional ongoing support is provided through the I.T. help desk.

c. Evidenced-based best practices for distance education, if distance education is offered.

Not applicable.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

Hood College opened the Beneficial-Hodson Library and Information Technology Center in 1992. The facility provides electronic access to 382,714 e-book titles. In addition, Hood students have access to 142 digital/electronic databases and thus thousands of full-text periodicals. The Beneficial-Hodson Library currently houses resources that fully support Hood's current programs in all related fields. These same resources will be utilized by students and faculty in the art therapy program. Any additional materials deemed necessary by the program director will be adopted as needed.

When materials cannot be located within Hood's electronic full-text collections, The Beneficial-Hodson Library provides interlibrary loan service through OCLC, giving electronic access to the holdings of over 70,000 libraries, archives, and museums around the world.

The Library provides journal materials in both print and electronic formats. Our online "Journal Finder" lists our combined print and electronic holdings (including full-text and citation-only titles) and enables searching for specific journals by title or by subject; all of which Hood students and faculty may access with username and password credentials.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment
(as outlined in COMAR 13B.02.03.13)

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program’s needs.**

Existing classroom, studio and seminar space is available on campus to support the art therapy major. The Art Therapy major will share space with the Psychology & Counseling and Art & Archaeology departments.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a. An institutional electronic mailing system, and**
 - b. A learning management system that provides the necessary technological support for distance education**

Not applicable.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

- 1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

Table 1: Revenues

Resource Categories	Year 1 FY 2021	Year 2 FY 2022	Year 3 FY 2023	Year 4 FY 2024	Year 5 FY 2025
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g)	0	\$83,794	\$172,616	\$266,694	\$412,038
a. Number of F/T students	0	2	4	6	9
b. Annual Tuition/Fee Rate	0	\$41,897	\$43,154	\$44,449	\$45,782
c. Total F/T Revenue (axb)	0	\$83,794	\$172,616	\$266,694	\$412,038
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0

f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (dxexf)	0	0	0	0	0
3. Grants, Contracts, & Other	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL	0	\$83,794	\$172,616	\$266,694	\$412,038

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: EXPENDITURES					
Expenditure Categories	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
1. Faculty					
a. AC faculty member and program director	0	0	0	0	0
b. Total Salary (assume 3% salary increase)	0	0	0	0	0
c. Total Benefits (est. 30% of salary)	0	0	0	0	0
2. Admin. Staff (b+c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b+c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other expenses*	\$2,000	\$2,000	\$1,000	\$1,000	\$1,000
Total Expenditures (Add 1-7)	\$2,000	\$2,000	\$1,000	\$1,000	\$1,000

*Advertising and Marketing

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13.b.02.03.15)

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Plans for program assessment include both formative and summative assessment, using direct and indirect assessment strategies.

Procedures for evaluating courses:

- Direct assessment of program courses will include review of a curriculum map which connects each class assignment and to course objectives
- Direct assessment of program courses will also include a review of grading rubrics with clear grading criteria for each assignment, so students may evaluate their own work (formative) before submitting that work for a summative assessment.
- Indirect assessment of courses will occur via course evaluations completed by students, and student interviews.

Procedures for evaluating faculty:

- Direct assessment of program faculty will include a review and documentation of faculty credentials such as degrees, awards, years of professional experience, collaborative and solo exhibitions, artist talks/panels, publications, conference presentations, course retention rates, grade distributions, and faculty rank.
- Direct assessment of program faculty will include department chair and peer evaluation of teaching, which is a required element of annual reviews for all pre-tenure faculty.
- Indirect assessment of program faculty will be obtained through student surveys, course evaluations, and/or student interviews/ Individual Portfolio Reviews

Procedures for evaluating student learning outcomes:

- Direct assessment will occur using key assignments obtained from courses Artifacts such as exams, papers, and projects will be reviewed, along with grading rubrics to ensure consistency.
- Indirect assessment of student learning outcomes will occur via student surveys, course evaluations, and/or student interviews/ Individual Portfolio Reviews and feedback obtained from internship supervisors

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Consistent with accreditation requirements, evaluation of program effectiveness and successful achievement of student learning outcomes is required. As such, faculty will routinely collect and analyze aggregate data on student competency attainment.

One of the requirements for the Art Therapy major is for students to develop an e-Portfolio. The e-Portfolio will aid faculty in assessing student learning outcomes, allow students to see their progress, and will supply the program and each student a valuable marketing tool.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in CMAR 13B.02.03.05)

1. Discuss how the proposed program addresses minority student access and success, and the institution's cultural diversity goals and initiatives.

Consistent with the State's minority student achievement goal, Hood College attracts a very diverse student population to our campus (described earlier).

In addition, themes of inclusivity and diversity are woven throughout our website, Catalog and campus. From the Hood College Catalog (2018-19):

The Office of Diversity and Inclusion provides support for underrepresented student populations. The Director of Diversity and Inclusion advocates for populations such as students of color and LGBTQ and supports fair treatment for all students, faculty, staff, and guests through campus policy and best practices. Cultural student organizations including the Black Student Union, La Comunidad (Latino/a Student Union), and the Queer Student Union are advised within this office. Support is also provided to the Muslim Student Association, Hillel (Jewish Student Union) and Sisters Aspiring for Success.

O. Relationship to Low Productivity Programs Identified by the Commission

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

Not applicable.

- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Not applicable.