Florida State University
Graduate Art Therapy Program

Student Orientation Handbook 2020

Prepared by the FSU Art Therapy Program to facilitate students’ transition into the graduate program.

Florida State University
Department of Art Education
William Johnston Building
143 Honors Way Tallahassee, Florida 32306-1232
Dear Students,

Welcome to the Art Therapy Program at Florida State University. We trust the next two years in this intensive program of studies will prove exciting and informative to you through the academic content, rewarding and insightful in the practicum experiences, and collegial and supportive in your relationships with fellow students and faculty.

The FSU Art Therapy Program faculty members, along with current art therapy students, have prepared this introductory handbook as an important resource for you during your time in the program. This handbook provides you with details regarding curriculum, program policies, university and community resources, and more. Additionally, each of the students in the art therapy program can be counted on as a resource for your questions. Faculty will be available during office hours each semester or by appointment. Barbara Parker-Bell will serve as your academic advisor and Theresa Van Lith will serve as the Practicum Coordinator and will assist you in finding practicum placements.

Please know that we are here to make this graduate art therapy program the very best learning experience we can provide for you. The university offers many resources. Your job is to take advantage of all that is available while maintaining a healthy lifestyle that balances mind, body, and spirit. You have chosen to begin your pursuit toward an extremely rewarding and challenging human services profession. We are here to help make that possible.

Sincerely,

Barbara Parker-Bell, Psy.D., ATR-BC
Associate Professor & Director
Art Therapy Program

David E. Gussak, PhD, ATR-BC
Professor
Art Therapy Program

Theresa Van Lith, PhD, ATR, AThR
Associate Professor & Practicum Coordinator
Art Therapy Program

Nancy Gerber, PhD, ATR-BC
Teaching Faculty
Art Therapy Program
Florida State University
Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The University is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal reasonability, and sustained achievement within a community that fosters free inquiry and embraces diversity.

College of Fine Arts
The College of Fine Arts develops global citizens committed to creating and exploring art with the skills to succeed and the character to make a difference.

Department of Art Education
In the Department of Art Education, we empower people to empower people through the arts

MS Art Therapy Program
FSU’s innovative art therapy program integrates diverse theories and research-informed practices to foster culturally sensitive graduates who understand and apply the power of the visual arts and therapeutic relationships to promote personal and community wellness.
The FSU Graduate
MS Art Therapy Program

MISSION

FSU’s innovative art therapy program integrates diverse theories and research-informed practices to foster culturally sensitive graduates who understand and apply the power of the visual arts and therapeutic relationships to promote personal and community wellness

VISION:

Establish the FSU Art Therapy Program as the premiere program for developing art therapy practitioners, scholar, educators, and leaders of the art therapy profession

Minimal Expectations for the Florida State University Art Therapy Program:

The goal of the FSU Art Therapy Program is to prepare competent entry level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior learning domains).

SPECIFIC PROGRAM GOALS:

1) Provide diverse philosophical, theoretical, and practical learning opportunities, which include comprehensive practicum experiences, to support integrative knowledge of art therapy concepts and skills.

2) Facilitate development of art therapy graduates as informed ethical agents of art therapy services.

3) Promote opportunities for community dialogues and experiences that enhance graduate students’ multicultural sensitivity and ability to attune art therapy interventions to participants’ cultural beliefs, practices, and values.

4) Actively engage students in research projects and critical review of scholarly research to support graduates’ ability to identify and utilize art therapy best practices.

5) Provide program, university, and community opportunities that support development of students’ leadership and professional advocacy skills.

6) Foster student exploration and understanding of art media and techniques to promote skillful facilitation of art processes that align with client characteristics and treatment goals.

7) Develop students’ knowledge of personal, symbolic, and cultural associations related to artworks and the various ways that meaning exploration and/or interpretation may be approached.
8) Encourage engagement in personal art making and other self-care methods as a means to sustaining personal health and professional productivity throughout an art therapy career.

9) Advance understanding of strengths, challenges, and developmental factors that influence client functioning and potential.

The Department of Art Education at Florida State University, in which the art therapy program resides, is the oldest of its kind in the South. It is considered to be one of the most productive and comprehensive in the United States. The department has provided outstanding leadership in theory and research for many years. It is composed of full-time and part-time faculty with earned doctorates, and departmental offerings in art therapy are enhanced on an ongoing basis by visiting faculty with ATR registration and ATR-BC board certification with the Art Therapy Credentials Board.

The art therapy degree is one of the three major areas of emphasis available in the Art Education Curriculum. The program is designed to expand knowledge of vulnerable populations, the use of art therapy as a means of reconciling conflicts, and fostering self-awareness and personal development. Emphasis is placed on exploration of artistic and psychological development and the application of therapeutic art techniques. The program structure adheres to the new Accreditation Council for Art Therapy Education (ACATE) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) educational standards, and has been accredited with CAAHEP since January 2019. See the CAAHEP website for additional information at CAAHEP.org.

The MS in Art Therapy leads to the Registration and Certification of art therapists with the Art Therapy Credentials Board (www.atcb.org) and to Mental Health Counseling License in the state of Florida, if the student takes the two additional elective courses as outlined on page 12. These courses may be taken following the completion of the MS in Art Therapy degree as well. Students should consult with the Program Director regarding licensure interests, requirements, and course load considerations throughout their time in the program. You may also find art therapy and related licensure information for states outside of Florida at: https://java.odl.fsu.edu/Licensure/. The Art Therapy Program allows qualified individuals to earn the MS in Art Therapy degree through intensive course work combined with fieldwork and practicum experiences.

The following pages in this section will outline course requirements for completion of the graduate program. Please note that all required courses must be successfully completed in order to graduate. In addition, answers to frequently asked questions, which evolved from reflections by previous graduate students, have been included; please take advantage of the answers provided to some frequently asked questions.
Welcome Incoming Florida State University Art Therapy Graduate Students! As the President of the Student Art Therapy Association (SATA) at FSU, I would like to congratulate you and welcome you to Florida State University. You are beginning a challenging, yet incredibly rewarding journey. On behalf of all of our SATA members, we are so excited to have you join our program.

In the coming years you will be immersed in art therapy coursework, workshops, hands-on therapeutic art experiences, and lectures. Through research, assessment, curriculum development, and internships, you will have the opportunity to learn from esteemed leaders in the field. One of the many benefits of Art Therapy at FSU is the opportunity to foster lifelong friendships with your colleagues in the program, both in your own cohort and those before and after yours. I encourage you to make the most of all that the program has to offer; many of these experiences will prepare you for professional excellence.

One such opportunity will be the chance to become a member of the Student Art Therapy Association at FSU (SATA). SATA is dedicated to equipping students for professional art therapy practice, supporting research opportunities, and demonstrating the values of leadership, professionalism, and community service. As a member you will have the opportunity to participate in many community service events where you will demonstrate the use of art therapy, its benefits, and raise awareness for our field. You will also have the opportunity to participate in fundraising and self-care events through SATA.

Fundraising helps to support a variety of causes throughout the year, such as conference attendance for members and our spring workshop at FSU, to name a few. The American Art Therapy Association National Conference is an event that you won’t want to miss. This year, the annual conference will be held virtually, Saturdays, October 24th, Sunday, November 1st, and Saturday, November 7th. Art therapy workshops and research will be presented on a myriad of topics. I hope you will join us for an awesome learning experience! More conference information about the new virtual conference format will be forthcoming.

SATA at FSU strives to make your transition into graduate school, and our program as smooth as possible. We hope this orientation handbook assists in this process. We are looking forward to meeting you and working with you throughout the program and into the future. Please feel free to reach out to me if you have any questions or concerns. SATA looks forward to your enthusiasm, creativity, and unique contributions to our organization and program!

Sincerely,

Elizabeth R. Odom
SATA at FSU President
er019a@my.fsu.edu
Student Art Therapy Association at FSU
a recognized student organization

Mission Statement & Goals:
The mission of the Student Art Therapy Association (SATA) is to advocate for future professional art therapists through research, leadership, and community service. SATA aims to lead FSU graduate and undergraduate students in advancing the art therapy profession through artmaking, education, & community engagement.

The goals of this organization are to prepare for professional art therapy practice; to encourage research in the field of art therapy; to model the values of leadership, professionalism, and community service; to promote communication between colleagues; to assist each other while we pursue our individual goals; and support each other as we make the transition from art therapy students to professional Registered Art Therapists (ATRs).
Student Art Therapy Association (SATA) at FSU

SATA at FSU is a student organization that works in conjunction with the art therapy program to provide students with social, academic and emotional support, in addition to community service activities and professional development. We meet once per month to discuss upcoming community service and fundraising events and to encourage educational and professional opportunities for our members.

Benefits of SATA at FSU

- Preparing members for professional art therapy practice
- Encouraging research in the field of art therapy
- Modeling the values of leadership, professionalism, and community service
- Promoting communication between colleagues
- Assisting each other throughout the pursuit of individual goals
- Supporting each other through the transition from graduate students to professional Registered Art Therapists (ATR)
- Dedication to the Tallahassee community through arts service

Activities of SATA at FSU

- SATA at FSU partakes in community events including but not limited to: Night to Shine Prom, The Buddy Walk and Sports Ability.
- SATA at FSU encourages members to engage in self-care activities including but not limited to: community service, social nights, gallery hops, clothing exchanges and art-making.
- SATA at FSU hosts educational activities such as an annual art therapy workshop featuring a visiting speaker. Members also attend the state and national AATA conferences.

2020-2021 Officers of SATA at FSU

- President: Elizabeth Odom
- Treasurer: Jane Arthur
- Secretary: Shelby Sneed
- Member-At-Large/FATA Representative: Nicole Rivero
- Community Service Coordinator: Shane Lim
- Fundraising Chair: Antonia Ramos
- Conference Coordinators: Caitlin Hill, Antonia Ramos, Edith Juanah
- In-coming Class Liaison: Antonia Ramos
- Public Relations Officer: Victoria Hutcheson
- Undergraduate Liaison: Sarah Weitzel
- Self-Care Coordinator: Maddie Centracchio
- Multicultural Chair: Edith Juanah

We’re happy to provide interested students with more information, meeting times, and membership details. For more information, like us on Facebook (www.facebook.com/ATAFSU), follow us on Instagram (@SATAFSU), or e-mail fsuarttherapy@gmail.com.
Graduate
Art Therapy Program:
Important Information about the Program
Requirements and Courses
FSU Art Therapy Classroom Expectations:
Citizenship, Student Conduct, and Behavior

Central to the process of becoming an art therapist is learning about yourself and yourself in relation to others. Observing your own perceptions, cognitive and emotional reactions, and behavior within an interpersonal context is essential to understanding how people feel, think, and express themselves under various conditions and in different situations. Learning about ourselves within these interpersonal contexts and situations requires attentiveness, reflection, introspection, courage and discussion. Parallel in many ways to the interpersonal nature of the therapy session, the classroom setting provides a fertile environment for self-observations, self-awareness, and group discussions which yield important insights. For that reason, we ask that you use the classroom as a place to practice your ability to be emotionally present, attentive to the internal and external experiences in the moment, reflective and curious about times that you might become distracted, bored, or anxious. These responses are all part of the human condition and that is what we study as art therapists – how we as humans perceive, react, or abreact to the world and people around us based upon our own personal histories and narratives. With that self-knowledge we can then better understand and emphasize with the experiences and reactions of those whom we seek to help. So please consider being emotionally present and attentive in classes as a central aspect of your education. For this reason, we ask that you do not use excessive distractions such as knitting in class, creating art when peers are presenting, or escaping on your computer as ways to deal with your emotional responses. Rather reflect upon and notate these urges, try to understand them, bring them into relevant class discussions and supervision, and perhaps keep a journal of your own artistic and narrative reflections. We think you will be surprised how much you can learn!

If you have questions about expectations regarding activities that may or may not be conducive to your personal or class learning experience, please speak to each course instructor to clarify rules and expectations.
# Required Courses by Semester:

## Fall Semester 1
- ARE 5745 Research Survey: 3 credits
- ARE 5382 Introduction to Counseling for Art Therapists: 3 credits
- ARE 5940L Field Studies: 1 credit
- ARE 5649 Theories of Art Therapy: 3 credits
- ARE 5935 Human Development in Art Therapy: 3 credits

## Spring Semester 2
- ARE 5245 Program Development: 3 credits
- ARE 5551 Art Therapy & Group Counseling: 3 credits
- ARE 5941 Practicum I: 3 credits
- ARE 5552 Assessments for the Practice of Art Therapy: 3 credits

## Summer Semester 3
- ARE 5588 Neuroscience and Art Therapy: 3 credits
- ARE 5460 Therapeutic Use of Art Materials: 3 credits
- ARE 5559 Career Development and Art Therapy: 3 credits
- ARE 5971 Master’s Thesis (not mandatory): 3 credits

## Fall Semester 4
- ARE 5557 Interpreting & Using Symbols: 3 credits
- ARE 5942 Practicum II: 3 credits
- ARE 5555 Advanced Art Therapy: 3 credits

## Spring Semester 5
- ARE 5558 Multicultural Issues in Art Therapy: 3 credits
- ARE 5640 Ethics & Professional Issues: 3 credits
- ARE 5943 Practicum III: 3 credits
- ARE 5588 Studio Art & Self-Care Concepts: 3 credits

## Summer Semester 6
- ARE 5585 Family Art Therapy: 3 credits
- ARE 8966 Masters Comprehensive Exam: 0 credits
- ARE 5910 Supervised Research (Project): 3 credits
- OR
  - ARE 5971 Master’s Thesis: 3 credits
- AND
  - ARE 8976 Master’s Thesis Defense: 0 credits

Direct art therapy practicum experiences under the supervision of Board Certified (ATR-BC) faculty, is required. The combined experience must total at least 800 supervised hours of practicum with 400 hours of direct contact. Additional supervised practicum hours may be needed for counseling license qualification in some states. Fieldwork is completed in the first fall semester and practicum begins Spring semester of the first year and continues through Fall and Spring semesters of the second year. Please refer to the “Practicum Handbook” for further information.

## Length of Program
The M.S. in Art Therapy is designed to be completed in two years, including two summers. Students must enter the program in the fall semester. Students with background deficiencies must complete prerequisites in the first year of the program. If you wish to extend the program to 3 years, please consult with the program director.

## Options
Because the curriculum parallels closely that of a degree in counseling, students may choose to complete the two additional courses to qualify for the Mental Health Counselor Licensure in Florida: SOW 5712 Substance Use and Misuse, and SOW 5153 Human Sexuality. Students may elect to take the licensure related classes as early as the Summer of their 1st year. They are not required for graduation. Students should consider the additional workload and consult with their advisor to determine their timing for completion of these elective courses.
Graduate Art Therapy Program Course Requirements

ARE 5382 Introduction to Counseling for Art Therapists
This course examines the uniqueness of artistic expression in therapy. Implications for practical applications are presented for varying therapeutic needs. Methods of interactions with clients are explored with emphasis on building rapport, establishing trust, facilitating communication, initiating problem solving, and implementing termination of treatment. Credits: Three Sem. Hrs. (3)

ARE 5940L Field Studies
The foundation for fieldwork placements and practicum is developed. Students learn the rudiments of working with clients in a variety of settings. In addition, the professional roles of art therapists and other human service providers are observed across settings and populations. Students will speak with potential supervisors and learn about possible practicum placements. Credits: One Sem. Hr. (1)

ARE 5649 Theories of Art Therapy
This basic theoretical course for the art therapy program is designed to provide an overview of the history and development of the major approaches in art therapy. There is a strong emphasis on developmental theory across the life span (cognitive, emotional, and graphic development), the Expressive Therapies Continuum and Media Dimensions Variables, and how these theories interface with clinical issues including performance indicators in managed care. Other significant personality theories in the field are explored: psychoanalytic, psychoeducational, humanistic, behavioral and cognitive. All theories are investigated in relation to ethical and cultural issues in therapy. Credits: Three Sem. Hrs. (3)

ARE 5935 Human Development in Art Therapy
This course integrates theory and application to help students learn about addressing stages of human growth and development using art therapy training and techniques. As part of this class students will complete thirty hours of service learning at a site dedicated to typical and atypical developmental populations. Through these learning opportunities students will develop skills in identifying the varying biopsychosocial, contextual, and cultural factors that impact development across the life span and how these factors impact the practice of art therapy.
ARE 5551 Art Therapy and Group Counseling
Group leadership is learned through experiencing both group membership and leadership opportunities. There are two components: classroom didactics and experiential group art therapy experiences. Students analyze group art therapy experiences and become familiar with the theoretical knowledge, skills and models of group art therapy.
Credits: Three Sem. Hrs. (3)

ARE 5941 Practicum I
Practicum experiences in a school, community, or clinical setting comprise the content of this course. These work experiences are supervised by on-site personnel (i.e. art therapists, special educators, psychologists, counselors) and by university faculty with ATR-BC credentials. The focus is on assessment, treatment planning, goal setting, interaction patterns between client and art therapist, the use of information garnered from the art, termination issues, evaluation of treatment, and the fine art of art therapy. 200 hours of practicum experiences are required. One-half or 100 hours of the 200 hours are client contact hours.
Credits: Three Sem. Hrs. (3)

ARE 5552 Assessments for the Practice of Art Therapy
This course emphasizes the use of projective and art-based assessment instruments for the art therapist. Students learn to write reports based on individual assessments and become familiar with medical charting, record keeping, and treatment planning.
Credits: Three Sem. Hrs. (3)

ARE 5245 Program Development
This course is designed to explore and develop curriculum and programs in the arts for education, community, or therapeutic settings. Historical and current practices are presented through readings and discussion. Methods of assessing outcomes are linked to formative and summative evaluation processes.
Credits: Three Sem. Hrs. (3)

ARE 5588 Neuroscience Informed Art Therapy for Stress and Trauma
This course introduces students to neuroscience concepts and how these concepts may inform art therapy interventions. Concepts of stress and trauma, as well as stress and trauma responses, are examined. Interventions designed by art therapists to address symptoms and causes of stress and trauma, along with research outcomes regarding art therapy’s effectiveness with diverse populations are examined.
ARE 5460 Therapeutic Use of Art Materials
This course is designed to give students fundamentals of how art materials are used therapeutically in educational, community, and clinical settings. The media explored include drawing, painting, clay, collage, photography, electronic media, and other two-dimensional and three-dimensional materials. The following practices are addressed in relationship to both art and therapeutic processes: communication, critical thinking, human development and learning, therapeutic environments, and treatment planning.
Credits: Three Sem. Hrs. (3)

ARE 5559 Career Development and Art Therapy
The goal of this course is to provide art therapy and counseling students with an understanding of how career development occurs from various theoretical standpoints, while also taking into consideration the unique contribution of other life aspects to career development. In addition, students will be exposed to various career instruments, counseling, and art therapy interventions that may be used in career counseling.
Credits: Three Sem. Hrs. (3)

ARE 5557 Interpreting & Using Symbols in Art Therapy
In this course the emphasis is on the universal, cultural and personal aspects of symbols as they manifest meaning through artistic expression and provide pathways to understanding self and others. A therapeutic focus expands study through the exploration of psychological frameworks, social contexts, and etiological and developmental references. The study of the ethical issues related to symbolic art expression informs interpretation and practice related to client art. Instructional format is varied with lectures, discussions, case studies and art experiences illuminating theoretical and practical applications of the significance of art symbols.
Credits: Three Sem. Hrs. (3)

ARE 5942 Practicum II
Practicum experiences in a school, community, or clinical setting comprise the content of this course. These work experiences are supervised by on-site personnel (i.e. art therapists, special educators, psychologists, counselors) and by university faculty with ATR-BC credentials. The supervision sessions address a wide range of issues relating to the practice of art therapy. During the sessions, there is a focus on assessment, treatment planning, goal setting, interaction patterns between client and art therapist, the use of information garnered from the art, termination issues, evaluation of treatment, and the fine art of art therapy. 300 hours of practicum experiences are required to finish this course. One-half or 150 hours of the 300 hours are client contact hours.
Credits: Three Sem. Hrs. (3)
ARE 5555 Advanced Art Therapy
Psychopathology and behavior disorders are studied in terms of diagnostic criteria and etiology as outlined by the DSM-V (2013). Psychological frameworks for treatment are examined and art therapy treatment strategies are developed for specific diagnoses. Credits: Three Sem. Hrs. (3)

ARE 5558 Multicultural Issues in Art Therapy
This course addresses a broad spectrum of cultural factors as they pertain to understanding human behavior. Students gain knowledge in a number of areas related to multicultural trends and issues. Additionally, students are challenged to explore their beliefs and experiences relating to being a part of a multicultural society and develop a self-awareness of how this affects them professionally. Through pedagogical instruction, class readings, resultant group discussions as well as personal reflections, students learn about multicultural sensitivities instrumental to developing appropriate counseling behaviors. Credits: Three Sem. Hrs. (3)

ARE 5640 Ethics and Professional Issues
Course content incorporates the code of ethical responsibility of the American Art Therapy Association. This code addresses the responsibility, competence, qualifications, standards, continuing education, confidentiality, client welfare, use of client expressions, and professional relations in art therapy. Current issues related to the national certification exam and licensure of art therapists in Florida provides insight for professional development. Credits: Three Sem. Hrs. (3)

ARE 5943 Practicum III
Practicum experiences in a school, community, or clinical setting comprise the content of this course. These work experiences are supervised by on-site personnel (i.e. art therapists, special educators, psychologists, counselors) and by university faculty with ATR-BC credentials. During the sessions, focus is on assessment, treatment planning, goal setting, interaction patterns between client and art therapist, the use of information garnered from the art, termination issues, evaluation of treatment, and the fine art of art therapy. 300 hours of practicum experiences are required to finish this course. One-half or 150 hours of the 300 hours are client contact hours. Credits: Three Sem. Hrs. (3)
ARE 5587 Studio Art & Self-Care Concepts
This course provides the opportunity for students to further develop studio art skills while engaging in the creative work as a means for self-development and care. Course activities include formulation of individualized studio goals, art making, and self-evaluation processes. Additionally, students learn the value of exhibit participation for themselves and clients, by collaboratively planning and implementing a class art exhibit.
Credits: Three Sem. Hrs. (3)

ARE 5585 Family Art Therapy
This course is designed to assist art therapists and other human service professionals comprehend and work with families in need through the use of art therapy informed by a family systems framework. Normative family developmental process and challenges faced throughout the family life cycle will be addressed. Family art therapy theories, assessments, and interventions will be presented.
Credits: Three Sem. Hrs. (3)

IMPORTANT NOTICE: Practicum Hours and Supervision
Typically, students complete their Practicum clinical contact and non-contact hours for ARE 5941, ARE 5942, ARE 5943, Practicum I, II, III, in each semester the courses are taken. FSU Art Therapy Program provided supervision is provided to you throughout these experiences. Should you be unable to complete required hours during a Practicum due to unexpected interruptions in your study (e.g. illness, urgent family matters, or other personal issues) or due to missed deadlines for completion of pre-site requirements, you may be required to take an additional Practicum Supervision Class within the summer of your 1st or 2nd year. This class provides you with the opportunity to complete any outstanding required practicum hours under the supervision of FSU Art Therapy Program Faculty. Enrollment in the class is subject to an additional one credit course tuition fee.
Departmental Requirements

ARE 5745 Research Survey
The survey course is a basic introduction to the fundamentals of social science research applicable to investigations in art education, art therapy and arts administration. Content includes what research involves, what methods exist, and what processes are involved in designing and conducting research. Credits: Three Sem. Hrs. (3)

ARE 8966 Master’s Comprehensive Examination
This exam covers all content from the student’s program of studies. Students will take an oral exam during the spring semester of their second year and are expected to demonstrate a comprehensive knowledge of the theories and clinical skills used in art therapy. Students must pass the exam with a satisfactory grade to graduate from the program. Credits: 0

ARE 5910 Supervised Research (Culminating Project)
Research and development of a grant or project is the focus of this individualized study. A proposal is designed and implemented by the student. The student and the graduate faculty committee agree upon the subject. The product of this research effort is the culminating report paper and a presentation to the student body. Prerequisite: ARE 5705 Research Survey Credits: Three Sem. Hrs. (3)

OR

ARE 5971 Master’s Thesis
A research interest is identified and subsequently a research proposal is approved by a graduate faculty committee. The research is implemented, and the process is viewed through qualitative and/or quantitative methods. The product of this research is a thesis. Prerequisite: ARE 5705 Research Survey Credits: Six Sem. Hrs. (6)

AND

ARE 8976 Master’s Thesis Defense
Students enroll in this course in their final semester when students are ready to defend their thesis. This enrollment allows students to access the final processes of defending and submitting their thesis. Credits: 0
# Art Therapy Master’s Degree Academic Advisement Form

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<td>ARE 5585 Family Art Therapy</td>
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<td>ARE 5587 Studio Art &amp; Self-Care Concepts</td>
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<tr>
<td><strong>Prerequisite/Remedial Courses</strong></td>
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<tr>
<td>Psychology (Four 3 credit courses required)</td>
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**Graduate or Undergraduate Psychology course may include the following:**

PSY 2012: General Psych; CLP 4143: Abnormal Psych; PPE 3004: Intro to Psych of Personality; DEP 3103: Child Psychology; DEP 3305: Psych of Adolescent Development; DEP 204: Psych of Exceptional Children; PSY 5605: History and Systems of Psych; CLP 5195: Theories of Psych; DEP 5165: Developmental Psych

**30 credits of art courses are required, those including:**

Art History (Two 3 credit courses required)

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**Graduate or Undergraduate Art history, criticism, or aesthetics courses may include the following:**

ARH 3050: Hist/Crit II; ARH 3051: Hist/Crit II; PHI 3800

Art Studio (Six 3 credit courses required)

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**Miscellaneous art courses**

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**Graduate or Undergraduate Art Studio courses may include the following:**

ART 1300c: Drawing; 3000 Level Painting; ART 4112c: Wheel throwing; ART 3110c: Beginning ceramics
### Course Competencies: First Year Fall Semester

<table>
<thead>
<tr>
<th>Human Development in Art Therapy</th>
<th>Introduction to Counseling</th>
<th>Research Survey</th>
<th>Theories of Art Therapy</th>
<th>Field Studies</th>
</tr>
</thead>
</table>
| **Knowledge**                    | 1. Compare and Contrast theories if individual and family development across the lifespan, including but not limited to typical and atypical, human sexuality, moral an creative capacities  
2. Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, and exceptionality on development across the lifespan | 1. Define the professional role and function of an Art Therapist  
2. Recognize the ethical principles for the practice of the American Art Therapy Credentials board, as well as related fields  
3. Define the role and process of professional Art Therapists advocating on behalf of the profession | 1. Identify major contributors and contributions that shaped the field of Art Therapy  
2. Identify the relationship between art therapy approaches and theories from psychology, counseling, and related fields  
3. Compare and contrast approaches to Art Therapy unique to the field:  
   a. Art Psychotherapy  
   b. Art-as-Therapy  
   c. Open studio and studio-based approaches  
   d. Art-based clinical theories | 1. Review therapeutic process (relationship building; midphase; termination)  
2. Define the professional role and function of an art therapist |
| **Skill**                        | 1. Assess developmental stages in artwork, including typical, atypical, and exceptional characteristics for all age groups  
2. Integrate contextual/ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus, physical neurological, biological, and physiological | 1. Demonstrate how to complete professional documentation required in clinical mental health settings such as treatment plans and progress notes | 1. Demonstrate how theory informs art therapy assessment and treatment planning | 1. Perform interviewing skills  
2. Provide examples of referral processes and accessing community resources |
| **Affective/Behavior**           | 1. Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life | 1. Acknowledge the value of developing a strong Art Therapist identity founded in ethical practice  
2. Recognize the impact of personal and professional development through supervision, self-care practice appropriate to the Art Therapist professional role, and continuing education | 1. Recognize ethical and legal considerations used to design, conduct, interpret, and report research  
2. Recognize cultural considerations used when conducting, interpreting, and reporting research | 1. Value in historical antecedents to current professional Art Therapy practice  
2. Recognize and display a professional commitment to Art Therapist characteristics that promote the therapeutic process  
2. Recognize the need for collaboration and consultation within and among organizations, including interagency and inter-organizational collaboration |
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Group Counseling</th>
<th>Program Development</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate advanced knowledge of well-defined, specialized area of</td>
<td>1. Describe the theoretical foundations of group work with an emphasis on group</td>
<td>1. Define the professional role and function for an art therapist</td>
<td>1. Discuss definitions and purpose of Art Therapy Assessments</td>
</tr>
<tr>
<td>clinical or community-based practice</td>
<td>art therapy</td>
<td>2. Define the role and process of professional art therapists advocating on behalf of</td>
<td>2. Describe historical development of Art Therapy assessments and current</td>
</tr>
<tr>
<td>2. Review therapeutic process (relationship building; mid phase;</td>
<td>2. Explain dynamics associated with group process and development</td>
<td>the profession</td>
<td>assessments and applications</td>
</tr>
<tr>
<td>termination)</td>
<td>3. List therapeutic factors and how they influence group development and</td>
<td>3. Summarize roles and responsibilities as members of interdisciplinary</td>
<td>3. Compare and contrast terminology used in Art Therapy assessments such as,</td>
</tr>
<tr>
<td></td>
<td>effectiveness</td>
<td>community outreach and emergency management response teams</td>
<td>but not limited to, test and assessments that are standardized, norm-referenced,</td>
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<td>4. Identify types of groups and formats</td>
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<td>criterion-referenced, group and individual testing and assessment, behavioral,</td>
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<td>observations, and symptom checklists</td>
</tr>
<tr>
<td>Skill</td>
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</tr>
<tr>
<td>1. Describe in-depth experience with specific patient/client populations,</td>
<td>1. Develop approaches to forming groups, including recruiting, screening and</td>
<td>1. Practice conducting a job search, resume writing and professional interviewing</td>
<td>1. Differentiate between assessment and testing, and appropriate application of</td>
</tr>
<tr>
<td>practice settings and methods of interventions</td>
<td>selecting members</td>
<td>skills to prepare for the transition from student role to professional practice</td>
<td>each</td>
</tr>
<tr>
<td>2. Utilize art materials and processes within the context of building the</td>
<td>2. Demonstrate characteristics, skills, and functions of an effective group</td>
<td>2. Create an in-depth study of one aspect of Art Therapy or integration of knowledge</td>
<td>2. Demonstrate the ability to administer and apply appropriate Art Therapy</td>
</tr>
<tr>
<td>therapeutic relationship</td>
<td>leader</td>
<td>and clinical skill in Art Therapy</td>
<td>assessments</td>
</tr>
<tr>
<td></td>
<td>3. Consider purpose, goals, population characteristics when developing art</td>
<td></td>
<td>3. Present purpose of summative and formative assessment in Art Therapy</td>
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<tr>
<td></td>
<td>therapy groups in a variety of settings</td>
<td></td>
<td>practice and research</td>
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<td>4. Facilitate ethical and culturally responsive group practices, including</td>
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<td>4. Assess purpose of Art Therapy assessments to establish treatment goals</td>
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<tr>
<td></td>
<td>informed approaches for designing and facilitating diverse groups</td>
<td></td>
<td>5. Cite methods to determine validity and reliability of Art Therapy assessments</td>
</tr>
<tr>
<td>Affective/Behavior</td>
<td></td>
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<td>6. Execute methods to interpret data from Art Therapy assessments</td>
</tr>
<tr>
<td>1. Display cultural competencies in consideration of unique characteristics of specific populations and settings</td>
<td>1. Incorporate critical thinking skills and defend rationale of art processes and media selection for the group therapy context</td>
<td>1. Recognize the need for the collaboration and consultation within and among organization, including interagency and inter-organizational collaboration</td>
<td>1. Display ethical, cultural, and legal considerations when selecting, conducting, and interpreting Art Therapy and related mental health fields assessments</td>
</tr>
<tr>
<td>2. Value the development of a personal approach to the practice of Art Therapy</td>
<td>2. Evaluate the experience of art-making on group development and effectiveness</td>
<td>2. Display cultural competence in consideration of unique characteristics of specific population and setting</td>
<td>2. Incorporate critical thinking skills when determining the role of assessments in diagnosis and diagnosing in the field of Art Therapy</td>
</tr>
<tr>
<td>3. Value consultation, collaboration and inter-professional teamwork</td>
<td>3. Recognize the value of participating in a group and engaging in group process, group stages, and group dynamics</td>
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<tr>
<td>Knowledge</td>
<td>Therapeutic Use of Art Materials</td>
<td>Career Development</td>
<td>Family Art Therapy/Neuroscience &amp; Art Therapy</td>
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<tr>
<td>Knowledge</td>
<td>1. Describe theory of specific properties and effects of art process and materials informed by current research such as expressive theories continuum 2. Identify toxic materials, safety issues and select populations, allergic reaction 3. Identify requirements for studio set-up and maintenance 4. Identify resources and programs for using technology as it relates to creating artwork 5. Identify ethical and safe storage methods for client artwork</td>
<td>1. Define theories and models of career planning and decision-making 2. Understand assessment tools and techniques, including art therapy assessments, relevant to career development</td>
<td>1. Demonstrate advanced knowledge of a well-defined specialized area of clinical or community-based practice</td>
</tr>
<tr>
<td>Skill</td>
<td>1. Develop therapeutic goals and art-based intervention strategies based on the therapeutic effect of art making. Including benefits limitations and contraindications of art materials 2. Develop strategies to effectively manage resistance to creative expression 3. Demonstrate understanding of therapeutic utility and psychological properties of wide range of art processes and materials 4. Adapt tools and materials for clients with disabilities</td>
<td>1. Apply information/resources available to support client choice 2. Use approaches for assessing the relationship between career development and client match in terms of lifestyle, life roles, and mental health</td>
<td>1. Describe in-depth experiences with specific patient/client population, practice settings and methods of interventions</td>
</tr>
<tr>
<td>Affective/Behavior</td>
<td>1. Incorporate ethical and cultural considerations in materials selection and therapeutic applications 2. Formulate the potential value of and contraindications for public display of client artwork 3. Evaluate the potential appropriateness of various venues for display of artwork</td>
<td>1. Value multicultural and ethical strategies for facilitating career and educational planning and development with diverse clients</td>
<td>1. Display cultural competence in consideration of unique characteristics of specific population and setting</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Interpreting &amp; Using Symbols</td>
<td>Practicum II</td>
<td>Advanced Art Therapy</td>
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<tr>
<td>1. Describe theories and models of creativity</td>
<td>1. Describe the basic tenants of psychotherapy and counseling theories</td>
<td>1. Identify major categories and criteria of mental disorders according to the current Diagnostic and Statistical Manual (DSM) and/or the International Classification of Diseases</td>
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<tr>
<td>2. Describe theories and models for understanding symbolism, metaphor, and artistic language</td>
<td>2. Describe concepts of standardized and non-standardized testing and assessment throughout treatment process</td>
<td>2. Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</td>
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<thead>
<tr>
<th>Skill</th>
<th>Interpreting &amp; Using Symbols</th>
<th>Practicum II</th>
<th>Advanced Art Therapy</th>
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</thead>
<tbody>
<tr>
<td>1. Apply understanding of artistic language, symbolism, metaphoric properties of media and meaning across cultures and within a diverse society</td>
<td>1. Apply theory to practice through case analysis or critique of clinical scenarios</td>
<td>1. Apply use of the diagnostic process in treatment planning</td>
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<tr>
<td>2. Practice skills for developing awareness and insight into art processes and images</td>
<td>2. Display skills for conducting bio-psychosocial assessment, mental status exam, and substance abuse disorder assessments</td>
<td>2. Exhibit a basic understanding of art-based indications of mental disorders/psychopathology in patient/client artwork</td>
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<thead>
<tr>
<th>Affective/Behavioral</th>
<th>Interpreting &amp; Using Symbols</th>
<th>Practicum II</th>
<th>Advanced Art Therapy</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrate belief in the value of using art-making as a method for exploring personal symbolic language</td>
<td>1. Recognize the implications of applying theoretical foundations to therapeutic practice</td>
<td>1. Value cultural factors impacting the diagnosis process and concepts of health/illness</td>
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<tr>
<td>2. Recognize the need for awareness of and sensitivity to cultural elements which may impact a clients participation, choice of materials, and creation of imagery</td>
<td>2. Value culturally and developmentally appropriate assessment tools and applications to utilization and interpretation of results</td>
<td>2. Critique use of diagnostic categories in treatment and intervention</td>
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<td>3. Value the benefits reflective art making to inform clinical practice</td>
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<td>3. Display sensitivity of mental illness and impact on individuals and society</td>
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<td>4. Display sensitivity when considering the impact of crisis on individuals with mental health diagnosis</td>
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## Course Competencies: Second Year Spring Semester

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Multicultural Issues in Art Therapy</th>
<th>Practicum III</th>
<th>Ethics &amp; Professional Issues</th>
<th>Studio Art &amp; Self-Care Concepts</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify research addressing</td>
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<td>characteristics of help-seeking</td>
<td>Describe basic tenants of</td>
<td>Define the professional role and function for Art</td>
<td>Identify methods and venues for</td>
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<td>behaviors of diverse cultural and</td>
<td>psychotherapy and counseling theories</td>
<td>Therapist</td>
<td>displaying artwork</td>
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<td>social groups and implications for</td>
<td>2. Describe concepts of standardized and</td>
<td>2. Recognize the ethical principles of AATA and</td>
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<td>responsive practice</td>
<td>non-standardized testing and</td>
<td>the ethics code of Art Therapy</td>
<td>3. Incorporate knowledge and skills</td>
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<td>2. Demonstrate an understanding of</td>
<td>assessment throughout</td>
<td>3. Describe the purpose and goals of supervision,</td>
<td>about art materials and processes</td>
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<td>current issues and trends in a</td>
<td>treatment process</td>
<td>including models, practice, and process</td>
<td>2. Demonstrate personal, hands on</td>
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<td>multicultural society</td>
<td>3. Define the role and process of professional Art</td>
<td>4. Define the role and process of professional Art</td>
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<td>3. Describe cultural and social</td>
<td>Therapists advocating on behalf of the profession</td>
<td>Therapists advocating on behalf of the profession</td>
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<td>diversity theories and competency</td>
<td>5. Identify professional organization and</td>
<td>5. Identify professional organization and membership benefits, activities, services to members, and current issues</td>
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<td>models including</td>
<td>membership benefits, activities, services to</td>
<td>6. Summarize roles and responsibilities as members</td>
<td>6. Recognize personal symbolic language</td>
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<td>AATA’s Multicultural and Diversity</td>
<td>members, and current issues</td>
<td>of interdisciplinary community outreach and emergency management response teams</td>
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<td>Competencies</td>
<td>7. Describe how ethical principles guide the use</td>
<td>7. Describe how ethical principles guide the use of</td>
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<td>of technology in professional practice</td>
<td>technology in professional practice</td>
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<tr>
<th>Skills</th>
<th>Multicultural Issues in Art Therapy</th>
<th>Practicum III</th>
<th>Ethics &amp; Professional Issues</th>
<th>Studio Art &amp; Self-Care Concepts</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Plan strategies for identifying the</td>
<td>1. Apply theory to practice through case</td>
<td>1. Demonstrate how to apply decision-making</td>
<td>1. Incorporate knowledge and skills</td>
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<td>impact of oppression and privilege</td>
<td>analysis or critique of clinical</td>
<td>models and legal principles to ethical dilemmas</td>
<td>about art materials and processes</td>
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<td>on individuals and groups and</td>
<td>scenarios</td>
<td>2. Demonstrate how to complete professional</td>
<td>2. Demonstrate personal, hands on</td>
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<td>eliminating barriers, prejudices,</td>
<td>2. Display skills for conducting bio-</td>
<td>documentation required in clinical mental</td>
<td>contact with the discipline of art</td>
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<td>intentional and unintentional</td>
<td>psychosocial assessment, mental status</td>
<td>health settings such as treatment plans and</td>
<td>making</td>
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<td>oppression, and discrimination</td>
<td>exam, and substance abuse disorder</td>
<td>progress notes</td>
<td>3. Recognize personal symbolic language</td>
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<td>2. Make use of experiential learning</td>
<td>assessments</td>
<td>3. Practice conducting a job search, resume</td>
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<td>activities designed to explore and</td>
<td>3. Recognize cultural, social, and co-</td>
<td>writing and professional interviewing skills to</td>
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<td>develop student cultural and social</td>
<td>occurring issues that affect assessment</td>
<td>prepare for the transition from student role to</td>
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<td>self-awareness including self-</td>
<td>outcomes</td>
<td>professional practice</td>
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<td>assessment of attitudes, beliefs,</td>
<td>4. Recognize the implications of</td>
<td>4. Acknowledge the value of developing a strong</td>
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<td>and acculturative experiences</td>
<td>applying theoretical foundations to</td>
<td>professional Art Therapist identity founded in</td>
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<td></td>
<td>3. Apply cultural and social diversity</td>
<td>therapeutic practice</td>
<td>ethical practice</td>
<td>ethical practice</td>
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<td>theories and competency models to an</td>
<td>2. Value culturally and developmentally</td>
<td>2. Recognize the importance and impact of</td>
<td>1. Recognize personal symbolic language</td>
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<td>understanding of identity,</td>
<td>appropriate assessment tools and</td>
<td>professional credentialing</td>
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<td>empowerment, collaboration, advocacy,</td>
<td>applications to utilization and</td>
<td>3. Value advocacy processes necessary to address</td>
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<td></td>
<td>and social justice</td>
<td>interpretation of results</td>
<td>barriers that block access and equity to mental</td>
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<td>4. Apply cultural and social</td>
<td>1. Acknowledge the value of developing a strong</td>
<td>4. Recognize the need for collaboration and</td>
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<td></td>
<td>diversity theories and competency</td>
<td>professional Art Therapist identity</td>
<td>consultation within and among organizations,</td>
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<td>models to an understanding of identity,</td>
<td>founded in ethical practice</td>
<td>including interagency and interorganizational</td>
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<td>empowerment, collaboration, advocacy,</td>
<td>2. Recognize the importance and impact</td>
<td>collaboration</td>
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<td>4. Contrast connections of student</td>
<td>barriers that block access and equity to mental</td>
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<td>health and related services for patients/clients</td>
<td>including interagency and interorganizational</td>
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<td>4. Contrast connections of student</td>
<td>including interagency and interorganizational</td>
<td>professional development through supervision,</td>
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<td>5. Recognize the impact of personal and</td>
<td>Therapist professional role, and continuing</td>
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<tr>
<th>Affective/Behavioral</th>
<th>Multicultural Issues in Art Therapy</th>
<th>Practicum III</th>
<th>Ethics &amp; Professional Issues</th>
<th>Studio Art &amp; Self-Care Concepts</th>
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</thead>
<tbody>
<tr>
<td>1. Value strategies</td>
<td>Recognize the implications of</td>
<td>1. Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice</td>
<td>1. Display connections to a personal process and artist identity</td>
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<td>for collaborating</td>
<td>applying theoretical foundations to</td>
<td>2. Recognize the importance and impact of professional credentialing</td>
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<td>and advocating for</td>
<td>therapeutic practice</td>
<td>3. Value advocacy processes necessary to address barriers that block access and equity to mental health and related services for patients/clients</td>
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<td>wellness within</td>
<td>2. Value culturally and developmentally appropriate assessment tools and applications to utilization and interpretation of results</td>
<td>4. Recognize the need for collaboration and consultation within and among organizations, including interagency and interorganizational collaboration</td>
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<td>diverse communities</td>
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<td>5. Recognize the impact of personal and professional development through supervision, self-care practices appropriate in the Art Therapist professional role, and continuing education</td>
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<td>2. Display a</td>
<td>1. Recognize the implications of</td>
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<td>professional commitment</td>
<td>applying theoretical foundations to</td>
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<td>to AATA’s Multicultural and Diversity</td>
<td>therapeutic practice</td>
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<td>competencies</td>
<td>2. Value culturally and developmentally appropriate assessment tools and applications to utilization and interpretation of results</td>
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<td>3. Justify the role of</td>
<td>1. Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice</td>
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<td>arts in social justice, advocacy, and conflict</td>
<td>2. Recognize the importance and impact of professional credentialing</td>
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<tr>
<td>4. Contrast connections of student cultural and social self-awareness to the view of others, including cultural assumptions and biases</td>
<td>3. Value advocacy processes necessary to address barriers that block access and equity to mental health and related services for patients/clients</td>
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<td>4. Recognize the need for collaboration and consultation within and among organizations, including interagency and interorganizational collaboration</td>
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<td>5. Recognize the impact of personal and professional development through supervision, self-care practices appropriate in the Art Therapist professional role, and continuing education</td>
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# Course Competencies: Second Year Summer Semester

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Family Art Therapy &amp; Neuroscience &amp; Art Therapy</th>
<th>Masters Thesis OR Supervised Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe basic tenets of psychotherapy and counseling theories</td>
<td>1. Demonstrate advanced knowledge of a well-defined, specialized area of clinical or community-based practice</td>
<td>1. Organize research on the literature in the field as the basis for an extensive thesis or culminating project</td>
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<td>2. Understand historical perspectives of assessment procedures in treatment</td>
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<tr>
<th>Skills</th>
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<tbody>
<tr>
<td>1. Apply theory to practice through case analysis or critique of clinical scenarios</td>
<td>1. Describe in-depth experience with specific patient/client populations, practice settings and methods of interventions</td>
<td>1. Create in-depth study of one aspect of Art Therapy or integration of knowledge and clinical skill in art therapy</td>
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<tr>
<td>2. Recognize cultural, social, and co-occurring issues that affect assessment outcomes</td>
<td></td>
<td>2. Complete a thesis or culminating project based on established research methods, innovative methods or inquiry clinical practice, or a synthesis of clinically based personal and professional growth</td>
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<tr>
<th>Affective/Behavior</th>
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<tbody>
<tr>
<td>1. Recognize the implications of applying theoretical foundations to therapeutic practice</td>
<td>1. Display cultural competence in consideration of unique characteristic of special populations and settings</td>
<td>1. Participate in opportunities and support for sharing thesis or culminating project outcomes in a public forum</td>
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<tr>
<td>2. Value culturally and developmentally appropriate assessment tools and applications to utilization and interpretation of results</td>
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Important Program Policies for Students

There are numerous policies that help students navigate the program. Here are several that will help you with understanding how you will be evaluated and assist you with self-evaluation throughout the two years of the program.

**Grades:** Graduate students need to maintain a 3.0 GPA or B average to continue in the program. If you receive a C or lower in any of the core art therapy courses, you will be required to take that course again.

**Class attendance:** Students are expected to attend all classes. If you are ill or there is an emergency, please e-mail or call the professor to be excused from class. If you have a prolonged illness or have injuries as the result of an accident that prohibit you from attending several consecutive classes, in addition to letting the program director and your professors know, please contact the Department of Student Support and Transitions. They will help you to work with your professors to extend deadlines for assignments and/or to reschedule exams.

**Attendance at practicum placements:** Students are expected to arrange a schedule for completion of their practicum hours with the on-site supervisor. Attendance requirements are the same for practicum as they are for courses; that is, inform your practicum supervisor that you will be unable to be at the site due to illness or emergency. To be safe, e-mail your faculty supervisor to let them know you had to miss a day or two at your practicum site as well. The faculty supervisor will help you work with the practicum supervisor if you have a prolonged illness or major injuries.

**Student retention and remediation:** As stated above, students must maintain a 3.0 GPA to continue in the program. Additionally, professional and ethical behavior is a must to continue in the program as well. Professionalism is monitored in each course and through an annual professional progress review. At the review, faculty members assess your ability to navigate complex academic, professional, and interpersonal skills. Deficits in any area are discussed with and a remediation plan is put into place. (See the Professional Progress Review form below.)

**Violations of the FSU Academic Honor Code:** Students who violate the FSU Academic Honor Code are subject to the policies and procedures of the university. Sanctions for violating the code can range from receiving a failing grade for an assignment or course to dismissal from the university. We work closely with the Dean of Students and the Dean of Faculty when students violate university codes. The policies set forth by the university include student rights and appeals processes.
Procedures for Dismissal from FSU Art Therapy Program

Dear Art Therapy Students.

You have been selected for the MS Art Therapy Program because we have the utmost confidence that you will succeed in our program and we will work diligently with you to accomplish your program goals. However, in the case that some concerns do come up regarding your time as a student in the program it is important to understand the concerns that may lead to dismissal of the program if not remediated.

In addition to the failure to meet the minimum GPA of 3.0 for continued matriculation through the program, The FSU Graduate School outlines the following reasons that a student may be dismissed from a graduate program:

Program terminations (dismissal for a reason other than GPA) are processed at the academic program/departmental level and may occur for a number of different reasons, including but not limited to:

- Inability to conduct research in a fashion appropriate with the accepted norms of a discipline,
- Inability to function within a team environment to the degree that it negatively affects the learning, practice and/or research of fellow graduate students,
- Demonstration of behavior that is not acceptable with the general community in which the student would be practicing should he or she graduate (typically clinical or school settings),
- Failure meeting one or more major milestone requirements,

Specifically, for the MS art therapy program, reasons for dismissal other than a GPA lower than 3.0 include:

- Inability to conduct therapeutic engagement with practicum site clients in a sufficiently competent manner according to expectations of practicum level (I, II, III)
- Demonstration of behaviors that are considered a violation of the ATCB Ethics Code and Disciplinary Procedures.
- Overall, substandard performance in program requirements that suggest the student may not be successful as an art therapy professional
- Very poor evaluation on Program Professional Review regarding one or more of the following: academic, professional, and interpersonal performance in program
- Failure to successfully complete the Comprehensive Examination
Should an issue occur in which you may be considered for dismissal the following procedures will be followed.

**Step 1:** The Art Therapy Program Director, will contact you to let you know that you are not making sufficient progress towards the degree, failing to complete the degree within the specified time-period, or that your academic performance is substandard, regardless of GPA.

**Step 2:** You will meet with the Art Therapy Program Director and Full-time Art Therapy Faculty from the program to develop a remediation plan for the incomplete degree requirement or scholarly/behavioral objectives. Upon completion of this meeting the Program Director will:
- Provide you with a written remediation plan or written academic “warning.”
- Add this written documentation to your student file. For doctoral students, the annual evaluation is one opportunity to document unsatisfactory progress.
- Notify the Art Education Department Chairperson and the Dean of the College of Fine Arts of the situation, the deficiencies, and the remediation steps presented to the student.

**Step 3:** If you fail to resolve/remediate the specified and documented deficiency, the Art Therapy Program and Department of Art Education may initiate a program termination.

Per the policy of the FSU Graduate School, if the Art Therapy Program chooses to terminate your academic progress in the program, the Art Therapy Program will complete the following tasks prior to notifying you of this intent.
- The Art Therapy Program and Department of Art Education must consult with the College of Fine Arts Academic Dean of the intent to pursue program termination. The consultation will include the remediation steps taken, the student’s efforts to date to resolve or address the deficiencies and the grounds for the program termination.
- At the time of dismissal, the program director and/or department chair may petition the academic dean for consideration of special circumstances that the professor/department chair thinks constitute justification for an exception to this termination
- The academic dean’s office should inform the Registrar’s Office and the Graduate School of its intent to move forward with program termination. In conjunction, the three offices will tailor a letter specific to the circumstances of the student, including language and alternatives, if any. After, these steps have been completed Step 4 will be initiated.

**Step 4:** A written letter must be sent to the graduate student being dismissed which specifies the following information:
- The termination reasons,
- Benchmarks missed,
- The fact that an academic hold will be placed on registration and effective date/semester,
- Dismissal from the program constitutes dismissal from the University,
- Any limitations on future enrollment in courses offered by the department/college, should the student reapply to the university in a different program,
- Possible alternatives a student could request,
- Timeline to complete specific coursework, if any,
- Notification of the right to appeal and information about how to do so, and
- A deadline for any appeal submittal.
FSU Art Therapy Program- Annual Professional Program Progress Review

Student Name_______________________________    Academic Year _____

Please reflect on your learning experiences over the past year and complete academic, professional, interpersonal, and overall self-evaluation sections of the Progress Review. Be sure to add your summary comments at the end of the evaluation.

A. Academic Skills

Please list the top 3 areas that were strengths and challenges for you in your academic skills. Indicate specific examples for each one. Examples might include:

- Engages in classroom discussions and group activities
- Presentations are articulate and the slides are well-prepared
- Ability to follow professor’s instruction and guidelines in assignments
- Performs well in exams
- Effective time management
- Clear and responsive communication with professors
- Ability to respect and yet challenge diverse viewpoints
- Ability to express thoughts clearly
- Demonstrates a high level of critical thinking
- Ability to read and critically evaluate art therapy literature and related research and how findings apply to practice
- Assignments are carefully planned and well researched
- Ability to articulate the co-relationship between art therapy theory and practice
- Ability to organize and accomplish scholarly writing with appropriate APA Referencing

Strengths-
1. 
2. 
3. 

Challenges-
1. 
2. 
3.
B. Professional Skills

Please list the top 3 areas that were strengths and challenges for you in your professional skills. Indicate specific examples for each one. Examples might include:

- Receptive to feedback
- Ability to effectively communicate and resolve issues
- High level of maturity
- Able to handle responsibilities and master frustration tolerance
- Maintains personal and professional boundaries
- Clear understanding of professional behavior
- Demonstrates awareness of professional capabilities and limitations
- Ability to keep professional commitments
- Ability to discern human behavior and make well-reasoned decisions
- Works well within systems and with authority
- Models a high standard of integrity and ethical practice
- Known to be cooperative and collegial with others
- Awareness of the dynamics of social justice and community engagement
- Utilizes art to reflect on personal responses to clients as a tool for supervision and learning about transference/countertransference/intersubjectivity within therapeutic relationships
- Understands how imagery relates to a client’s psychological and cultural contexts
- Ability to identify when and how to sensitively engage clients in discussing and exploring meaning of art processes and imagery
- Attends to clients’ emotional and visual communications (verbal, non-verbal, and artistic) as cues to understanding the content and dynamics of therapy
- Ability to clearly demonstrate and communicate the role of art within therapy and client care to non-art therapy professionals/interdisciplinary teams

Strengths-
1. 
2. 
3. 

Challenges-
1. 
2.
C. Interpersonal Skills

Please list the top 3 areas that were strengths and challenges for you in your interpersonal skills. Indicate specific examples for each one. Examples might include:

- Demonstrates maturity when interacting with others
- Ability to apply effective interpersonal communication skills in classroom
- Ability to apply effective interpersonal communication skills in therapeutic settings
- Demonstrates empathy and is appropriately emotional responsive with others
- Works well when collaborating and co-facilitating
- Has an openness to sharing while maintaining appropriate personal boundaries
- Exhibits appropriate affect and communication style to situations and issues
- Handles stress well and exhibits a high level of resilience
- Maintains a high level of being focused and engaged
- Self-reflexive and responds conscientiously
- Ability to reflect on the impact of one’s actions on others
- Demonstrates flexibility and adaptability to different situations, settings, and people
- Understands that being an art therapist involves life-long learning
- Regularly engages in personal art-making to promote self-care (manage stress, retain artist identity, nurture own creativity, cultivate joy)

Strengths-
1. 
2. 
3. 

Challenges-
1. 
2. 
3.
Goals for Overall Professional Development

Please list at least 1 goal for each of the following sections.

Short-Term-

Intermediate-

Long Term-

Student’s Comments

Comments:

Professors’ Comments/Recommendations

Comments:

Student’s Signature:

Professors’ Signatures:

Date:
Frequently Asked Questions

As a new student at the Florida State University, you will have questions about how to get around campus, where to get your books, etc. You will find answers to many of your questions on the FSU website. This list of frequently asked questions will also be helpful for you:

**Q:** Where do I buy my textbooks?
**A:** The professors in the program order books from the FSU Bookstore or Bill’s Bookstore. Books may also be ordered on-line through booksellers such as Amazon or Abe.com. Many books are available through the FSU libraries online and at the libraries as well. Books can also be borrowed from the Art Therapy resource room.

**Q:** Other than course texts, what other books will I need?
**A:** Buy an APA manual (7th Edition) as soon as possible (What is an APA manual? Visit [http://www.apastyle.org](http://www.apastyle.org) to find out more). Some books will appear multiple times over the course of the program; the Wiley handbook and the DSM are a couple which will be used repeatedly.

**Q:** How do I get a parking permit?
**A:** Parking fees are included in the tuition and activities fees. However, to park on campus, you are required to have a permit. Student parking permits are now virtual and there is an on-line process for receiving your permit. Learn more on the transportation website for parking permits.

**Q:** Where do I park?
**A:** Parking lots marked for students with permits are free, but fill up quickly. Student spaces are white; do not park in the red faculty/staff spaces. Traditions garage is the closest, though it routinely fills up before 8. You may choose to park in the parking garage on St. Augustine Road and Copeland, which is relatively close to WJB. Alternately, if the garage is full, try parking in the garage on Call and Macomb near the Fine Arts Building or along Pensacola Street (where there are parking meters). The FSU Tranz app can show you which garages have open spaces. In addition to the garages there are some student lots on Woodward, Jefferson, and Pensacola which are close to WJB. Do not leave your car in the garage overnight unless you are on an overnight floor of that garage. Do not leave your car in the garages designated as game day parking on game weekends. If you are parked on campus at night please be alert, stay in well-lit areas, and go to your car with a buddy.

**Q:** How do I get to campus if I don’t have a car?
**A:** While many students drive to campus, there is a bus system that connects with many of the apartment complexes and popular areas. Check the transportation website to learn about the routes in and around campus. The Transloc rider app will also help you track buses and routes. Many apartment complexes are also in walking or biking distance to campus.
Q: How do I register for classes each semester?  
A: The program director will send you registration information for each semester. For general graduate student information, visit: http://www.gradstudies.fsu.edu
To register for classes, visit: http://my.fsu.edu

Specific registration instructions:

1. Click on the student central icon in the top left-hand corner of your my.fsu.edu homepage

2. Choose the “my classes” window of student central

3. Select the “enrollment: add classes” window and the appropriate term

4. You can either search for the classes or enter the class numbers (class numbers are different than course numbers)

5. If using the search function be sure you are in the correct term and looking at graduate courses. The subject abbreviation for Art Therapy courses is ARE.

6. On the search page you can select courses. Be sure you are registering for the appropriate number of units (credit hours).

7. After adding classes to your cart, you then have to complete registration.

Q: How will I know if I’m on schedule with my program requirements?  
A: Have regular meetings with your advisor to check your progress. Also, be sure to clarify expectations for progress. When you meet with Dr. Parker-Bell, be sure to write down any questions you have, and take notes. Use the advisement form included in this handbook to keep track of classes. Also, buy or create a journal (either hard copy or electronic) for keeping track of observation/participation and interning hours.
Document your site visitations, client assessments, and activities. Use the time sheet to keep track of hours during each practicum and use the practicum verification form to document completed hours at the end of each practicum.

Q: What should I do if I get stressed out with the intensity of my schedule?
A: There are many ways to cope with stress. Here are some ideas for you:

- Communicate with your colleagues in the program, they too experience stress, and it may be comforting to know you’re not alone. Talk with your second-year buddy; they have made it through the first year already and can be a great resource. Also join in the activities that are planned for you through the FSU Art Therapy Association.

- Take advantage of the University Counseling Center: everyone in the program is encouraged to experience the process of therapy. For a list of community resources outside of FSU see any of the Art Therapy Faculty.

- Get physical! Take advantage of your FSU student status and use the recreational facilities, such as the Bobby Leach Center and the Fitness and Movement Clinic in the Health and Wellness Center.

- Take some time to be in nature. Tallahassee has many parks and trials, the beach is about an hour away, Wakulla springs is just down the road from campus, and FSU has its own outdoor area called the Rez.

- Examine other aspects of wellness with the Center for Health Advocacy and Wellness. They provide services and information related to physical wellness, like nutrition and sleep, relationship wellness and more.

- CREATE ART!!! Keep a visual journal. Take some time to dive into your preferred medium. Get some classmates together and create. We know that art making is centering and healing, so let’s practice what we preach!

Q: What is the resource room?
A: The resource room is a private study, work, and research area for the art therapy department. It houses a collection of many books on a wide variety of topics pertaining to art therapy. Students are encouraged to explore the many books and journals when doing research or looking for further learning opportunities. The resource room is located on the first floor in the hall by the faculty offices.

Q: Where can I find information about the FSU libraries?
A: You will likely have questions about the libraries, such as hours of operation, etc. All of the info that you need to know about the libraries can be found on: www.lib.fsu.edu. The Dirac Library, located near the FSU Bookstore, houses some of the art therapy books. You will probably also make use of the Strozier library, which is located on Landis Green and also has Art Therapy texts. The Art and Design library, located on
the second floor of WJB, can be a good place to work or study. Leah Sherman is our library liaison, and she has created a research guide if you need help getting started finding resources.

Some resources and services the library provides include:

- OneSearch which searches many online databases for journals, books, and other publications
- Interlibrary Loan which allows you to access materials from other libraries
- Technology borrowing
- Citation management with tools like RefWorks and Mendeley
- Printing
- Study rooms
- Tutorials
- Virtual computer lab
- Video streaming

Q: Anything else?
A: Yes...the faculty of the FSU Art Therapy Program endorses and urges you to become involved in the art therapy profession by joining the FSU Art Therapy Association, the American Art Therapy Association, and the Florida Art Therapy Association. We also encourage you to become a registered art therapist-provisional (ATR-P) registered (ATR) and board certified art therapist (ATR-BC) after graduation through the Art Therapy Credentials Board. We also encourage you to work towards licensure as a counselor or art therapist in your state. For the Mental Health Counselor License in the state of Florida, please see page 12 for information on the two additional required courses.
Welcome to Florida State University
Map of Florida State University
Important University Policies for FSU Students

During your time at FSU you may need to access student support services if you experience some sort of crisis or academic issue. The Department of Student Support and Transitions, and the Office of Faculty Development and Advancement provide support for these issues. The Department of Student Transitions assists students who experience a crisis or emergency which impacts their time at FSU; the department offers services including victim advocacy, case management, and accessibility services. The Office of Faculty Development and Advancement can assist students with academic concerns including grade appeals and student grievances.

DEPARTMENT OF STUDENT SUPPORT & TRANSITIONS
Part of the Division of Student Affairs
University Center A, Suite 4100
282 Champions Way
Tallahassee, FL 32306
Phone: 850.644.2428
Fax: 850.644.0687

OFFICE OF THE VICE PRESIDENT FOR FACULTY DEVELOPMENT AND ADVANCEMENT
211 Westcott Building, Tallahassee, FL
32306-1480 | Campus Mail Code: 1480
Phone: 850-644-6876
Fax: 850-644-3375
Email: fda-faculty@fsu.edu

Code of Conduct:
The Florida State University Student Conduct Code appears in State of Florida Administrative Code FSU-ER15-3. The document outlines the policies, procedures, offenses, and rights that the Office of Student Rights and Responsibilities is responsible for upholding.

Florida State University’s Student Code of Conduct may be accessed online.

Academic Honor Policy:
The Academic Honor Policy is an integral part of the FSU academic environment. The policy outlines the University’s expectations for students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. New students are introduced to the Academic Honor Policy at Orientation and pledge to uphold it at New Student Convocation. Students should contact the Office of Student Conduct and Community Standards at SCCS@fsu.edu or 850-644-5136.
Grade Appeal Policy:

The purpose of the grade appeals system is to afford an opportunity for an undergraduate or graduate student to appeal a final course grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement utilized during the grade appeals process is the one contained in the instructor's syllabus at the beginning of the semester. For detailed instructions on the process, please review the "Grade Appeals System" document. This system does not apply to preliminary or comprehensive exams or to thesis or dissertation defenses; these issues are reviewed by the Student Academic Relations Committee via the Office of Faculty Development and Advancement.

Students who have difficulty utilizing the Grade Appeal System may contact the FSU Undergraduate Ombudsman, Jill Flees, at jill.flees@fsu.edu.

Flowchart of Grade Appeals System

General Academic Appeals: Grievance Procedure

Students who allege that academic regulations and procedures have been improperly applied in specific instances may have their grievances addressed through the general academic appeals process. In this process, the student brings a complaint first to the instructor, then to the department chair, and finally to the academic dean appropriate to the course involved, stopping at the level at which the complaint is resolved. If no resolution is reached, the student brings the complaint to the attention of the Vice President for Faculty Development and Advancement for either resolution or referral to the Student Academic Relations Committee of the Faculty Senate. A graduate student whose complaint is unresolved must see the Dean of the Graduate School prior to meeting with the Vice President for Faculty Development and Advancement. The Student Academic Relations Committee has the authority to direct, through the Vice President for Academic Affairs, that corrective action be taken when justified.

Flowchart of General Academic Appeals Process.
Welcome to Tallahassee
Welcome to Tallahassee!

Welcome to the “Big Bend” of Florida. Tallahassee, the seat of government for the state, is nestled among the rolling hills of Florida’s panhandle. Located about a half hour’s drive from the Gulf of Mexico, and just south of Georgia, Tallahassee is fondly referred to as “Florida with a Southern accent.” The city’s name is from “talwa” and “ahasee,” Apalachee Indian for “land of the fields” or “old town.”

Tallahassee boasts a collection of natural and historic attractions, cultural activities including symphony, theatre performances, and visual art exhibits, as well as home-town pride in collegiate athletics. Additionally, small towns in the surrounding area offer day trips to explore underground caverns, antique shops, and historic sites. Annual festivities and attractions include the Chain of Parks Art Festival, Springtime Tallahassee, and the renowned FSU Flying High Circus.

While in Tallahassee, enjoy a walking tour of historic downtown, visit historic Tallahassee treasures, dine in unique, casual restaurants such as the Sweet Shop, Momo’s Pizza, or Sweet Pea Cafe, and take advantage of the variety of cultural events sponsored by FSU and FAMU (often free to students!), wander around the Downtown Farmer’s Market on a Saturday morning, stroll around Lake Ella and get coffee at the Black Dog Café, take in a Broadway show at the Civic Center, participate in the FSU Arts Festival Opening Nights on campus, or get on an elevator to the top floor of the Capitol Building and see the city from a different perspective! There’s something for everyone.

We hope that these materials help you to feel at home. For additional information, stop by the Visitor’s Information Center 106 East Jefferson Street (phone: 413-9200), and visit www.tallahassee.com. We’re glad you’re here!
Map of Campus Area
Important Information & Resources
Important Contacts

Florida State University Campus Area Code (850)

Dr. Barbara Parker-Bell .................................................... bparkerbell@fsu.edu
Dr. David Gussak ......................................................... dgussak@fsu.edu
Dr. Theresa Van Lith ..................................................... tvanlith@fsu.edu
Dr. Nancy Gerber ............................................................. ngerber@fsu.edu
Program Associate – Tori Cole ........................................ 644-2147 / vcole@fsu.edu
Admissions Officer - Vicki Barr ....................................... 644-5473/ vbarr@fsu.edu
Bill’s Bookstore ................................................................ 224-3178
FSU Book Store ................................................................ 644-2072
Campus Information...................................................... 644-2525
Campus Police ................................................................ 644-1234
Congress of Graduate Students ....................................... Contact link
Registrar ........................................................................ 644-1050
FSU Libraries ................................................................. 644-2706
University Counseling Center ....................................... 644-8255
University Health Services ........................................... 644-6230

Off-Campus

Emergency ................................................................. 911
Emergency Vet Service at Allied Veterinary .................. 222-0123
Parks & Recreation ....................................................... 891-3866
Tallahassee Memorial Hospital ...................................... 431-1155
Capital Regional Medical Center .................................. 325-5000
Tallahassee Area Visitor Info ......................................... 606-2305
Tallahassee Police ......................................................... 891-4200
Tallahassee Utilities Office ........................................... 891-4968
Star Metro (Bus schedule).... ......................................... 891-5200
Financial Resources

- **Office of Graduate Fellowships and Awards**: assists current FSU students with articulating their interests and ambitions in support of identifying and applying for external fellowships, scholarships, grants, and awards.

- **Student Awards & Grants**: Website offers different resources and opportunities to receive awards and grants through research projects, professional development, and workshops.

- **Office of Financial Aid**: There are multiple types of financial aid you can receive at Florida State University as a student, from scholarships and grants, to federal Stafford loans and Work Study. For federal and institutional aid (loans, grants, and Work Study), the most important step is to complete a Free Application for Federal Student Aid (FAFSA).

- **Free Application for Federal Student Aid**: Federal Student Aid is responsible for managing the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965. These programs provide grants, loans, and work-study funds to students attending college or career school.

- **Tuition & Fees**: Breaks down the in-state and out of state tuition required for courses.

- **Controller’s Office**: Assist students with any financial and accounting needs.
Art Resources

Art Supplies

- **The Sharing Tree:** A reusable resource center where donated new and gently used art supplies and items are available to educators, artists, and the broader learning community. Address: 218 E 3rd Ave, Tallahassee, FL 32303
- **Michaels Arts & Craft Store:** Chain retailer carrying art & hobby supplies plus home decor (most offer classes & custom framing). Address: 1524 Governors Square Blvd, Tallahassee, FL 32301
- **Joann Fabric & Craft Store:** Chain providing a wide range of fabrics, plus sewing & arts & crafts supplies (most offer classes). Address: 1802 Thomasville Rd, Tallahassee, FL 32303
- **Hobby Lobby:** Chain carrying a variety of arts & crafts materials, plus party supplies, fabric & home-decor items. Address: 3483 Thomasville Rd, Tallahassee, FL 32309

Websites
- Dick Blick
- Amazon
- Walmart

Art Galleries

- **Museum of Florida History:** U.S. state of Florida's history museum, housing exhibits and artifacts covering its history and prehistory.
- **Railroad Square Art Park:** Hosting more than 50 studios, galleries, and small shops, Railroad Square is the creative haven of many Tallahassee artists and other small businesses. Railroad Square operates at its own quaint pace most of the month and then puts on the city’s most exciting “First Friday Gallery Hop” on the first Friday of each month.
- **FSU Museum of Fine Art (MoFA):** Enriches the university and the community by exhibiting works of art which expand the understanding of art today and of the past, and serves as a teaching instrument for art instruction, particularly by holding exhibitions of informational value to students and the general public and by providing student artists with an arena to exhibit their work.
- **Venvi Art Gallery:** “An exclusive gallery showcasing works of upcoming and master artists.”
• **Gadsden Arts Center & Museum:** “The Gadsden Arts Center & Museum’s mission is to foster understanding and appreciation of the visual arts to improve the quality of life in Gadsden County and the region. The organization works to enhance arts education, provide cultural opportunities, and stimulate economic growth in the community.”

• **Signature Art Gallery:** “Since 1996, Signature Art Gallery has offered a broad selection of original artwork including landscape, abstract, figurative, still life and photography. Three-dimensional works include blown glass, fused glass, turned wood, raku, porcelain, clay and steel sculpture.”

• **Carnaghi Arts Building:** This is primarily a work space for grad students from the college of fine arts, but it also houses the MFA Gallery and the Phyllis Straus Gallery where students often present their work.

• **Apalachicola Center for History, Culture & Art:** “develops opportunities for all residents and visitors to expand their knowledge through exhibits, programs and presentations by local and guest artists, educators and performers.”

• **Foster Tanner Fine Arts Gallery:** FAMU’s fine art museum features a collection of work from Africa, Artalks, and other exhibits.

**Related Arts & Cultural Events**

• **COCA: Council of Culture & Arts:** Tallahassee Arts guides for art and cultural events.

• **Culture Builds Florida:** promotes arts and culture as essential to quality of life for all Floridians. Providing diverse resources including arts in education, local arts agency, state service organization, theater, dance, folk arts, literature, media arts, museum, multidisciplinary, music, sponsor/presenter, and visual arts programs and projects.

• **Theatre Tallahassee:** Intimate, dual-stage theater presenting Broadway-style productions as well as independent shows.

• **LeMoyne Center for the Visual Arts:** Promotes and advances education, interest and participation in the contemporary visual arts in the Tallahassee area through different art events and festivals.

• **Opening Nights:** provide meaningful artistic and professional experiences to students on and off of Florida State University’s campus, including providing master classes, lectures, and question and answer sessions for students by visiting artists and performers.

• **Quincy Music Theatre:** “Located less than 30 minutes west of the heart of Tallahassee, Quincy Music Theatre is North Florida’s largest and only all-musical community theater.”

• **Mule Days:** “Enjoy a big parade with mules, horses and antique tractors; contests, and all-day entertainment, while remembering Mule Day is to celebrated the mules significant contribution to the area’s agriculture.”

• **Farm Tour:** Visit local farms and learn about sustainability in Tallahassee. You can see a variety of animals, crops, and techniques including dairy cows, sugar cane, urban farming, and much more!
• **Chain of Parks Art Festival:** This spring festival hosts numerous artists, local food trucks, performances, and more in Tallahassee’s downtown parks.

• **Florida Folk Festival:** “A three-day celebration of the music, dance, stories, crafts and food that make Florida unique.”

• **Springtime Tallahassee:** “The festival includes a lot of fun for families and friends, such as: Springtime Tallahassee Music Festival on Kleman Plaza featuring national entertainment, the Grand Parade, Jubilee in the Park, Children’s Park, and the entertainment stages throughout the Jubilee with local entertainment. Be sure to check out our fantastic group of arts, crafts and food vendors that offer a variety of items.”

• **Greek Food Festival:** “For 35 years, we’ve brought delicious homemade food, vibrant music, and the rich culture of Greece to our community. Big, joyful tables filled with good food and wine, surrounded by families and friends: this is how you immerse yourself in the history and tradition of Greece right here in Tallahassee.”

• **Jewish Food Festival:** Enjoy a selection of food like matzah ball soup, noodle kugel, and Kosher hot dogs while listening to local music from bands like Temple Israel’s own Bagels and Biscuits.

• **Tallahassee Film Festival:** “Each year the Festival brings the latest remarkable films in independent cinema along with many attending filmmakers, actors, and other industry professionals. Past years have included Barry Jenkins (Moonlight), Zoe Lister-Jones (The Craft), and Kat Candler (Queen Sugar). This year will be no exception.”

• **Havana Reggae Fest:** “We are here to share the rich mix of cultures with our community and our children so that it may be enjoyed, honored and passed on. In music, dance, poetry, arts & craft, and by our faith in God we endeavor to accomplish our goals. Held on the pristine grounds of 5F Farm Event Center in Havana, Florida, 30 minutes northwest of Tallahassee, we welcome you to our family.”

• **First Friday:** This monthly event is held in Railroad Square “providing a lively, enjoyable experience with open galleries/shops, live music, and food.” Thomasville also has a First Friday event with free concerts.

• **Tallahassee Museum:** “The Tallahassee Museum offers about 30 permanent exhibits, ranging from the historic Big Bend Farm to Jim Gary’s Twentieth Century Dinosaurs to the indigenous Wildlife Florida displays. Museum exhibits seek to ignite excitement, curiosity, and understanding in our visitors about our region’s natural and cultural heritage and resources.”

• **FAMU Meek-Eaton Southeastern Regional Black Archives and Museum:** “The Carrie Meek - James N. Eaton, Sr. Southeastern Regional Black Archives Research Center and Museum is a specialty museum and archives which houses regalia and printed material relevant to the history of Africans and African Americans. Of particular interest are the collection, preservation, and dissemination of information significant to African Americans and their experiences and contributions in Florida and throughout the Southeastern United States.”

• **Tallahassee Clay Arts:** “a resource for ceramic clay artists in the Big Bend Area. From the beginner to the professional artist, we bring together people who want to learn and explore the creative art of working in ceramic clay. Through this organization you can buy clay, take a class or join club activities.”
Web Resources

- **The American Art Therapy Association**: The website for the National Association for Art Therapy. Here you can have access to research, register for the yearly conference, contact professionals in the field, and much more!

- **The Art Therapy Credentials Board (ATCB)**: protects the public by promoting the competent and ethical practice of art therapy through the credentialing of art therapy professionals.

- **The Florida Art Therapy Association**: Local state chapter of the American Art Therapy Association. To become a member, you must also be a member of the American Art Therapy Association. Provides contact for local art therapists and job opportunities in the state of Florida.

- **Mental Health Counseling License in the State of Florida**: Provides a handbook and resources of the necessary requirements to become a Licensed Mental Health Counselor in the state of Florida.

- **Art Therapy Research**: A listing of art therapy outcome and single subject studies useful for purposes of research, grant writing, demonstrating support for your art therapy program, and as evidence of the effects of art therapy with various client populations.
Disability and Special Circumstances Resources

Disability Resources

- The Office of Accessibility is responsible for disability services within the university. The office works with students with a variety of needs including but not limited to:
  - Attention Deficit/Hyperactivity Disorders (ADHD)
  - Learning Disabilities (LD)
  - Psychological Disabilities (e.g. depression, anxiety, bipolar disorder, eating disorders, etc.)
  - Autism Spectrum Disorders (ASD)
  - Medical and Chronic Disabilities
  - Mobility Disabilities
  - Blind and Visually Impaired
  - Deaf and Hard of Hearing
  - Traumatic Brain Injuries (TBI)
  - Intellectual Disabilities
  - Temporary Disabilities

You can learn about the application [here](#) and specific accommodations [here](#)

- The APA has a [guide for graduate psychology students with disabilities](#) which addresses issues including practicum and self-advocacy
- The [National Center for College Students with Disabilities](#) offers resources and information

Special Circumstances Resources

- Students who experience special circumstances which impact their education can work with [Case Management](#) “to provide emotional support, counseling, advocacy, and to identify immediate needs, making appropriate referrals to campus and community resources.”
- If a student’s circumstances reach a point where they can no longer continue their education at FSU, due to issues including “personal, family, medical or mental health reasons, and/or other crisis,” they can work with the [Office of Withdrawal Services](#) for support and guidance through the withdrawal process
Diversity and Inclusion Resources

While the FSU Art Therapy Program is committed to diversity and inclusion, you may find yourself looking for more resources than those made available in our already full classes. These resources cover topics including race, sexual orientation, gender identity, and being an ally. Look to the resources below if you are looking to learn more.

- **The Power of We:** Innovation Exists at the Intersections. In this charged, polarized climate, those intersections can be hard to find. Enter Power of WE - a historic student-led initiative under the Office of the President. Our agenda? Forging those intersections.
- **National Coalition Building Institute** at FSU
- **Diversity and Inclusion Toolkit**
- **Allies and Safe Zones Educational Handouts**

Anti-Racism Resources

- **FSU’s Department of Diversity and Inclusion** offers a variety of support and resources
  - List of resources including books, articles, videos and more
  - Webinar spotlight
- **AATA**
  - Blog Series: Breaking the Chains of Racial Trauma in Therapy
    - **Antiracist Approach to Art Therapy: Re-examining Core Concepts** By Jordan S. Potash, PhD, ATR-BC, REAT, LCAT (NY), LCPAT (MD)
    - **Framing Race in the Context of Art Therapy** By Cheryl Doby-Copeland, PhD, ATR-BC, LPC, LMFT, HLM
  - The Multicultural Sub-Committee
- Parade’s **Anti-Racist Starter Pack:** 40 TV Series, Documentaries, Movies, TED Talks, and Books to Add to Your List
- The Philadelphia Orchestra’s **HearTOGETHER:** A Healing Conversation in Music and Words
- Article: **This Is What I Want To Tell My White Professors When They Ask, ‘How Are You Today?’** by LaShyra “Lash” Nolen
Self-Care Resources

Physical & Mental Health Treatment

- **FSU University Counseling Center**: Provide one-on-one counseling.

- **FSU Psychology Clinic**: The Psychology Clinic is a mental health service, training, and research center operated by the Department of Psychology at Florida State University. They are dedicated to providing empirically supported treatment and assessment services to Tallahassee and surrounding communities.

- **FSU Human Services Center**: HSC Offers free individual, couples and family counseling to students and the community. The center can help you facilitate psychological health, personal growth and resolve inner turmoil in a safe and confidential environment.

- **UHS Psychiatry Clinic**: Provides quality psychiatric health care for Florida State University Students. Psychiatric care is provided by doctors and nurses who specialize in the treatment of mental, emotional, or behavioral disorders.

- **FSU Nutritional Counseling**: Assist to improve your nutrition in order to be healthier, prevent disease, enhance body tone, lose/gain weight, or have any other nutrition related concerns such as diabetes, irritable bowel, high blood pressure, high cholesterol, etc.

- **Anxiety & Behavioral Health Clinic**: Is committed to the development and provision of state-of-the-art treatments for individuals suffering from anxiety-related problems. The clinic’s mission involves the prevention and amelioration of anxiety-related pathology.

- **Wellness Coaching**: an individualized educational program that provides students with the skills necessary to improve their overall well-being and academic performance. Wellness coaches employ active listening skills in order to understand students’ concerns and work collaboratively to devise an action plan to address their specified wellness goals.

Recreational Parks & Outdoor Activities see the local recommendations for more

- **FSU Campus Recreation**: Facilities on campus for fitness, recreational sports, and outdoor adventures.

- **FSU Reservation “Rez”**: The Florida State University Reservation is a 73-acre facility, with 10 active acres, located on beautiful Lake Bradford. It’s a unique natural setting where you can enjoy canoeing, kayaking, picnicking, swimming, sand volleyball, disc golf, and many other activities.

- **Visit Tallahassee**: Website for upcoming events in the local Tallahassee area, including performing arts, outdoor, and nature activities.
Local Recommendations

These recommendations come from current students; we hope you will find some places you enjoy!

**Grocery Stores**
- **Publix** at Ocala Corners- probably the closest to campus, but also has a lot of student traffic, the wait for sandwiches and deli items is often very long
  
  800 Ocala Rd Tallahassee, FL 32304
- **Publix** at Lake Ella Plaza – this is closer to midtown, but still close to campus. There are usually fewer students, and generally less patrons here
  
  1700 N Monroe St Tallahassee, FL 32303
- **Walmart** on Tennessee St – this is a good place for all the essentials, though it is farther from campus than the Publix locations
  
  4400 W Tennessee St, Tallahassee, FL 32304
- **Trader Joes** – farthest from campus closer to the north side of town, but a favorite for many
  
  3425 Thomasville Rd #19, Tallahassee, FL 32309
- **Greenwise Publix** – New branch of Publix which features natural and health products
  
  625 West Gaines St, Tallahassee, FL 32304

**Restaurants**
- **Midtown Caboose**
- **Madison Social**
- **Red Eye Coffee**
- **Township**
- **Tin Lizzy’s**
- **The Sweet Shop**
- **Primetime**
- **Gordos**
- **Coosh’s**
- **Ur Bowl**
- **Tally Cat Café**
- **Lucky Goat**
- **El Cocinero**
- **Food Truck Thursday**
- **Au Peche Mignon**
- **Table 23**
- **Uptown Café**
- **Hopkins**
- **G & G Caribbean**
- **Donut Kingdom**
- **Black Dog Café**
- **Pho 7**
- **Essence of India**
- **Vertigo**
- **Chubby’s Chicken**
- **Brooklyn Pizza**
- **Burrito Border**
- **Canopy Roads Café**
- **Lofty Pursuits**
- **Maple Street Biscuit**
- **Bradley’s Country Store**

**Parks/Outdoor attractions**
- **Phipps Park** – hiking and mountain biking
- **Panama City Beach**
- **Wakulla Springs** – swimming and river boat tours
- **Wacissa River** – canoeing
- **Leon Sinks** – hiking
- **Ichetucknee Springs State Park** – tubing
- **J. R. Alford Greenway** – hiking, fishing, mountain biking, play ground
- **Miccosukee Greenway** – hiking
- **Florida Caverns** – tour caves and hike
- **Torreya State Park** – hiking
Studio Classrooms and Materials Supply Room Guidelines & Contract

As a student in the Department of Art Education, I ___________________________ (Student’s Name) will adhere to the guidelines for student use of classrooms 3002 and 3003 in the WJB, as well as the Materials Supply-Room.

These guidelines will help promote a more welcoming learning environment for everyone, and will help us maintain the organization of the classroom space.

Classroom Guidelines/ Materials Supply-Room:

• Take care of and respect the classroom space as it is a communal environment, help each other to maintain the space, as we all use it and belongs to all of us.

• Once you complete an artwork and, will no longer need it for in-class discussion, take it home with you or discard of it properly.

• If a work in progress must be left in the classroom, make sure you label it with a note stating, “save until (date)”; which will be the date the artwork will be saved in the classroom. There will be periodic classroom/studio cleansings, and artwork not marked with a “save until (date)” label will be discarded.

• Return all art supplies and tools that have been used in the proper place, in room 3002A/materials supply-room.

• Be a part of the classroom “management” team. If you see something out of place and you know no one is using it, please help by returning the materials to 3002A/materials supply-room, to their proper place as identified by cabinet labels. If there is garbage lying around, please toss it away.

• Leave the room as GOOD AS OR BETTER THAN HOW YOU FOUND IT.

• Please put any unused materials back where you found them in a neat manner.

• When recycling materials place them in the appropriate recycling container/bin.

• Be mindful of where you put art materials or objects. The floor space should be available to assure mobility and wheelchair accessibility.

• Throw away any food related item, such as wrappers or used tea bags. Be mindful to keep the counter clear of food related garbage.
• If you have made coffee be sure to turn off coffee pot after it is emptied. If you notice someone else has left the coffee pot on, please turn it off.

• Keep the microwave clean. Clean up immediately after you have used it.

Materials:

• When returning clay after using it, add some water and re-wedge it before putting it back into the plastic bag/container. Then please make sure to put it back inside of the bag, and put the container’s lid back in its place.

• Dispose of any material residue inside garbage, before attempting to clean off tools or containers in the sink.

• Please make sure to clean off any spilled material off surfaces, tables, or floor. Wash any tools, containers, or palettes used.

• When washing off brushes, please make sure that water runs clear before putting them on the dryer rack.

• Powder or liquid plaster will clog the sinks; please dispose of it in the garbage.

• Be mindful on the amount of material that you will need. It is better to pour smaller amounts than to be wasteful.

• When using containers or palettes for different media, please make sure to dispose of it before washing it off in the sink. If media can be reused, please put the material back in the original bottle before washing off containers or palettes.

I have read the above document and will uphold to the guidelines in maintaining the organization of the classrooms and materials supply-room, in order to help promote a more welcoming learning environment for everyone, as it is a shared space.

__________________________  ______________
Student’s Signature          Date