



**Middle Tennessee State University
Board of Trustees
Academic Affairs, Student Life, and
Athletics Committee**

August 18, 2020
1:00 pm

MEC Meeting Room – 2nd Floor
Miller Education Center
503 East Bell Street
Murfreesboro, Tennessee 37132



**Middle Tennessee State University
Board of Trustees**

Academic Affairs, Student Life, and Athletics Committee

August 18, 2020
1:00 pm

AGENDA

Call to Order and Opening Remarks

Roll Call

Approval of Minutes (Action)[Tab 1](#)

Approval of New Academic Degree Programs (Action)[Tab 2](#)

 Bachelor of Arts in Art Therapy

 Master of Arts in Art Therapy

Approval of New Academic Degree under Consideration (Action)[Tab 3](#)

 Master of Science in Data Science

SACSCOC Fifth-Year Interim Report (Information)[Tab 4](#)

Data Science Initiative Update (Information)[Tab 5](#)

Athletics Update (Information)[Tab 6](#)

Chicago Statement (Action)[Tab 7](#)

Closing Remarks

Adjournment



**Middle Tennessee State University
Board of Trustees**

Academic Affairs, Student Life, and Athletics Committee

Action Item

DATE: August 18, 2020

SUBJECT: **Minutes of the June 2, 2020 Academic
Affairs, Student Life, and Athletics
Committee Meeting**

PRESENTER: Pam Wright
Committee Chair

BACKGROUND INFORMATION:

The Academic Affairs, Student Life, and Athletics Committee met on June 2, 2020.

Attached for your review and approval are the minutes from this meeting.

**MIDDLE TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES**

**ACADEMIC AFFAIRS, STUDENT LIFE, AND ATHLETICS COMMITTEE
MINUTES**

The Academic Affairs, Student Life, and Athletics Committee met on Tuesday, June 2, 2020, by way of electronic teleconference.

Call to Order

Trustee Wright called the meeting to order at 9:06 a.m.

Opening Remarks

Trustee Wright thanked President McPhee for his recent comments regarding protesters in Murfreesboro and on campus.

Roll Call and Statement of Necessity

Trustee Wright requested that Board Secretary Heidi Zimmerman call the roll. Ms. Zimmerman stated that because members of the Committee were participating in the meeting electronically, in accordance with Tennessee Code Annotated Section 8-44-108(c)(3), there were two questions that needed to be answered by the Committee members for the record. First, could the trustee clearly hear Ms. Zimmerman and others participating on the call? Second, if other individuals were present in the room, they would need to be identified.

The following Committee members were in attendance by way of teleconference: J.B. Baker, Tom Boyd, Pete DeLay, Joey Jacobs, Mary Martin, Steve Smith, Pam Wright, Samantha Eisenberg, Keith Huber, and Chris Massaro. Each indicated they were able to clearly hear all others on the call, and there was no one else present in the room at their location.

Also present on the conference call were Trustees Darrell Freeman and Chris Karbowskiak. President Sidney A. McPhee; Joe Bales, Vice President for University Advancement; Mark

Byrnes, University Provost; Andrew Oppmann, Vice President for Marketing and Communications; Bruce Petryshak, Vice President for Information Technology and Chief Information Officer; Deb Sells, Vice President for Student Affairs and Vice Provost for Enrollment and Academic Services; Alan Thomas, Vice President for Business and Finance; Brenda Burkhart, Chief Audit Executive; Heidi Zimmerman, University Counsel and Board Secretary; and, Kim Edgar, Assistant to the President and Chief of Staff were also on the call.

Ms. Zimmerman stated that a quorum was not physically present, but that one would exist with inclusion of the Committee members participating electronically. In accordance with T.C.A. § 8-44-108(b)(2), in order to proceed without a physical quorum, the Committee was required to make a determination that necessity for the meeting existed. Ms. Zimmerman provided the following circumstances for the Committee's consideration to establish the necessity for holding the meeting:

1. The agenda items included matters the Committee must consider and vote on in order to make recommendations to the Board of Trustees. These matters include candidates for tenure and promotion, policy revisions, and a new academic degree program.
2. The Board of Trustees will meet on Tuesday, June 16.
3. It was necessary for the Committee to meet in order to consider these matters prior to the Board's next meeting.
4. Due to concerns related to exposure to the coronavirus, it was determined that the Committee meeting should be held electronically and, thus, there was not a physical quorum without electronic participation of Committee members.

Trustee Wright requested a motion and second be made concerning the necessity for the meeting. Trustee DeLay made the motion, which was seconded by Trustee Martin. A roll call

vote was taken. The vote was 7 Ayes and no Nays; the motion carried that necessity to hold the meeting existed.

Approval of Minutes - Action

The first agenda item was approval of the minutes from the March 17, 2020 Academic Affairs, Student Life, and Athletics Committee meeting. Trustee DeLay moved to approve the minutes from the March 17, 2020 meeting and Trustee Martin seconded the motion. A roll call vote was taken and the motion to approve the minutes from the March 17, 2020 meeting of the Academic Affairs, Student Life, and Athletics Committee passed unanimously.

Approval of Tenure and Promotion Candidates - Action

Provost Byrnes presented the list of twenty-four (24) tenure candidates and forty-nine (49) promotion candidates and reminded Trustees that tenure and promotion review is a lengthy process that begins in September when candidates turn in their documentation and includes a six-year probationary period.

Trustee Martin moved to approve tenure for twenty-four (24) candidates and promotion for forty-nine (49) candidates and Trustee Delay seconded the motion. A roll call vote was taken and the motion to approve tenure for twenty-four (24) candidates and promotion for forty-nine (49) candidates passed unanimously.

Approval of Policy Revisions – Action

204 Tenure

205 Promotion of Tenured and Tenurable Faculty

The next action item was approval of revisions to Policies 204 Tenure and 205 Promotion of Tenured and Tenurable Faculty. After revising these policies for tenure and promotion as part of establishing the Board of Trustees in 2017, an annual policy review has focused on streamlining processes and clarifying language and procedures. Highlights include the addition of provisions for electronic submission and review of materials and the opportunity for faculty to write a rebuttal to address factual errors in letters of recommendation. The opportunity for

candidates to meet in person to discuss review processes and the data upon which decisions were made was deleted. The procedures for expedited tenure review and abandonment of tenure were revised.

A motion was made by Trustee Martin to approve the revisions to Policies 204 Tenure and 205 Promotion of Tenured and Tenurable Faculty. Trustee DeLay seconded the motion. A roll call vote was taken and the motion to approve the revisions to Policies 204 Tenure and 205 Promotion of Tenured and Tenurable Faculty carried unanimously.

Approval of New Academic Program - Action

Master of Science in Athletic Training

The accrediting agency and board of certification for athletic trainers recently established the master's level as the professional degree for athletic training. Current faculty will revise the bachelor's level courses to be offered at the graduate level. The B.S. in Athletic Training will be terminated in 2027.

A motion was made by Trustee Baker to approve the Master of Science in Athletic Training. Trustee Smith seconded the motion. A roll call vote was taken and the motion to approve the Master of Science in Athletic Training carried unanimously.

Other Business

Trustee Martin commended President McPhee and the COVID-19 Task Force for their tremendous work and detailed reports to ensure the safety of the campus.

Adjournment

The meeting adjourned at 9:37 a.m.

Respectfully submitted,

Academic Affairs, Student Life, and Athletics Committee



**Middle Tennessee State University
Board of Trustees**

Academic Affairs, Student Life, and Athletics Committee

Action Item

DATE: August 18, 2020

SUBJECT: **Approval of New Academic Degree Programs
B.A., Art Therapy
M.A., Art Therapy**

PRESENTER: Mark Byrnes
Provost

BACKGROUND INFORMATION:

University Policy 251, Approval of Academic Programs, Units, and Modifications, states all academic actions that require review and approval by THEC must be approved by the Board of Trustees.

Proposals for a Bachelor of Arts in Art Therapy and a Master of Arts in Art Therapy are attached for approval.

NEW ACADEMIC PROGRAM PROPOSAL

B.A. in Art Therapy

Submitted October 2019

Revised June 2020

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Appendix A: Feasibility Study

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Appendix F: Course Syllabi

Appendix G: Organizational Chart



MIKE KRAUSE
Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
PARKWAY TOWERS, SUITE 1900
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BILL LEE
Governor

TO: Dr. Sidney McPhee

FROM: Mike Krause 

SUBJECT: Middle Tennessee State University
Letters of Notification: Art Therapy, Bachelor of Arts and Master of Arts

DATE: May 8, 2019

Thank you for the submission of the Letters of Notification (LON) for the proposed Art Therapy Bachelor of Arts (BA) and Art Therapy Master of Arts (MA). Per THEC Policy A1.0 – *New Academic Programs: Approval Process*, the LONs are evaluated on the following criteria: alignment with state master plan and institutional mission, need, sustainable demand, program costs and revenues; institutional capacity to deliver the proposed academic program; and avoidance of duplication.

I approve MTSU's Letters of Notification to develop both the Art Therapy, BA and Art Therapy, MA New Academic Program Proposals. It is understood that the proposed programs will be in accordance with the institutional mission and will meet *Tennessee Public Agenda for Higher Education 2015-2025* degree completion and workforce development objectives.

Please note two external reviewers will be required for the site visit. Additionally, the external reviewers will be asked to evaluate the viability of implementing both programs concurrently.

The LONs project implementation of approved Art Therapy, BA and MA programs in Fall 2021. Please be advised that the approval and the attached LON evaluation will be posted on the THEC website for public disclosure.

Attachment

cc: Dr. Mark Byrnes
Dr. Peter Cunningham
Betty Dandridge Johnson
Julie Roberts

Tennessee Higher Education Commission
Letter of Notification Evaluation
May 8, 2019



The evaluation of the Letter of Notification (LON) is in accordance with the *THEC Policy A1.0 New Academic Programs: Approval Process*. The evaluation is conducted by interested parties and THEC staff. The LON is posted on the THEC website for a 15 day period of comment by interested parties. Based on the internal and external evaluation, THEC will make a determination of the LON to support, not to support, or defer a decision based on a revised LON.

Institution: Middle Tennessee State University	LON Submission Date: Nov 8, 2018
Academic Program, Degree Designation: Art Therapy, Bachelor of Arts and Master of Arts	
Proposed CIP Code: 51.2301	
CIP Code Title: Art Therapy/Therapist	
Proposed Implementation Date: Fall 2021	
Time Period Posted on Website for Public Comment: November 8 – 26, 2018	

Criteria	Comments	
	Bachelor of Arts	Master of Arts
Letter of Support from President/Chancellor	<ul style="list-style-type: none"> Letter from President McPhee providing support was submitted and dated November 7, 2018. Proposed program development was approved by the MTSU Board of Trustees during the June 2018 meeting. 	
Purpose and Nature of Program	<ul style="list-style-type: none"> The BA in Art Therapy will prepare students for jobs as recreational therapists and entry-level positions in childcare, nursing homes, and veteran’s organizations. The proposed BA would create a pipeline of potential students for the proposed MA in Art Therapy. 	<ul style="list-style-type: none"> The MA in Arts Therapy will prepare students for a wide range of clinical, educational, preventative, and community development positions. The proposed program would provide graduates with the degree necessary to seek board certification and licensing in Art Therapy.
Alignment with State Master Plan and Institutional Mission	<ul style="list-style-type: none"> The proposed program aligns with the State Master Plan and MTSU’s institutional mission. 	
Feasibility Study	<ul style="list-style-type: none"> A feasibility study was conducted by Hanover Research during summer 2018 for both the BA and MA in Art Therapy. 	
	<ul style="list-style-type: none"> The analysis classified the BA in Art Therapy as a “high growth program”. A master’s degree is required for registered art therapists, however, job opportunities as “activity coordinators” and “program directors” in various 	<ul style="list-style-type: none"> The analysis classified the MA in Art Therapy as an “emerging program” in the southeast region. On average, 32 students are graduating per year in the southeast region of the United States with a MA in Art Therapy.

Criteria	Comments	
	settings are available for bachelor-level graduates.	
	<ul style="list-style-type: none"> ▪ The analysis classified the BA in Art Therapy as a “high growth program”. ▪ A master’s degree is required for registered art therapists, however, job opportunities as “activity coordinators” and “program directors” in various settings are available for bachelor-level graduates. 	<ul style="list-style-type: none"> ▪
Need	<ul style="list-style-type: none"> ▪ Undergraduate Art Therapy degrees are encouraged for admission to Master’s level Art Therapy programs. However, they are not required. 	<ul style="list-style-type: none"> ▪ Currently, there are no graduate level Art Therapy programs offered in Tennessee.
Sustainable Development	<ul style="list-style-type: none"> ▪ According to the feasibility study, the job outlook for art therapists is growing at a faster rate than average. ▪ If the BA and MA in Art Therapy are approved, MTSU plans to establish an Accelerated Bachelors-to-Masters (ABM) Pathway to serve as a recruitment tool. 	
Institutional capacity to deliver the proposed academic program	<ul style="list-style-type: none"> ▪ The Department of Art and Design will work collaboratively with the Departments of Social Work and Psychology to offer curriculum and the undergraduate and graduate level for these proposed programs. ▪ According to the Letters of Notification, minimal costs will be required to implement the proposed program. One new faculty member is projected for the proposed BA and MA Art Therapy from an existing position. Adjunct salaries are projected for the MA Art Therapy for course release for the proposed program director. 	
Student Interest	<ul style="list-style-type: none"> ▪ A total of 77 students were surveyed and 35 strongly agreed when asked if they would have been interested in pursuing an Art Therapy degree at MTSU. 	
Local and regional need	<ul style="list-style-type: none"> ▪ Currently, there are 4 BA Art Therapy programs in the state all at private institutions. According to the feasibility study (page 7), “Trends in the current competitor market leave a need for a public and more affordable option for students.” 	<ul style="list-style-type: none"> ▪ As mentioned previously, there are currently no graduate level Art Therapy programs in the state. ▪ Three graduate Art Therapy programs in the southeast region.
Employer need/demand	<ul style="list-style-type: none"> ▪ Letters of support were submitted by organizations such as the American Art Therapy Association, Parthenon Pavilion, Renewed Support, and the Memphis Brooks Museum of Art. 	
Existing programs offered at public and	<ul style="list-style-type: none"> ▪ There are currently 4 undergraduate programs at 	<ul style="list-style-type: none"> ▪ There are currently no Master’s degrees in Art Therapy offered in

Criteria	Comments	
private TN institutions	private institutions in TN (see Table 1). <ul style="list-style-type: none"> A total of five degrees were conferred across all four programs in 2016. 	Tennessee.
THEC Financial Projection Form	<ul style="list-style-type: none"> According to the LONs, projected costs will be supported through tuition and fee generation. Refer to institutional capacity section for faculty needs. 	
Public Comments	<ul style="list-style-type: none"> No public comments were submitted. 	

Table 1 - Degrees Awarded for Art Therapy, BA Programs in Tennessee.

<i>Institution</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
Christian Brothers University	-	0	1	0
Lipscomb University	3	1	1	2
Southern Adventist University	0	1	3	1
Union University	-	1	0	1

Source: IPEDS

Julie Roberts
Associate Chief Academic Officer
Tennessee Higher Education Commission
404 James Robertson Pky., Suite 1900
Nashville, TN 37243

March 8, 2019

Hello Julie,

Thank you for your consideration of our letters of notification for a B.A. and M.A. in Art Therapy. We have responded to your questions and or requests for additional information. Also, attached are revised Letters of Notification for both proposed degrees and our responses are tracked to these revised LONs. Since the letters were submitted together and you provided a single document, we are submitting consolidated response your questions about both letters. This was easier for us and I hope for you also.

We agree with you that these proposed degrees align with the State's Master Plan and our institutional mission and the job outlook for art therapists is growing at a faster rate than average. We also note that no comments were submitted during the period of public review. We take that as confirmation that these programs are non-controversial, non-duplicative of existing programs at public institutions, and are not perceived as a threat by institutions with an existing program.

Overall Comments

The CIP code recommended was 52.2301 but should be 51.2301.

This has been corrected on both letters.

The LON mentions possible TN legislation relative to new state licensure requirements. Will this bill be reintroduced in the new session, and what are the consequences of the bill passing or failing?

HB0781 was introduced by Rep. Bob Ramsey and the companion bill (SB0055) was introduced by Senator Becky Massey. Both have multiple co-sponsors, have passed on first reading, and both are scheduled for subcommittee hearings during March. If enacted, these bills will authorize the granting of licenses to practice Art Therapy and will require anyone who desires that licensure as an Art Therapist to meet certain requirements, including a master's or doctoral degree in art therapy from a program approved by the American Art Therapy Association or the Commission on Accreditation of Allied Health Education Programs or an master's or doctoral degree deemed equivalent to an approved or accredited program in art therapy in addition to other criteria. If enacted, the MTSU MA in Art Therapy will be the program of choice for Tennesseans who seek a career as an art therapist.

Please provide a comprehensive implementation timeline for both the BA and the MA Art Therapy programs regarding hiring faculty, accreditation, curriculum development, recruiting students, and other major tasks to ensure viability.

An exact timeline for implementation of the BA and MA degrees cannot be determined until the Letters of Notification are approved and the New Academic Program Proposals have undergone external judgement. At that time, the projected timeline as contained in the NAPPs can be finalized. There are no additional faculty to be hired as part of the implementation, we are committed to obtaining accreditation as the earliest possible time but cannot initiate that process until the programs are approved. A number of the courses required for both degrees are already in existence and additional courses will be developed as part of the NAPP process which requires a full curriculum to be described. The NAPP also requires development of a comprehensive student recruitment plan which will include a timeline of tasks and milestones.

The Academic Common Market (ACM) is referenced as a potential source of students. However, Tennessee has only approved two students for an MS in Art Therapy via ACM since 2009.

The reference to the ACM as a source of potential students was not based upon Tennessee residents but rather, on residents of other states who would pursue an Art Therapy degree at MTSU if one was available. The Art Therapy program at Florida State University is currently approved for residents of twelve SREB states (not including Tennessee). It is not approved for residents of Kentucky because the University of Louisville has a similar program (approved for their residents by 10 SREB states). We believe this provides evidence that the MTSU programs would also be approved by a significant number of SREB states when requested by their residents.

B.A. Degree

Will clinical placements be required for the BA students? If so, how will MTSU ensure students will have enough placement locations?

Clinical placements are required for BA students. During their undergraduate degree, undergrads will be placed in clinical fieldwork opportunities through the department's connections with Tennessee Art Therapy Association. "The President of TATA, Brienne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women's and Children's Hospital, My Canvas Youth Community Arts, Davidson County's Family & Children's Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites." (Page 3 of the BA Letter of Notification)

The feasibility study states ..."all licensed, practicing art therapists require the completion of master's coursework, and standalone baccalaureate credentials and career pathways are rare in the field." A stronger case could be made for a BA in Art Therapy if a concentration was established first to demonstrate a pipeline of students to a MA in Art Therapy. However, if a BA is still desired, a stronger case should be made regarding the necessity and sustainability of an undergraduate program.

Please see Labor Market Analysis, page 5 of the BA Letter of Notification.

M.A. Degree

How will MTSU ensure students have enough clinical placement sites?

“Students will be placed in clinical fieldwork opportunities through the department’s connections with Tennessee Art Therapy Association. The President of TATA, Brianne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women’s and Children’s Hospital, My Canvas Youth Community Arts, Davidson County’s Family & Children’s Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites. The Art Therapy faculty at Middle Tennessee State University will coordinate these placements and receive credit for doing so through assigned internship courses.” (Page 5 of the MA LON)

The proposed implementation date for the BA in Art Therapy is also Fall 2020. The LON suggests MTSU's proposed BA in Art Therapy will create an enrollment pipeline for the MA in Art Therapy. Who will be the targeted students for the MA in Art Therapy especially prior to the first graduating class from the BA in Art Therapy?

The proposed BA in Art Therapy is anticipated to be a pipeline (but not the only pipeline). Once implemented, it will contribute to growth in the MA program. In addition to students in the MTSU BA in Art Therapy, we anticipate recruiting students from all Tennessee institutions with UG majors in Art, Art Therapy, Psychology, Social Work, and Counseling as well as other students with an interest in art therapy. Because there are only two other public master’s program in Art Therapy across the 16 member states of the SREB, we also anticipate receiving students through the Academic Common Market.

Purpose and Nature of Program

B.A. Degree

Little information is provided related to the benefits of a BA in Art Therapy as compared to other degrees such as sociology, psychology, etc. What is the competitive advantage for a graduate with a BA in Art Therapy?

“Undergraduate degrees in Art Therapy provide students with specific training to engage and assist individuals struggling with post-traumatic stress and difficulties in verbalizing their issues and emotions. Curriculum focuses on mastering a broad range of studio art techniques, and learning how to employ those skills to connect with patients. The requisite practicum or internship course, as directed by the National Schools of Art and Design (NASAD)ⁱ, offers students in this discipline a unique opportunity to gain valuable field experience, setting them apart from graduates of sociology and psychology bachelor’s programs.

Additional skills mastered at the BA level would include strong communication, comprehension, active listening and learning, writing, critical thinking, learning strategies, monitoring social perceptiveness, coordination, negotiation, service, and complex problem solving. These are all skills critical to employers in the health field, and in business. In addition to local and regional employers, national employers will also benefit from the graduates produced by this major at MTSU.” (Please see page 2 of the BA LON)

Feasibility Study

B.A. Degree

Undergraduate degrees do not qualify students to receive licensure - the feasibility for the BA in Art Therapy is not clearly defined.

“Upon successful completion of the bachelors programs students will have developed strong communication and leadership skills necessary for directing and promoting outreach and art experiences within the community and business sectors. Throughout their degrees, students who graduated from this program will have been immersed in Problem Based Learning and collaborative, team-building activities. This type of learning increases students ability to respond creatively to complex questions, increases opportunities for public speaking, and promotes the growth of self-confidenceⁱⁱ. The BA’s emphasis on developing visual literacy, non-verbal communication strategies, proficiency in design, and a foundation of knowledge in sociology and psychology is unique within the market place.” (Page 5 of the BA LON)

Currently, there are four undergraduate programs throughout TN that offer an Art Therapy degree. Only five undergraduate degrees were conferred across all four programs in 2016. How will MTSU ensure the program is able to recruit enough students and remain a viable program?

Currently all undergraduate programs in Tennessee are housed in private institutions with prohibitive tuition rates. As a result, there is not an undergraduate art therapy program available to the overwhelming majority of Tennessee undergraduate who are enrolled in public institutions. Also, students must leave the state in order to obtain their graduate degree in Art Therapy. By establishing a BA and MA program simultaneously, we will be offering students a direct pathway to licensure and a career in art therapy. In addition, once the degrees are established, an Accelerated Bachelor to Master Degree (ABM) pathway will be created to enable highly successful undergraduate students to complete requirements from both the bachelor’s and master’s degrees in a compressed timeframe. This linked pathway will allow students to join the workforce at an expedited rate, and assist with recruiting highly qualified students for the MA program.

The proposed BA program will also be linked to multiple Tennessee Transfer Pathways, offering community college students an opportunity to continue their studies in this field at MTSU.

Job projections are heavily influence by the "Social and Community Service Managers" classification. Will students be ready to transition directly to management positions after completing the BA in Art Therapy?

“Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, nursing homes, rehabilitation facilities, hospitals, veteran centers and other community health centers. Graduates of the BA in Art Therapy program will be singularly positioned to take on managerial roles in social and community service settings due to their fieldwork experience and internships.” (Please see page 5 of the BA LON)

M.A. Degree

How will MTSU ensure the MA in Art Therapy will be able to sustain enrollment and graduation benchmarks

considering the limited number of degrees awarded across 12 southeastern states annually?

“Undergraduate degrees in Art Therapy are recommended for applicants to Art Therapy graduate programs due to access to field based opportunities and Art Therapy specific curriculum. An undergraduate degree in Art Therapy, however, is not required for admission to a graduate program. The undergraduate education of TATA’s officers, all of which have obtained a Masters and ATR certification, include Bachelors in Art, Bachelors in Art Education, and Bachelors in Fine Arts. Students coming from institutions that did not offer undergraduate Art Therapy will be able to enroll in the MA at Middle Tennessee State University. Because the MTSU program will be the only master’s program in the state, we anticipate enrolling students from a number of institutions and with a variety of undergraduate majors. The establishment of the ABM pathway, linking Bachelors to Masters will also serve as a recruitment tool for both undergraduate and graduate Art Therapy programs at MTSU. Students enrolled in the accelerated program will be able to enter the job market sooner. This compression in the timeline will also increase retention in both programs, and reduce student debt.” (Please see page 9 of the MA LON)

You correctly note that, on average, 32 master’s degrees are awarded in the southeast region of the U.S. However, that number is misleading as there are only two accredited programs (University of Louisville and Florida State University) across the entire 16 states in the South (SREB membership region). The proposed master’s in art therapy at MTSU will provide a third affordable option for prospective students in a region that extends from Delaware to Texas.

Job projections are heavily influence by the "Social and Community Service Managers" classification. Does the MA in Art Therapy provide a competitive advantage for students in this field?

“Market demand for Art Therapists in the region is high. There are 140 projected annual openings for Art Therapy-related employment in Tennessee, 1650 in the Southeast, and 27,900 nationally, however there are currently only 81 licensed Art Therapists in the state of Tennessee.

TATA president, Brianne Burgoon, reports that the Association is regularly contacted by employers regarding unfilled positions due to the low number of credentialed art therapists in Tennessee. They report that Onsite Workshops, LeBonheur, Star Center of Jackson, Ave Maria, Memphis Recovery Network, West Cancer Center, JIFF, Parkwood Behavioral Health have been unable to secure additional Art Therapists for their staff and continue to have open positions. “ (Please see page 6 of the MA LON)

According to the feasibility study, only 8 positions were posted in Tennessee over 180 days for art therapist jobs. Is this enough demand to support the proposed program?

State licensing will provide Art Therapy with the acknowledgement that it is a distinct field with specific training requirements and standards. This recognition of art therapy’s distinct functions will serve to increase the number of employment postings that specifically list Art Therapy. TATA board member, Catherine Harris, MA, ATR-BC, employed by TriStar Parthenon Pavilion notes that in job postings placed by her employer and other regional mental health organizations, that the title “Art Therapist” is not always used. For example, Harris serves as an Art Therapist at the Centennial Medical Center, however her technical title with human resources is “Inpatient Therapist”. The behavioral health hospital, Parthenon Pavilion, has one of the largest expressive therapies

departments in the region, which includes art, music, and recreation therapy. Job postings for Art Therapy related positions at Parthenon Pavilion are titled, “Adjunctive Therapist”. She cites further examples of colleagues in the field functioning under somewhat misleading titles such as, Art Teacher or Art Instructor. Additionally, TATA board member, Paige Scheinberg, indicated that VA’s post Art Therapy jobs under the heading of “Recreational Therapists” with required ATR certification. (Please see page 6 of the MA LON)

Need

Both Degrees

Although the feasibility study addressed the growth rate for Art Therapy professionals, the actual number of jobs in the field is relatively low. Additional justification/clarification related to need should be provided for both programs

Use of art therapy and employment of art therapists is growing rapidly in Tennessee, across the region, and nationally. While the number of positions specifically labeled as “Art Therapist” is relatively small, demand is expected to grow as art therapy is increasingly used to address mental and physical health issues. Even when a position is not titled Art Therapist, the job description calls for a degree and or training as an art therapist. Please see Program Demand Forecast, page 7 of MA LON, page 5 of BA LON.

Sustainable Development

B.A. Degree

According to the feasibility study, the job outlook for art therapists is growing at a faster rate than average. However, this job rate is based on licensed Art Therapists which requires at least a Master's degree. What is the competitive advantage for students to complete a BA in Art Therapy over existing undergraduate degrees in art, psychology, social work etc.?

“Throughout their degrees, students who graduated from this program will have been immersed in Problem Based Learning and collaborative, team-building activities. The BA’s emphasis on developing visual literacy, non-verbal communication strategies, proficiencies in design, and a foundation of knowledge in sociology and psychology is unique within the market place.” (Please see page 5 of BA LON)

M.A. Degree

Although the growth rate is higher than average for "art therapy-related" jobs the total annual openings across the state are only 140. How competitive will graduates from the MA in Art Therapy be for the limited number of jobs?

Art Therapy related positions are often posted under a variety of position titles. Please see discussion in the Labor Market Analysis, page 6 of the MA LON.

Institutional capacity to deliver the proposed academic program

Both Degrees

The Department of Social Work is mentioned as a partner in the proposed program, along with the Department of Psychology. How will each of these departments be integrated into the proposed programs?

The Department of Psychology and the Department of Social Work, both housed in the College of Behavioral and Health Sciences, will collaborate with the Department of Art and Design to offer undergraduate and graduate level courses for Art Therapy Students. Undergraduate Art Therapy programs require students to register for a variety of Psychology courses, which include an introduction to Psychology, Abnormal Psychology, Personality development or Theories of Personality and Child or Developmental Psychology. Graduate degrees in Art Therapy must include coursework relating to the treatment of children and youth, human growth and development, counseling theories, family, psychopathology, cultural and social diversity, special settings and populations, educational Settings, addictions, geriatrics, research.

Please see full listing of existing courses offered by the Department of Social and the Department of Psychology that could serve as BA and MA in Art Therapy coursework in the revised sections of Institutional Capacity to Deliver the Proposed Academic Program (pages 8-10 in the MA LON, page 7 in the BA LON).

Due to the cross-disciplinary nature of the proposed programs, how will tuition/revenues be distributed across the various departments, and who will be responsible for coordination across departments?

Middle Tennessee State University has a centralized budget model so tuition and revenues will not be distributed across the various departments. SCH production is tracked to the department offering the course and is used when calculating staffing profiles and future resource allocations.

The program coordinator will be a faculty member in the Department of Art and Design. MTSU has a number of interdisciplinary majors (e.g., Africana Studies, Math & Science Education, Literacy Studies) and has a successful history of interdepartmental / intercollege collaboration in curriculum development and delivery.

Local and regional need

Both Degrees

A strong case is not established for local/regional need for the proposed programs. Please provide additional information.

Currently Tennessee is underserved in regards to mental health services. According to Mental Health America (MHA) Tennessee ranks 46 out of 51 states (including the District of Columbia) for providing access to mental health care.ⁱⁱⁱ (Please see page 2 of MA LON, page 2 of BA LON)

“Additional organizations requiring the services of Art Therapists include the Creative Forces Program, funded by the NEA. Through this program, veterans and members of the military who have suffered trauma meet with creative arts therapists to develop treatment plans. Art therapy reduces the economic impact on the patient by reducing time spent in medical care, lowering healthcare related costs and improving communication skills and trauma management. There are currently eleven medical centers across the US participating in this program and data indicates they reach 200 new patients yearly.^{iv} According to Veteran’s Affairs, Tennessee ranks #14 in the US for total number Veterans with an estimated population of 470,390.” (Please see page 6 of MA LON)

While four institutions in Tennessee do currently offer a bachelor's in art therapy program, they are all private, religiously-affiliated institutions with an average annual tuition of \$28, 331. There remains a need for an affordable public option for students. There are no graduate level Art Therapy programs in the state of Tennessee. The absence of a Master's degree in Art Therapy in Tennessee prevents Tennesseans from seeking an affordable, in-state option to complete their education.

Employer need/demand

Both Degrees

Although letters of support are supplied from several employers, a clear employer need/demand is not established for either program. Please provide additional documentation to establish sustainable employer demand for both proposed programs.

We are including three additional letters of support. All letters were written in support of the undergraduate and graduate programs being created concurrently so they relate to both the BA and MA degrees.

Future sustainable need/demand

B.A. Degree

This area was not addressed for undergraduate Art Therapy students.

“Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, nursing homes, rehabilitation facilities, hospitals, veteran centers and other community health centers. Graduates of the BA in Art Therapy program will be singularly positioned to take on managerial roles in social and community service settings due to their fieldwork experience and internships.” (Page 5 of BA LON)

M.A. Degree

Market, employer and student demand have not been clearly established - how will MTSU ensure their will be sufficient enrollment and placement opportunities for graduates from the program?

Students will be placed in clinical fieldwork opportunities through the department's connections with Tennessee Art Therapy Association. The President of TATA, Brianne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women's and Children's Hospital, My Canvas Youth Community Arts, Davidson County's Family & Children's Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites. The Art Therapy faculty at Middle Tennessee State University will coordinate these placements and receive credit for doing so through assigned internship courses. (Page 3 of the MA LON)

THEC Financial Projection Form

Both Degrees

Field placements and internships are integrated into both programs. Who will coordinate these

experiential learning opportunities for students, and what will be the associated costs?

The Art Therapy faculty at Middle Tennessee State University will coordinate these placements and receive workload credit for doing so through assigned internship courses. We have increased the travel budget in both THEC Financial Projection forms to ensure that costs related to supervision of interns is sufficiently funded.

B.A. Degree

The LON mentions the majority of courses necessary for degree completion are offered in the Department of Art and Design to be augmented by Psychology courses. What other classes will be needed and how will they be funded?

Undergraduate Art Therapy programs require students to register for a variety of Psychology courses, which include an introduction to Psychology, Abnormal Psychology, Personality development, Theories of Personality and Child or Developmental Psychology. The Psychology Department at MTSU currently offers these courses. There is no need to create new Psychology courses.

An unused faculty line in the Department of Art and Design is referenced as an existing unfilled faculty line reserved for this program. Will the use of this line require any institutional reallocations?

The Department of Art & Design currently has sufficient faculty resources to cover the instructional requirements of its existing degree programs. The existing line referenced in the LON is fully funded and has been held in reserve for this program. No institutional reallocation will be required for this position.

M.A. Degree

Accreditation costs are not included in the financial projections - please update accordingly.

Middle Tennessee State University's Department of Art and Design is accredited by NASAD (National Schools of Art and Design) which has established standards and guidelines for undergraduate Art Therapy programs. Since MTSU is already institutionally accredited by NASAD, there are no added annual accreditation fees for the BA in Art Therapy. The Education Committee of the American Art Therapy Association and the Accreditation Council for Art Therapy Education (ACATE) are in the process of transitioning from Educational Program Approval to an accreditation process. This process will be under the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and managed by ACATE. The fee for initial program accreditation of one degree is \$1250.00 with an annual program accreditation fee of \$600.00. There is an additional annual sponsoring institution fee of \$550.00 and all site visit costs must be reimbursed.^{vi} Benefits of accreditation through ACATE and CAAHEP include the assurance that graduates of accredited programs will have the essential skills, knowledge, and experience to succeed as professionals. Additionally, students investigating potential graduate programs will be attracted by accreditation because they will have confidence that the programs are regularly assessed and evaluated and that the curriculum meets standards established for their chosen profession.

Faculty salary (\$9200) is included in the financial projections but is not discussed in the document –

please provide clarification.

We provide a one-course reassignment in both fall and spring semesters to the program coordinator as well as a summer stipend in recognition that this program will require 12-month coordination. The \$9,200 figure reflects two adjunct faculty positions at \$2,100 each and a \$5,000 summer stipend.

Letters of Support

Both Degrees

Letters of support should be on letterhead and dated. Four of the letters of support provided as part of the LON for the undergraduate program were written for the graduate program.

We are including two additional letters of support and have replaced one that was previously provided without letterhead. Note that any letters not on letterhead come from individuals, not organizations. A total of 11 letters are provided and all were submitted in support of the undergraduate and graduate programs being created concurrently so they relate to both the BA and MA degrees.

ⁱ National Schools of Art and Design. , "NASAD Handbook 2017-2018," . <https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2017/12/AD-Handbook-2017-2018.pdf> (accessed January 22, 2019).

ⁱⁱ Bassam N. al-Radaideh. "Conceptualizing Approaches to Teaching College Printmaking Utilizing Perspectives on Learning from K-12 Art Education." *Visual Arts Research*. Vol 33, No.1. 2007.

ⁱⁱⁱ Mental Health America. "Access to Care Data." [Mentalhealthamerica.net](http://www.mentalhealthamerica.net) <http://www.mentalhealthamerica.net/issues/mental-health-america-access-care-data> (accessed August 14, 2018).

^{iv} National Endowment for the Arts. "Creative Forces: NEA Military Healing Arts Network." <https://www.arts.gov/national-initiatives/creative-forces/clinical-therapy> (accessed February 25, 2019).

^v US Department of Veteran's Affairs. "Veterans as a Percent of County Population (FY2017): Tennessee." https://www.va.gov/vetdata/docs/SpecialReports/State_Summaries_Tennessee.pdf (accessed February 25, 2019).

^{vi} Commission on Accreditation of Allied Health Education Programs. "ACATE Fee Structure." [Caahep.org](https://www.caahep.org) <https://www.caahep.org/getattachment/About-CAAHEP/Committees-on-Accreditation/Art-Therapy/ACATE-FEE-STRUCTURE.pdf.aspx> (accessed December 11, 2018).

November 7, 2018

Betty Dandridge-Johnson
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

Re: Bachelor of Arts in Art Therapy

Dear Betty:

Consistent with THEC Policy A1.0 (section 1.06A) which states that “the submission of a Letter of Notification must also include a letter of support from the President/Chancellor signifying institutional governing board or system office support for development,” please note that the Middle Tennessee State University Board of Trustees approved the conduct of a feasibility study and submission of a Letter of Notification to propose the development of a Bachelor of Arts degree in Art Therapy at its June, 2018 meeting. Please note that this letter of Notification is submitted conjointly with a Letter of Notification to develop a Master of Arts in Art Therapy degree since the master’s degree is the entry-level credential for certification. As such, there is overlap between the two letters of notification in sections related to program justification and need, alignment with State and MTSU master plans, as well as the letters of support.

We look forward to working with your office in the development of the New Academic Program Proposal and implementation of this degree.

Sincerely,

Sidney A. McPhee
President

Revised Letter of Notification to Develop a New Academic Program:

Bachelor of Arts in Art Therapy

**Submitted to the
Tennessee Higher Education Commission**

**By
Middle Tennessee State University**

March, 2019

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Proposed Program Name:

Art Therapy

Proposed Degree Designation:

Bachelor of Arts (B.A.)

Proposed CIP Code:

51.2301 – Art Therapy/Therapist

Definition: A program that prepares individuals, in consultation with other rehabilitation team members or in private practice, to use drawing and other art media forms to assess, treat, and rehabilitate individuals with mental, emotional, developmental, or physical disorders. Includes instruction in art, history and theory of art therapy, art therapeutic techniques, psychopathology, patient assessment and diagnosis, cultural diversity issues, legal and ethical practice issues, and professional standards and regulations.

Proposed implementation date:

Fall 2020

Academic Program Liaison (APL) name and contact information:

Dr. Peter H. Cunningham
Vice Provost for Academic Programs
Middle Tennessee State University
Cope Administration Building, Rm: 111
Murfreesboro, TN 37132
Office: 615-494-7611
Email: Peter.Cunningham@mtsu.edu

Purpose and Nature of Program:

We propose to establish a program of study that leads to a bachelor's degree in Art Therapy. The American Art Therapy Association describes Art Therapy as a regulated, integrative mental health and human services profession that is singularly able to facilitate non-verbal and verbal communication. It is particularly effective for individuals who suffer from mood disorders, communication and/or learning disorders, neurological disorders, neurocognitive disorders, Post-Traumatic Stress Disorder, and/or Traumatic Brain Injury. ¹

Currently Tennessee is underserved in regards to mental health services. According to Mental Health America (MHA) Tennessee ranks 46 out of 51 states (including the District of Columbia) for providing access to mental health care. ⁱⁱThis trend will only worsen as the population in Middle Tennessee continues to grow exponentially. According to the US Census Bureau, Tennessee is growing at a faster rate than the national average and the state saw a 5.8% population increase between 2010 and 2017. ⁱⁱⁱ

The geographic location of Middle Tennessee State University and the absence of any public, accredited undergraduate and graduate Art Therapy programs combine to create an ideal environment for a high quality program of study that prepares individuals for career opportunities in this growing and dynamic sector. This proposal is being submitted concurrently with a proposal to create an Art Therapy Master's program, which would provide students with the degree required for entry into the labor market as an Art Therapist.

Graduates of the BA program will be candidates for employment in a wide range of educational, preventive, and community development settings. They will have access to employment as Recreational Therapists and entry level positions in childcare, nursing homes, and veteran's organizations. Undergraduate degrees in Art Therapy provide students with specific training to engage and assist individuals struggling with post-traumatic stress and difficulties in verbalizing their issues and emotions. Curriculum focuses on mastering a broad range of studio art techniques, and learning how to employ those skills to connect with patients. The requisite practicum or internship course, as directed by the National Schools of Art and Design (NASAD)^{iv}, offers students in this discipline a unique opportunity to gain valuable field experience, setting them apart from graduates of sociology and psychology bachelor's programs. Additional skills mastered at the BA level would include strong communication, comprehension, active listening and learning, writing, critical thinking, learning strategies, monitoring social perceptiveness, coordination, negotiation, service, and complex problem solving. These are all skills critical to employers in the health field, and in business. In addition to local and regional employers, national employers will also benefit from the graduates produced by this major at MTSU.

Upon approval from the Tennessee Higher Education Commission, the Department of Art and Design, in communication with the Tennessee Art Therapy Association, the Department of Psychology, NASAD (National Schools of Art and Design), and the Accreditation Council for Art Therapy Education (ACATE) will begin the process of curriculum development. The coursework at the undergraduate level will focus on developing competencies in a variety of art media, knowledge of basic principles of sociology, general psychology, abnormal psychology, and developmental psychology. Degree plans for both the undergraduate and graduate programs in Art Therapy, and course proposals will be submitted through the Middle Tennessee State University curriculum process in fall of 2019. The Department of Art and Design will concurrently submit a Plan of Approval to NASAD by its deadline of October 1st, 2019.

The Department of Art and Design will conduct a search for an ATR certified Art Therapy faculty member in fall 2019. There is an existing faculty line available for this position so no additional resources will be needed to hire a professor. Recruitment of students will be ongoing throughout this process. The Department has two full time advisors through the College of Liberal Arts and the services of a College Career Counselor. They will be instrumental in

spreading the word about the programs to our current students. The programs will be promoted aggressively through news releases, attendance at College Fairs, Department Open Houses, through Social Media, brochures, mail outs, and in student centered publications. The Alumni newsletter will share information about the program. The Tennessee Art Therapy Association will also help promote the program through their website and contacts.

The BA and MA programs will begin offering courses in fall 2020. Once the degrees are established, an Accelerated Bachelor to Master Degree (ABM) pathway will be created to enable highly successful undergraduate students to complete requirements from both the bachelor's and master's degrees in a compressed timeframe. In this framework, participating Bachelors students may count up to twelve graduate credit hours toward both their BA and MA degrees. This linked pathway will allow students to join the workforce at an expedited rate, and assist with recruiting highly qualified students for the MA program. Both the BA in Art Therapy and the MA in Art Therapy will be assessed yearly.

During their undergraduate degree, Art Therapy students will be placed in clinical fieldwork opportunities through the department's connections with Tennessee Art Therapy Association. The President of TATA, Brienne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women's and Children's Hospital, My Canvas Youth Community Arts, Davidson County's Family & Children's Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites. The Art Therapy faculty member at Middle Tennessee State University will coordinate these placements and receive credit for doing so through assigned internship courses.

Alignment with state master plan and institutional mission:

The Master Plan for Tennessee Postsecondary Education 2015-2025^v calls for a statewide strategic development of higher education programs that increases the educational attainment levels of Tennesseans; addresses the state's economic development, workforce development, and research needs; and calls for institutional mission differentiation to realize statewide efficiencies through institutional collaboration, minimized redundancy, a focus on location, and research.

The proposed Art Therapy degree meets the State Master Plan in the following ways:

- *Creates an undergraduate degree program and associated curriculum that prepares graduates for entry into one of Tennessee's projected fastest growing labor categories.*

As of January 2018, Art Therapy has been moved into the Bureau of Labor Category of "Therapists, All Other". The demand for Art Therapy and related professions, both as licensed practitioners (MA) and for support roles (BA) is projected to increase nationally, and estimated to reach 19.9% growth in Tennessee^{vi}.

- *Provides Tennesseans with interdisciplinary liberal arts and social science degrees that*

prepare them to take part in a growing and sustained workforce specializing in mental health services.

Undergraduate Art Therapy curriculum integrates studies in Studio Art, Art Therapy, and Psychology,. This degree will be offered through the Department of Art and Design in the College of Liberal Arts, in collaboration with the Department of Psychology in the College of Behavioral and Health Sciences.

The Tennessee Art Therapy Association (TATA) is currently working with Tennessee legislators to create state licensing criteria for Art Therapists by 2019-2021 (see Senate Bill 0055 and House Bill 0781).^{vii} Licensure will enable Art Therapists to open private practices and allow insurance carriers to provide patient coverage for Art Therapy. This will open up a substantial market that includes children, veterans, victims of trauma, senior citizens, and those serving time in correctional facilities. During the 2018 session, TATA was able to educate the public about Art Therapy and partner with many other mental health organizations, such as Tennessee Psychological Association, Tennessee Department of Health and Tennessee Medical Association, to advocate for increased access to mental health services for Tennesseans. The Art Therapy Bill has been re-filed in both the House (HB0781) and Senate (SB0055). The legislation's prime sponsors are Senator Becky Massy and Representative Bob Ramsey. In the Senate, the bill has been assigned to its first committee, the Gov Ops Committee.

The proposed Art Therapy degree also aligns with the mission of Middle Tennessee State University as expressed in the goals of the university's Academic Master Plan^{viii}.

- *MTSU will advance academic Quality through excellence in teaching, scholarship, and service and the celebration of MTSU's strengths:*

This degree will be offered through the Department of Art and Design in the College of Liberal Arts, in collaboration with the Department of Psychology in the College of Behavioral and Health Sciences. Students enrolled in the Art Therapy program at MTSU will have access to state of the art Studio facilities, computer labs, perception labs, eyetracker labs, and a sound chamber/sound isolation booth. Incorporating new and existing coursework, this degree will challenge students in the classroom, offer opportunities to participate in undergraduate research, and engage in field-based learning, including through required internships.

The Department of Art and Design is nationally accredited by the National Association of Schools of Art and Design (NASAD). NASAD developed standards and guidelines for accredited undergraduate Art Therapy degrees in conjunction with the American Therapy Association.

- *MTSU will develop purposeful and sustainable partnering relationships and outreach:*

The B.A. in Art Therapy will be developed in close collaboration with the Tennessee

Art Therapy Association. Field placements and internships for students will be made available through partnership with TATA. These internships will enable students to encounter real life scenarios and accrue experience working in their chosen field.

Program Feasibility:

A comprehensive study of the feasibility of offering a baccalaureate degree in Art Therapy was conducted by Hanover Research during summer 2018. The final report for the study is attached as Appendix C. Pertinent findings are provided below.

Program Demand Forecast:

Student demand is growing for art therapy undergraduate and graduate Art Therapy programs and competitive saturation is low. MTSU would be the first public institution to offer a bachelor's in art therapy program in Tennessee, and the first to offer Art Therapy at the graduate level altogether, should the proposal be approved.

Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, nursing homes, rehabilitation facilities, hospitals, veteran centers and other community health centers. Graduates of the BA in Art Therapy program will be singularly positioned to take on managerial roles in social and community service settings due to their fieldwork experience and internships. Upon successful completion of the bachelors programs students will have developed strong communication and leadership skills necessary for directing and promoting outreach and art experiences within the community and business sectors. Throughout their degrees, students who graduated from this program will have been immersed in Problem Based Learning and collaborative, team-building activities. This type of learning increases students ability to respond creatively to complex questions, increases opportunities for public speaking, and promotes the growth of self-confidence^{ix}. The BA's emphasis on developing visual literacy, non-verbal communication strategies, proficiency in design, and a foundation of knowledge in sociology and psychology is unique within the market place.

Additional organizations requiring the services of Art Therapists include the Creative Forces Program, funded by the NEA. Through this program, veterans and members of the military who have suffered trauma meet with creative arts therapists to develop treatment plans. Art therapy that reduce the economic impact on the patient by reducing time spent in medical care, lowering healthcare related costs and improving communication skills and trauma management. There are currently eleven medical centers across the US participating in this program and data indicates they reach 200 new patients yearly.^x According to Veteran's Affairs, Tennessee ranks #14 in the US for total number Veterans with an estimated population of 470,390.^{xi}

Labor Market Analysis:

Art Therapy-related professionals will meet a positive labor market outlook over the next 10 years. Art Therapy-related occupations in Tennessee are projected to grow at a faster rate (19.9%) than the projected growth for all occupations in the state (11.2 %) between 2016 and

2026.^{xii} Similarly, regional and national labor projections support a positive Art Therapy employment climate.

In Tennessee, the majority of Art Therapy-related job postings at the undergraduate level are for social and community service managers. There are 140 projected annual openings for Art Therapy-related employment in Tennessee, 1650 in the Southeast, and 27,900 nationally. Currently there are only 81 licensed Art Therapists in the state of Tennessee.

State licensing will provide Art Therapy with the acknowledgement that it is a distinct field with specific training requirements and standards. This recognition of art therapy's distinct functions will serve to increase the number of employment postings that specifically list Art Therapy. TATA board member, Catherine Harris, MA, ATR-BC, employed by TriStar Parthenon Pavilion notes that in job postings placed by her employer and other regional mental health organizations, that the title "Art Therapist" is not always used. For example, Harris serves as an Art Therapist at the Centennial Medical Center, however her technical title with human resources is "Inpatient Therapist". The behavioral health hospital, Parthenon Pavilion, has one of the largest expressive therapies departments in the region, which includes art, music, and recreation therapy. Job postings for Art Therapy related positions at Parthenon Pavilion are titled, "Adjunctive Therapist". She cites further examples of colleagues in the field functioning under somewhat misleading titles such as, Art Teacher or Art Instructor. Additionally, TATA board member, Paige Scheinberg, indicated that VA's post Art Therapy jobs under the heading of "Recreational Therapists" with required ATR certification.

Competitor Analysis:

While four institutions in Tennessee do currently offer a bachelor's in art therapy program, they are all private, religiously-affiliated institutions with an average annual tuition of \$28,331. There remains a need for an affordable public option for students. Furthermore, investigation of above-average enrollment growth in regional programs indicates strong student demand and that a new bachelor's in art therapy program is sustainable.

MTSU Survey:

A survey instrument was delivered to students registered as Art and Design Majors and Art and Design Minors within the College of Liberal Arts to assess student interest in Bachelor's and Master's Art Therapy programs. Seventy-seven students participated. About thirty-five of these students (45.45%) indicated they "Strongly Agree" that they would have been interested in pursuing an Art Therapy degree at MTSU. Another 32.5% of students indicated that they "Somewhat Agree" that they would have been interested in pursuing the major.

While we cannot extrapolate these results to the entire population of MTSU undergraduates they do reflect the high degree of interest in the potential program.

Institutional Capacity to Deliver the Proposed Academic Program:

The Department of Art and Design at MTSU will work collaboratively with the Department of Psychology and the Department of Social Work to offer curriculum at the undergraduate and graduate level.

Undergraduate Art Therapy programs require students to register for a variety of Psychology courses, which include an introduction to Psychology, Abnormal Psychology, Personality develop or Theories of Personality and Child or Developmental Psychology. The Psychology Department at MTSU currently offers the following courses:

PSY 1410: General Psychology

PSY 2210: Psychology of Social Behavior

SOC 1010: Introductory Sociology

PSY 2300: Developmental Psychology

PSY 3230: Abnormal Psychology

PSY 3590: Personality

PSY 3020: Basic Statistics for Behavioral Science

PSY 4190: Child Psychology

No additional courses in Psychology will need to be created to accommodate undergraduate Art Therapy Students. Art Therapy specific courses will be taught through the Department of Art and Design, by ATR Certified faculty.

Program Costs/Revenues:

This degree will not require special facilities or equipment. The Department of Art and Design already offers a majority of the courses necessary for degree completion and has full-time faculty qualified to instruct and lead this program. In addition, the department of Psychology offers a number of courses that will be incorporated in the curriculum. The Department of Art and Design has an existing unfilled faculty line reserved for this program.

A complete accounting of one-time and recurring costs, as well as revenue projections are provided in Attachment A (THEC Financial Projections Form). Expenses include funds to support recruitment and program promotion prior to, during, and after implementation. The proposed degree will be funded entirely through tuition and fee revenue. For purposes of this Letter of Notification, we have calculated tuition and fee revenue based on a conservative enrollment projection and have used a 2 percent annual increase for recurring expenses as well as for tuition.

Existing programs offered at public and private Tennessee institutions:

There are currently no public institutions that offer a bachelor's in art therapy program in Tennessee.

List of institutions currently offering Baccalaureate degree in Art Therapy in Tennessee:

Christian Brothers University (B.F.A. in Visual Arts with Art Therapy Concentration)

Southern Adventist University (B.A. in Art Therapy)

Lipscomb University (B.A. in Art Therapy)

Union University (B.A. in Pre-Professional Art Therapy)

Future sustainable need/demand as evidenced in letters from employers:

The planning and development of this Letter of Notification follows numerous inquiries students in the surrounding region who have experienced difficulty in finding accredited programs offered by public institutions. Additionally, TATA president, Brianne Burgoon, reports that the Association is regularly contacted by employers regarding unfilled positions due to the low number of credentialed art therapists in Tennessee. They report that Onsite Workshops, LeBonheur, Star Center of Jackson, Ave Maria, Memphis Recovery Network, West Cancer Center, JIFF, Parkwood Behavioral Health have been unable to secure additional Art Therapists for their staff and continue to have open positions.

We have also received letters of support and encouragement from Art Therapy professionals, American Art Therapy Association members, and employers who recognize the need for increased access and diversity in mental health services in Tennessee. Evidence of this need / demand for a baccalaureate program in Art Therapy at MTSU is found in the attached letters of support (Appendix A).

Sources

- ⁱ American Art Therapy Association. “About Art Therapy.” Arttherapy.org <https://arttherapy.org/about-art-therapy/> (accessed August 16, 2018).
- ⁱⁱ Mental Health America. “Access to Care Data.” Mentalhealthamerica.net <http://www.mentalhealthamerica.net/issues/mental-health-america-access-care-data> (accessed August 14, 2018).
- ⁱⁱⁱ US Census Bureau. “Tennessee QuickFacts.” Census.gov. <https://www.census.gov/quickfacts/fact/table/tn/PST045217>(accessed August 14, 2018).
- ^{iv} National Schools of Art and Design. , "NASAD Handgook 2017-2018,". <https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2017/12/AD-Handbook-2017-2018.pdf> (accessed January 22, 2019).
- ^v Postsecondary Attainment in the Decade of Decision: The Master Plan for Tennessee Postsecondary Education 2015-2025. Tennessee Higher Education Commission. <https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/master-plan/MasterPlanSummary.pdf> (accessed August 16, 2018).
- ^{vi} Bureau of Labor Statistics. “Employment Projections.” Data.bls.gov. <https://data.bls.gov/projections/occupationProj> (accessed February 25 2019).
- ^{vii} Tennessee Art Therapy Association. “Affordable and Accessible Art Therapy Services in Tennessee Is Possible.” Tennesseearttherapyassociation.com. <http://www.tennesseearttherapyassociation.com/licensure-efforts.html> (accessed August 16, 2018).
- ^{viii} The Reach to Distinction: Middle Tennessee State University Academic Master Plan, 2015- 2025. Middle Tennessee State University. Ba <https://www.mtsu.edu/AMP/docs/MTSUAcademicMasterPlan.pdf> (accessed August 16, 2018).
- ^{ix} Bassam N. al-Radaideh. “Conceptualizing Approaches to Teaching College Printmaking Utilitizing Perspectives on Learning from K-12 Art Education.” *Visual Arts Research*. Vol 33, No.1. 2007.
- ^x National Endowment for the Arts. “Creative Forces: NEA Military Healing Arts Network.” <https://www.arts.gov/national-initiatives/creative-forces/clinical-therapy> (accessed February 25, 2019).
- ^{xi} US Department of Veteran’s Affairs. “Veterans as a Percent of County Population (FY2017): Tennessee.” https://www.va.gov/vetdata/docs/SpecialReports/State_Summaries_Tennessee.pdf (accessed February 25, 2019).
- ^{xii} Tennessee Department of Labor and Workforce Development. “Industry Projections (Long-Term) for Multiple Industries in 2016-2026. Jobs4tn.gov. <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?enc=9bfxyCUawMEI8NJGd4XMp3BWhc881C+Uy5mUqJADg=> (accessed August 16, 2018).

Implementation Timeline: Provide a timeline which includes the following items:

- Accreditation considerations for professional disciplinary accreditation organizations and/or SACSCOC, if applicable

SACSCOC does not require a site visit as this is not a substantive change from our currently accredited undergraduate academic offerings. The Plan of Approval will be submitted to the National Association of Art and Design (NASAD) prior to their March 1st 2020 deadline.

- Proposed dates for the external judgment site visit

We propose that the external review take place during February 2020.

- Estimated date of submission of the external review report to THEC and the institution (within 30 days after the site visit)

Assuming a site visit no later than the end of February, we estimate the external review report by late March, 2020.

- Estimated date of institution's response to external review (within 30 days upon receipt of external reviewer report)

We expect to provide a response to the external review report within two weeks of receipt. For planning purposes, this would be sometime between early and mid-June, 2020.

- Proposed date of the institutional governing board meeting the new academic program would be considered for approval

September 15, 2020

- Proposed date of the THEC meeting for the academic program to be considered for Commission approval.

November 6, 2020

CURRICULUM - An adequately structured curriculum which meets the stated objectives of the academic program, and reflects breadth, depth, theory and practice appropriate to the discipline and the level of the degree. The curriculum should be compatible with disciplinary accreditation, where applicable, and meet the criteria for the general education core as well as articulation and transfer.

Program Learning Outcomes: The proposed curriculum is designed to produce undergraduate Art Therapy graduates who demonstrate the ability to synthesize historical, theoretical, cultural, and creative perspectives in order to facilitate art expression as a therapeutic wellness strategy. At the completion of the program of study, students will be able to:

- Demonstrate proficiency in the use of studio art media.
- Effectively evaluate their own artwork and that of others while employing art/design vocabulary in both written and verbal forms.
- Demonstrate an understanding of the historical and theoretical methods and techniques utilized in art facilitation.

- Demonstrate an understanding of the scope of practice of their pre-professional level.
- Identify the requirements for professional credentialing and show preparedness to apply for graduate school.
- Complete a successful field placement and report on these experiences through a professional presentation.

Program Requirements – *Include the minimum number of SCH overall, required curriculum, (course prefix and number, title, SCH) and any special requirements including theses, internships.*

General Education		41 credits
Foundational Courses		15 credits
Art 1610	2-D Design	3 credits
Art 1620	Drawing I	3 credits
Art 1630	3-D Design	3 credits
Art 1640	Drawing II	3 credits
Art 1650	Foundations of Digital Art and Design	3 credits
Major Core		21-24 credits
Art 1910	Non-Western Art	3 credits
Art 1920*	Survey of Western Art I	3 credits
Art 1930	Survey of Western Art II	3 credits
PHOT 1050	Basic Digital Photography and Imaging	3 credits
Art 3001**	Introduction to Art Therapy	3 credits
Art 3002**	Art Facilitation Methods and Applications	3 credits
Art 4002**	Field Placement	3 credits
Art 4003**	Senior Capstone	3 credits
Foreign Language***		6-12 credits
Upper Division Studio Electives	Student will select 6 upper division elective credit hours from Ceramics and/or Sculpture, and 6 upper division credit hours from Drawing, Illustration, Graphic Design, Interactive Design, Print Media, Painting, and/or Studio Workshop.	12 credits
Psychology Minor		12-15 credits
PSY 1410*	General Psychology	3 credits
PSY 2300****	Developmental Psychology	3 credits
PSY 3230****	Abnormal Psychology	3 credits
Electives		1-13 credits
TOTAL		120 credits

Note:

* Also meets General Education requirements.

** New courses specifically for the Art Therapy undergraduate program

*** All students must complete 6 hours of foreign language electives. Those who qualify to directly register for 2010 and 2020 of their language requirement may take 6 additional hours of electives in order to reach 120 credit hours.

****Must be taken for the Art Therapy program and will also apply to the Psychology Minor.

Current Courses and Existing Programs- *List current courses and existing institutional programs which will give strength to the proposed program.*

All of the courses listed in the curriculum with PHOT and PSY prefixes already exist and are offered on a regular basis.

The Department of Art and Design is nationally accredited through the National Association of Schools of Art and Design (NASAD). The department currently offers a B.F.A. Art-Studio, a B.F.A in Art-Graphic Design, a B.S. in Art Education, and B.A./B.S. degrees in Art History and Visual Arts. These programs are nationally recognized for the success and achievements of their students which include Best of Show at the national American Advertising Awards (the ADDY's). In addition, the Department of Art and Design is submitting a New Academic Program Proposal for a graduate degree in Art Therapy, concurrent with the NA.P.P. for the B.A. in Art Therapy degree.

The Psychology Department offers three majors leading to the Bachelor of Science degree, six minors, and five graduate programs leading to the Master of Arts degree and an Ed.S. degree in School Psychology. At present, the Psychology Department serves approximately 1000 undergraduate majors and nearly 200 graduate students. Psychology majors are required to meet candidacy requirements before being fully accepted into the major. Psychology students are encouraged to present their undergraduate research at local, regional, and national conferences and to submit their research manuscripts to undergraduate research journals, such as the Psi Chi Journal of Undergraduate Research (a national, fully reviewed, quarterly journal dedicated to the publication of undergraduate student research).

New Courses Needed- *List any new courses which must be added to initiate the program; include a catalog description for each of these courses.*

The only new courses needed are ART 3001, ART 3001, ART 3003, ART 4002, ART 4003. All of these courses will be taught by a credentialed Art Therapy instructor.

ART 3001 – Introduction to Art Therapy, 3 credits – Prerequisite: ART 1610 and PSY 1410 with a C or higher. An experiential learning course that integrates hands on experience with art media and the creative process. Discussion topics includes a historical overview, examination of professional standards and research, and the exploration of art techniques that support wellness and healing.

ART 3002 – Art Facilitation Methods and Applications, 3 credits – Prerequisite: Art 3001 with a C or higher. Classroom lecture and discussion are integrated with experiential, hands on learning with art media. Discussion topics include the therapeutic properties of art media and techniques and methods to effectively engage participants in art practices as well as overviews of pre-professional art facilitation approaches within diverse settings and with a variety of populations..

ART 4002 – Field Placement, 3 credits – Prerequisite: Senior Standing. Program Approval. Must be taken concurrently with Art 4003. Practicum class that provides the opportunity for the student to observe and participate in group and individual sessions. Students are supervised on-site by credentialed art therapists and art therapy faculty.

ART 4003 – Senior Capstone, 3 credit – Prerequisite: Senior Standing. Program Approval. Must be taken concurrently with ART 4002. Students will prepare a scholarly paper and provide professional presentation with accompanying artwork, reporting on their field placement experience. Students will also participate in a senior art exhibition.

Distance Learning – *Indicate whether this program will be offered via distance learning and which courses are available via distance learning.*

The Art Therapy major is not being proposed as an online degree program. However, some courses may offer online sections. Depending on growth and demand, the major may consider offering courses via distance learning in the future.

Course Syllabi: Syllabi for existing courses are provided in Appendix F.

ACADEMIC STANDARDS – The admission, retention and graduation standards should be clearly stated, be compatible with institutional or governing board policy, and encourage high quality.

All Art Therapy majors must meet the established admission, retention, and graduation requirements of the university. Students must receive Program Approval to register for the Field Placement and Senior Capstone courses. There are no other specific or unique admission, retention, or graduation requirements beyond those of the university.

Requirements for admission are found at:

http://catalog.mtsu.edu/content.php?catoid=23&navoid=4174#Requirements_for_Admission.

Policies governing academic performance requirements and retention standards are found at: http://catalog.mtsu.edu/content.php?catoid=23&navoid=4176#Academic_Regulations.

Undergraduate degree requirements can be found at:

<http://catalog.mtsu.edu/content.php?catoid=23&navoid=4169>.

EQUITY – Provide information regarding how the proposed program will serve a diverse population of students (e.g., adult learners, students working and unable to relocate, students with preference for various delivery modes) or an underserved, historically underrepresented population of students or international students.

The interdisciplinary nature of this program will attract students who are interested in Studio Art as well as those who are interested in pursuing an occupation in a mental health and human services field. The proposed major will provide experiential educational opportunities for students to directly engage with a variety of clients in diverse clinical settings, under the supervision of certified art therapy professionals. Art therapy techniques are uniquely able to facilitate non-verbal communication and reach a broad population who might otherwise not receive assistance. Faculty across two MTSU colleges will facilitate the synthesis of course materials and encourage increased communication and cross pollination of ideas across the campus. Students from both colleges will have increased access to materials, information, and resources. In order to accommodate adult learners, and working students, the Art Therapy program will provide opportunities for students to attend full-time and part-time. Finally, we will work closely with the MTSU Veterans and Military Families Center to identify veterans whose career goals align with the Art Therapy degree.

PROGRAM ENROLLMENT AND GRADUATES – Provide the projected number of declared majors and graduates expected over the first three years (associate and certificate), 5 years (baccalaureate and master’s programs) or 7 years (doctoral programs).

We assume a fall 2021 start for this program and use a conservative estimate of enrollment. Full-time enrollment is figured at 12 credits per semester and part-time enrollment is figured at 6 credits per semester with enrollment in fall and spring terms although many students will also enroll during summers. (Sample programs of study for full-time and part-time students are included as Appendix B). We also incorporate a 10 percent yearly attrition rate after the first year.

Year	Full-Time Headcount	Part-time Headcount	Total Year Headcount	FTE	Graduates
1	10	2	12	11	0
2	20	2	22	21	0
3	30	2	32	31	2
4	38	4	42	40	7
5	45	4	49	47	10

ADMINISTRATIVE STRUCTURE – Provide the administrative unit and program director that will be responsible to ensure success of the proposed program.

The Art Therapy Undergraduate program will be included in the Department of Art and Design, housed in the College of Liberal Arts. The program will be managed by a Program Director and the Chair of the Department of Art and Design who reports directly to the Dean of that Liberal Arts. Faculty will remain part of their home departments / colleges while teaching courses in this program. New faculty employed with instructional duties in the Art Therapy major will be appointed in the Department of Art and Design. Instructional assignments will be developed in coordination with faculty members’ home departments and will be part of their regular instructional workload.

Art Therapy Program Director. The Program Director will receive a reduced instructional load. This a joint position with the proposed graduate Art Therapy degree. Their primary responsibilities will be schedule and facilitate field placements, internships, and clinicals. They will oversee Graduate Assistantships in the program. They will be responsible for organizing program assessment and maintaining academic and accreditation standards for the program.

FACULTY RESOURCES - Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student/faculty ratio for the proposed program should be included in the documentation.

Current Faculty – List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will participate in the program. If the proposed program is at the graduate level, designate current graduate faculty status in relation to eligibility to chair thesis and/or dissertation. Attach a three page vita for each faculty member listed including relevant related activities for the past five years.

Nicole Foran	Associate Professor	M.F.A., University of Cincinnati	Art and Design	25%
Erin Anfinson	Associate Professor	M.F.A. University of Connecticut	Art and Design	20%
Mark McLeod	Associate Professor	M.F.A, Syracuse University	Art and Design	10%
Sisavanh Houghton	Professor	M.F.A.Southern Illinois University of Carbondale	Art and Design	20%
Nancy Kelker	Professor	P.H.D., University of Texas, Austin	Art and Design	20%
Nicholas Satinover	Associate Professor	M.F.A. Illinois State University	Art and Design	20%
Laura Cochrane	Associate Professor	P.H.D. University of Delaware	Art and Design	10%
Jonathan Trundle	Associate Professor	M.F.A Maryland Institute College of Art	Media and Entertainment	10%
Teresa Davis	Professor	P.H.D. University of Florida	Psychology	10%
New Art Therapy Faculty Member			Art and Design	50%
New Art Therapy Faculty Member			Art and Design	10%

Anticipated Faculty - Describe the additional faculty needed during the next five years for the initiation of the program and list the anticipated schedule for addition of these faculty members.

MTSU will search for one additional faculty member with ATR credentials during the planning year, to begin in year one of the program. The Department of Art and Design has an existing unfilled faculty line reserved for this program. An additional faculty line is budgeted (see attachment A) and includes a 3% inflation factor. The second faculty member with ATR credentials will begin in year two of the program.

LIBRARY AND INFORMATION TECHNOLOGY RESOURCES – Provide documentation to demonstrate adequate current and/or anticipated library and information technology resources to support a high quality program which meets recognized standards for study at a particular level or in a particular field.

Library and Information Technology Acquisitions Needed - Describe additional library and information technology acquisitions needed during the first three years (associate and certificate), 5 years (undergraduate and master’s programs) or 7 years (doctoral programs) for the successful initiation of the program.

Because we already offer most of the courses that are included in this degree, we require minimal additional resources to support this program. Attachment A includes funds to support additional library resources (Recurring Expenses, Other).

SUPPORT RESOURCES - Provide documentation to demonstrate adequate other existing and/or anticipated support resources including clear statements of support staff, student advising resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful program.

MTSU students have access to many support resources on campus. These include the following:

- Free Tutoring Services with multiple campus locations and times.
<https://www.mtsu.edu/studentuccess/tutoring.php>
- The University Writing Center assists writers of various experiences, backgrounds and skill levels in developing responsible, informed writing practices.
<https://www.mtsu.edu/writing-center/>
- The Career Development Center provides career counseling, job search coaching, and assistance with graduate and professional school applications. <https://www.mtsu.edu/career/>
- Students are assigned specific advisors through their college. The College of Liberal Arts Advisors assist with course selection and retention. <https://www.mtsu.edu/cla-advising/index.php>

Evidence of willingness to partner - *Include government, education, health and business entities.*

The Department of Art and Design has partnered with the Tennessee Art Therapy Association. TATA is committed to assisting with the coordination of student field placements.

We have also received overwhelming support from local, regional, and statewide organizations, employers and art therapists as we initiated planning for this degree. We provided eleven (11) letters of support at the time we submitted our initial Letter of Notification. These provide evidence of willingness on the part of business and industry to partner and are included as Appendix D.

Other Support Currently Available - *Include support staff, university and non-university assistance.*

The Department of Art and Design has additional resources for Majors in the department:

- Foundations Orientation and Annual Advising Days.
- Assigned faculty advisors.
- A department Executive Aide, Gallery Coordinator, Gallery Preparator, and Woodshop Technician.
- Faculty are provided with travel funds to attend academic and professional conferences and workshops. Art Therapy Faculty will be encouraged to become members of the American Art Therapy Association and to attend their annual conference proceedings.

- Program Director: We have budgeted for a one course reassignment every semester plus summer credit of 3 hours to provide adequate time for the program director to carry out administrative duties. (See Attachment A - Recurring Expenditures, Administration). These funds are shown in the Budget Proposal for the graduate NAPP.

Other Support Needed -- *List additional staff and other assistance needed during the first three years (associate and certificate), 5 years (baccalaureate and master's programs) or 7 years (doctoral programs).*

No additional support is needed. The program will share the existing administrative support of the Department of Art and Design.

FACILITIES AND EQUIPMENT- Provide documentation to demonstrate adequate existing and/or anticipated facilities and equipment. New/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of funds to cover costs.

Existing Facilities and Equipment - *Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.*

Existing classroom and laboratory facilities are adequate to implement this proposed degree program and no additional laboratory or space needs are required.

The College of Liberal Arts will provide individual office space to the new faculty members.

Additional Facilities and Equipment Required or Anticipated - *Describe physical facilities and equipment that will be required/anticipated during the first three years (associate or certificate programs), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).*

No additional facilities or equipment will be required nor do we anticipate a need in the future.

MARKETING AND RECRUITMENT PLAN – Provide a plan, including marketing and recruitment, to ensure all prospective students will have equitable access to the program so as not to impede the state's commitment to diversity and access in higher education. Identify any budget implications in the THEC Financial Projection Form.

The B.A. in Art Therapy will be implemented in fall 2021 and will be subject to post-approval monitoring for the first five years of operation. The university's assessment of program viability (the basis for the decision to seek approval to implement a new degree) is based upon a projection of enrollment sufficient to offset program costs. With these targets and the requirements of the post- approval monitoring process in mind, it is critical that MTSU develop and carryout a comprehensive strategic plan for recruitment of students to this major. The MTSU Strategic Recruitment Plan for the B.A. in Art Therapy is provided in Appendix C. Attachment A includes funds in the Planning Year to support initial program promotion and recruitment (See One-time Expenditures, Other).

ASSESSMENT/EVALUATION - Although the primary responsibility for program quality rests with the institution and its institutional governing board or its system, THEC considers pertinent information to verify that high standards have been established for the operation and

Evaluation of the programs. Evidence must be proposed to demonstrate that careful evaluation is undertaken periodically throughout the lifetime of the program indicating:

The schedule for program assessments or evaluations, (including program evaluations associated with Quality Assurance, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation),

The Art Therapy major will conduct regular scheduled external reviews of this program in accordance with university, NASAD, and THEC policies. The office of Institutional Effectiveness, Planning, and Research is responsible for overseeing external program reviews. The Art Therapy degree program will utilize both formative and summative evaluation to assess the extent to which the program is meeting institutional goals and objectives. The University and the College of Liberal Arts place instructional and program quality among their highest priorities and will assess both on an ongoing basis.

- Students' perceptions of instructional quality will be measured through the use of student instructional evaluations in all art therapy courses each semester.
- Senior Capstones projects and presentations will be assessed by a panel of faculty based on a rubric that measures content knowledge, integration of creative strategies, and professionalism.
- Student retention and graduation rates will be monitored.
- Graduating seniors will also complete the "Graduating Senior Survey" encompassing all aspects of their educational experience at MTSU.
- Employment of graduates in appropriate wellness settings or admittance to a graduate program in order to pursue licensure as an art therapist are the ultimate goals of the program. This is the final metric upon which program success may be measured. Placement data for new graduates and alumni will be tracked and analyzed to identify program strengths as well as opportunities for expanded placement efforts.

Responsible parties for conducting program assessments or evaluations, and accreditation.

The Art Therapy Program Director will be responsible for conducting program assessments/evaluations. Accreditation reporting and compliance is managed by the MTSU Office of Institutional Effectiveness, Planning, and Research.

A plan for how results will inform the program post-approval.

- Accreditation standards and guidelines will be used to adjust curriculum to meet discipline standards/trends and employer/employee needs.
- Student recruitment, retention, and graduation will be monitored by the Chair of the Department of Art and Design.
- The graduating senior exit evaluation and Senior Capstone results will be used to adjust curriculum.

ACCREDITATION - Where appropriate, professional disciplinary accreditation organizations should be identified. The proposed accreditation timeline must be submitted. Any substantive change that may require a SACS-COC review should be indicated.

The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges. The implementation of this major does not comprise a substantive change requiring SACSCOC review. MTSU is also accredited through the National Association of Schools of Art and Design (NASAD). A Plan of Approval for the B.A. in Art Therapy will be submitted to NASAD for their review concurrently with the Plan of Approval for the M.A. in Art Therapy. This degree is only introducing five new courses which account for 11% of the curriculum. This does not comprise a substantive change in course offerings.

FUNDING –A budget narrative that complements the budget projections on the THEC Financial Projection Form should be included. The narrative must address the institution’s capacity to deliver the proposed program within existing and projected resources including an explanation of the current departmental budget in which the proposed program will be housed and estimated additional costs for the first three years (associate degrees, five years (undergraduate and master’s degrees), or seven years (doctoral degrees)) for the proposed program. Please note that these costs for each year are incremental costs not cumulative costs.

Include all accreditation costs and proposed external consultations as related to accreditation. Identify any grants or gifts which have been awarded or anticipated.

THEC Financial Projection form is provided as Attachment A.

It should be noted that the attached THEC form has been modified to include a “planning year” as acknowledgment that some expenses of a new program (e.g., student recruitment) are incurred prior to year one of the program and are funded through institutional reallocation.

Beginning in year one, all expenses are covered by tuition and fee revenue. One-time expenses, following the planning year, are limited to purchase of computers and related technology for the new faculty and staff hires.

Recurring expenditures beginning in year one include funds to

- Support travel related to student recruitment, professional development, and outreach (See Operating, Travel)
- Cover direct program expenses such as course materials, library resources, etc.

Recurring expenses related to personnel include a 3% annual inflation factor.

Lastly, tuition and fees as well as state funding are not differentiated based upon cost of instruction although instructional costs vary across programs (i.e., although student tuition rates and Tennessee’s outcomes-based funding formula do not recognize it, there are greater costs associated with some academic programs, such as Nursing, Aerospace, and Engineering than in other programs such as Education, English, or Tourism and Hospitality Management). Therefore, if tuition revenues exceed direct and indirect expenses for one academic program they may be used to offset direct and indirect instructional expenses of other academic programs.

**Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
Middle Tennessee State University
Bachelor of Arts in Art Therapy**

Seven-year projections are required for doctoral programs.
Five-year projections are required for baccalaureate and Master's degree programs
Three-year projections are required for associate degrees and undergraduate certificates.
Projections should include cost of living increases per year.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures						
A. One-time Expenditures						
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	3,000	3,000	5,000	-	-
Library	-	-	-	-	-	-
Consultants	-	-	-	-	-	-
Travel	-	-	-	-	-	-
Other	10,000	-	-	-	-	-
Sub-Total One-time	\$ 10,000	\$ 3,000	\$ 3,000	\$ 5,000	\$ -	\$ -
B. Recurring Expenditures						
Personnel						
Administration						
Salary	\$ -	\$ 9,200	\$ 9,200	\$ 9,200	\$ 9,200	\$ 9,200
Benefits	-	-	-	-	-	-
Sub-Total Administration	\$ -	\$ 9,200.00	\$ 9,200.00	\$ 9,200.00	\$ 9,200.00	\$ 9,200.00
Faculty						
Salary	\$ -		\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100
Benefits	-		19,250	19,828	20,422	21,035
Sub-Total Faculty	\$ -		\$ 74,250	\$ 76,478	\$ 78,772	\$ 81,135
Support Staff						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-	-
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating						
Travel	\$ -	\$ 2,500	\$ 2,550	\$ 2,601	\$ 2,653	\$ 2,706
Printing	-	1,500	1,530	1,561	1,592	1,624
Equipment	-	-	-	-	-	-
Other	-	4,500	4,590	4,682	4,775	4,871
Sub-Total Operating	\$ -	\$ 8,500	\$ 8,670	\$ 8,844	\$ 9,020	\$ 9,201
Total Recurring	\$ -	\$ 17,700	\$ 92,120	\$ 94,522	\$ 96,992	\$ 99,536
TOTAL EXPENDITURES (A + B)	\$ 10,000	\$ 20,700	\$ 95,120	\$ 99,522	\$ 96,992	\$ 99,536

***If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-	-

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue						
Tuition and Fees ¹	-	99,772	196,184	298,284	396,404	479,784
Institutional Reallocations ²	10,000	(79,072)	(101,064)	(198,763)	(299,412)	(380,248)
Federal Grants ³	-	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-	-
Other ⁵	-	-	-	-	-	-
BALANCED BUDGET LINE	\$ 10,000	\$ 20,700	\$ 95,120	\$ 99,522	\$ 96,992	\$ 99,536

Notes:

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

Tuition and fee revenue will begin in year one and is calculated as # of students x 2 semesters x tuition.

Year 1: (10 FT students x 2 semesters x \$4,535 = \$90,700) + (2 PT students x 2 semesters x \$2,268 = \$9,072) = \$99,772.

Year 2: (20 FT students x 2 semesters x \$4,671 = \$186,840) + (2 PT students x 2 semesters x \$2,336 = \$9,344) = \$196,184.

Year 3: (30 FT students x 2 semesters x \$4,811 = \$288,660) + (2 PT students x 2 semesters x \$2,406 = \$9,624) = \$298,284.

Year 4: (38 FT students x 2 semesters x \$4,955 = \$376,580) + (4 PT students x 2 semesters x \$2,478 = \$19,824) = \$396,404.

Year 5: (45 FT students x 2 semesters x \$5,104 = \$459,360) + (4 PT students x 2 semesters x \$2,553 = \$20,424) = \$479,784.

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

Institutional reallocation in year one comes from Academic Affairs. No other reallocations are required for this program.

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.

N/A

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

N/A

(5) Please provide information regarding other sources of the funding.

NOTES:

One-time funds in the planning year are for program promotion and student recruitment.

One-time funds in year one and two are for computers and office furnishings for new faculty.

One-time funds in year three are for purchase of additional instructional equipment as the program grows.

Recurring Expenses (Administration includes funds to support a one-course reassignment per term and summer stipend for the coordinator.

Recurring Expenses (Faculty) includes funds to support a second faculty member beginning in year two with a 3% inflation factor.

Recurring Expenses (Travel) includes funds to support program administration and internship supervision)

Recurring Expenses (Other) are program expenses such as instructional and administrative materials and supplies

Note that a new faculty member will be hired to begin in year one but that position already exists so is not included here.

Feasibility Study: BA/MA in Art Therapy

Prepared for Middle Tennessee State University

June 2018

In the following report, Hanover Research assesses demand for bachelor's and master's degree programs in art therapy, specifically highlighting demand trends within Tennessee and the Southeast region. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.



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BA and MA in Art Therapy

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Executive Summary

BA and MA in Art Therapy

Recommendations

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that MTSU:

- 1 **Develop a well-articulated pathway for students who enroll in a bachelor's degree program to transition into master's coursework.**

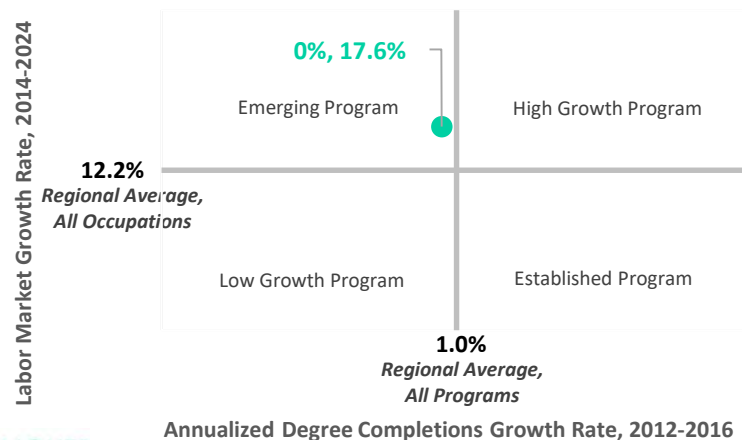
The American Art Therapy Association requires that all professionals in the field hold graduate-level credentials in order to earn licensure, and does not accept undergraduate degrees or work experience. As such, bachelor's students will need to be able to transition seamlessly into a graduate program in order to find viable employment. An accelerated program, such as a 4+1 option, would be unique in the market and could help MTSU further attract students to its prospective bachelor's degree.

- 2 **Identify local partners across sectors to facilitate practical experience and set graduates up for successful employment opportunities.**

Art therapy is being leveraged by a growing number of sectors to address mental and physical health issues. Veteran centers, oncology centers, and K12 schools, for example, all indicate an increased need for alternative therapy professionals, such as art therapists. MTSU should identify and partner with local centers across sectors to highlight the broad applicability of an art therapy degree..

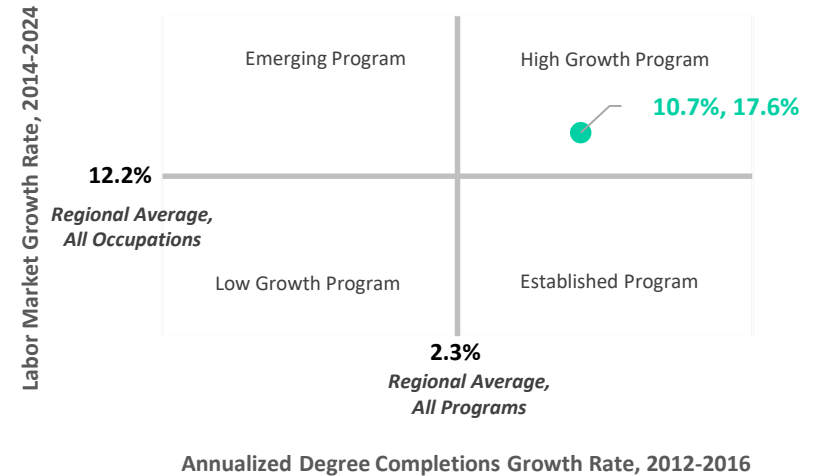
Southeast Benchmark Analysis: Master's

Comparison of master's art therapy completions and relevant labor market to all completions and all occupations in the region



Southeast Benchmark Analysis: Bachelor's

Comparison of bachelor's art therapy completions and relevant labor market to all completions and all occupations in the region



Key Findings and Program Demand Forecast

For bachelor's and master's art therapy programs in the Southeast

Student demand is growing for art therapy bachelor's programs, but conferral volumes show that the master's programs are more established. Between 2012 and 2016, degree completions for bachelor's art therapy programs increased at a faster rate compared to the master's. However, the volume of completions has remained higher at the master's level each year.

Competitive saturation is low for both degree levels. MTSU would be the first public, non-denominational institution to offer a bachelor's in art therapy program in Tennessee, and the first to offer it at the master's level altogether.

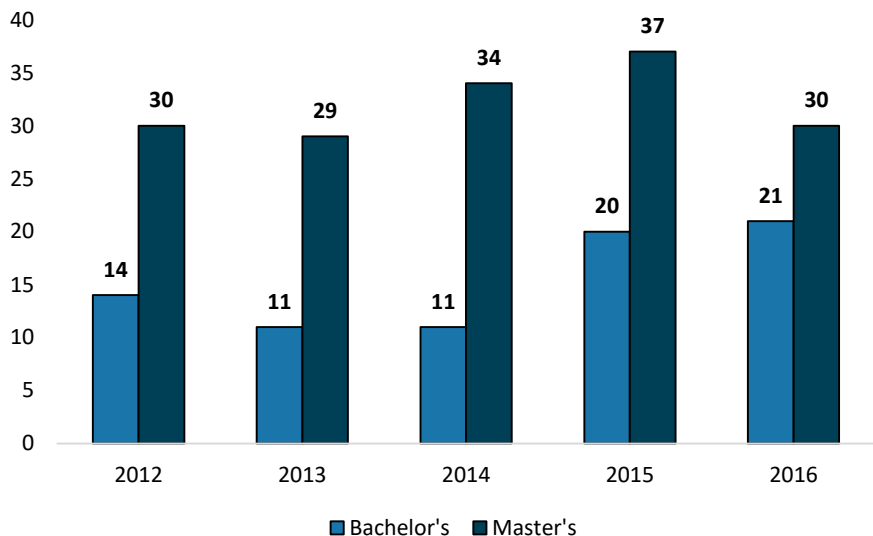
Although a master's is required for registered art therapists, there are other possible employment opportunities for bachelor's graduates. Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, page 10 homes, rehabilitation facilities, hospitals, and community centers. Academic Affairs, Student Life, and the Center for Health & Wellness

Degree Completions Analysis

BA and MA in Art Therapy

Regional Degree Completions Volume

Southeast distribution of Art Therapy/Therapist degree completions from 2012 to 2016



Total Degree Completions

Aggregate Art Therapy/Therapist (CIP 51.2301) degree completions by geographic level (2016)

	Tennessee	Southeast*	National
Bachelor's			
Total	5	21	216
5-Year Growth Rate	--	10.7%	6.0%
Master's			
Total	0	30	547
5-Year Growth Rate	--	0.0%	6.4%

Source: [IPEDS](#)

*Note that the Southeast region includes: AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV

Analysis of Findings

There is limited historical student demand for art therapy programs, with only 51 students across both award levels earning a related degree in 2016.

This suggests that a similar program at MTSU may attract small cohorts of students from year to year. Indeed, the largest bachelor's degree program in 2016 graduated seven students (at Converse College), and the largest master's degree programs each graduated 12 students (at both Eastern Virginia Medical School and Florida State University). With demand trends relatively stable, this may suggest that MTSU will have to extensively market its programs to attract viable student cohorts.

Notably, a master's degree in art therapy is required to become an art therapist.

Despite the fact that bachelor's degree programs exhibit faster growth, with several new programs opening in recent years (e.g., Lipscomb University), professional standards require a master's degree for entry into the labor market per the American Art Therapy Association ([AATA](#)). However, in Tennessee, there are only bachelor's in art therapy programs, which points to a need for a master's program in the state.

Still, completions volumes are greater at the master's level each year over the five-year range. In 2016, Eastern Virginia Medical School, Florida State University, and Georgia College and State University conferred a total 30 master's degrees, compared to just 21 bachelor's degrees across 11 regional institutions that same year. Out of the three master's programs, only EVMS and FSU are accredited by the [AATA](#).

Education Requirements

Education requirements set forth by AATA

A master's degree is necessary for entry-level practice in art therapy.

The educational standards require a minimum of 60 semester credit hours of graduate level coursework that includes training in studio art (drawing, painting, sculpture, etc.), the creative process, psychological development, group therapy, art therapy assessment, psychodiagnostics, research methods, and multicultural diversity competence.

Students must also complete 100 hours of supervised practicum, and 600 hours of supervised art therapy clinical internship. The art therapy graduate curriculum is uniquely guided by the premise that focused art-making constitutes reflective practice and facilitates learning.

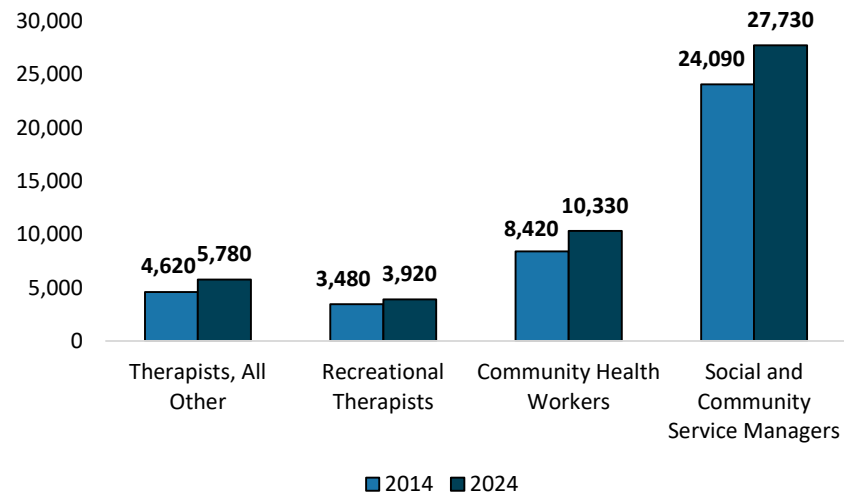
Source: [AATA](#)

Academic Affairs, Student Life, and Athletics Committee

August 18, 2020

Regional Current and Projected Job Availability

Regional art therapy-related positions as of 2014 and 2024 (projected)



Total Labor Market

Aggregate art therapy-related job availability by geographic level

	Tennessee	Southeast	National
Estimated Employment (Baseline Year)	3,720	40,610	248,100
Projected Employment (10-Year)	4,340	47,760	291,000
Growth Rate	16.7%	17.6%	17.3%
Total Annual Openings	140	1,650	27,900

Source: [BLS, Projections Central](#)

Methodology Note

State and region occupational employment projections correspond to 2014 to 2024 projections. National projections correspond to 2016 to 2026.

Analysis of Findings

Art therapy-related professionals will meet a positive labor market outlook over the next 10 years.

Art therapy-related occupations in Tennessee are projected to grow faster than the growth projected for all occupations (13.2 percent) in the state between 2014 and 2024. For Art Therapists specifically (classified under “therapists, all other”), the projected growth is 19.9 percent. These projections support a healthy labor market for art therapy-related graduates.

Similarly, regional and national labor projections support the art therapy employment landscape. The number of art therapy-related professionals at both geographic levels is anticipated to grow at faster than average rates as well as add a healthy number of jobs over the 10-year period.

As more and more organizations employ art therapists, such as veteran service and support centers, child therapists, and oncology centers, the demand for these professionals is slated to continue to grow. One expert in the field posits, “Art is not an extra; it is an integral part of learning. Art therapy takes this [concept] a bit further by emphasizing not only the application of art activities with children with disability challenges, but also the importance of a relationship with a helping professional” ([Robhibbs](#)).

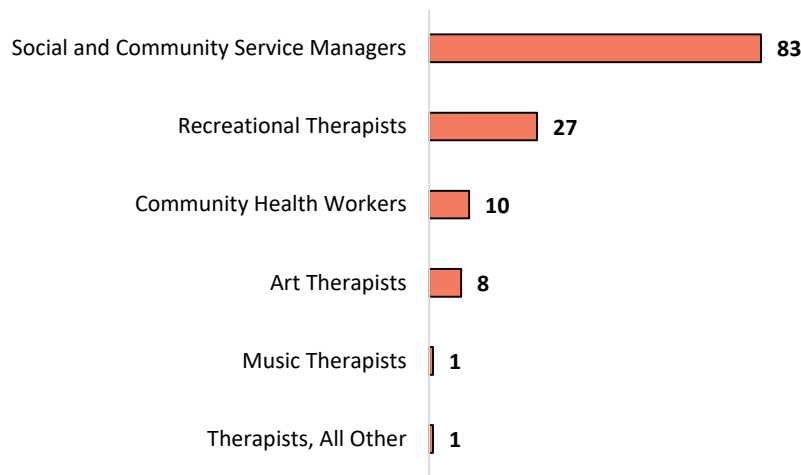
Common employment locations for undergraduate art therapy students *not* pursuing graduate studies include schools, nursing homes, and residential treatment centers as activities coordinators and counselors.

Although the majority of bachelor’s in art therapy programs are pre-professional programs that prepare students for entry into a master’s in art therapy program, undergraduate students also have some limited career opportunities in K12 schools, nursing homes, residential treatment centers, community centers, veteran centers, and hospitals as activities coordinators and counselors, according to graduates of Converse College’s program website ([Converse College](#)).

However, all licensed, practicing art therapists require the completion of master’s coursework, and standalone baccalaureate credentials and career pathways are rare in the field.

Tennessee Job Postings Analysis

State art therapy-related positions by occupation during the past 180 days as of May 2018



Local Job Postings

Sample Nashville MSA art therapy-related positions posted in the last 180 days

Employer	Job Title	Education Preferred
Rolling Hills Hospital	Expressive Therapist	Master's in Art Therapy or Music Therapy
TrustPoint Hospital	Music Therapist/Recreational Therapist	Unspecified
Camelot Care Centers	Assistant Program Director	Master's in a human service discipline (on track for licensure)
SSM Day Institute	Recreational Therapist	Bachelor's in Recreational Therapy

Source: [JobsEQ](#)

Analysis of Findings

In Tennessee, broadly, and Nashville, specifically, the majority of art therapy-related job postings are for social and community service managers and recreational therapists.

Job postings for art therapists, specifically, are scarce in the Nashville area, but do require applicants to be board certified art therapists (meaning that applicants need a master's level education in art therapy). On the other hand, opportunities for recreational therapists and program directors/activity coordinators at the post-bachelor's level are plentiful. For most recreational therapist postings, only a bachelor's degree in a related field is required.

Furthermore, graduates of the bachelor's in art therapy program may be eligible for the Certified Therapeutic Recreation Specialist (CTRS) certification, which is preferred by local employers. This pathway is an option for graduates of the bachelor's-level art therapy program who do not choose to pursue a master's degree in art therapy and become board certified art therapists.

Skills Listed in Recent Local Job Openings



1. Communication
2. Supervision/Management
3. Cooperative/Team Player
4. Confidentiality
5. Problem Solving

Certifications Listed in Recent Local Job Openings



- Art Therapist Registered- Board Certified (ATR-BC)
- Music Therapist- Board Certified (MT-BC)
- First Aid Certification
- Certified Therapeutic Recreation Specialist (CTRS)
- Licensed Professional Counselor (LPC)

Source: [JobsEQ](#)

Competitor Analysis

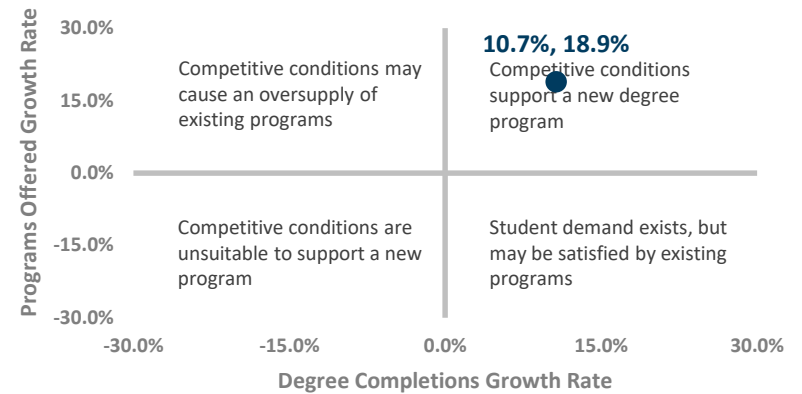
Based on an analysis of regional peers, Hanover concludes the following:

Regional trends suggest that a new bachelor's in art therapy program is sustainable.

Above-average degree completions (10.7 percent) and above-average program growth (18.9 percent) indicate that a new program in the region is viable. Four institutions in Tennessee offer a bachelor's in art therapy program: Christian Brothers University, Lipscomb University, Southern Adventist University, and Union University. These institutions are all private, religiously-affiliated institutions, with an average annual tuition of \$28,331. Trends in the current competitor market leave a need for a public and more affordable option for students.

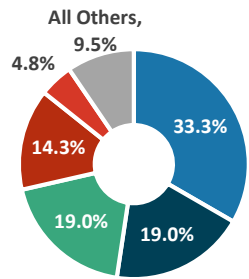
Southeast Market Saturation (2012-2016)

Within the Southeast, do competitive conditions support an additional bachelor's in art therapy program?



Top 5 Largest Institutions with Bachelor's Programs in the Southeast

2016 Relative Market Share



Institution	State	Program	2016 Program Completions	5-Year Completions Growth	Distance from MTSU (miles)	Delivery Format	In-State Tuition	Unique Features
Converse College	SC	B.A. in Art Therapy	7	3.9%	340	On-Campus	\$18,340	• Internship
Mars Hill University	NC	B.A. in Art Therapy	4	--	261	On-Campus	\$31,804	• Internship • Thesis
West Liberty University	WV	B.S. in Creative Arts Therapy	4	--	546	On-Campus	\$7,380	• Senior capstone project • Thesis
Southern Adventist University	TN	B.A. in Art Therapy	3	--	93	On-Campus	\$21,100	• Graduate school preparation
Christian Brothers University	TN	B.F.A. in Visual Arts, Art Therapy Concentration	1	--	211	On-Campus	\$31,000	• Local partnerships
Total	--	--	21	10.7%	--	--	--	--

Note: Table above only includes art therapy programs that report to IPEDS. Tuition reflects annual-rate.

Competitor Analysis

Based on an analysis of regional peers, Hanover concludes the following:

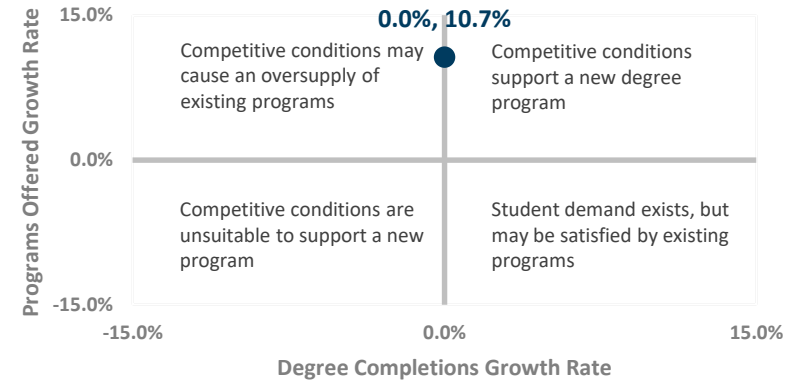
Regional competitive conditions show a gap in Tennessee programming, but the lack of regional degree conferral growth may indicate limited student interest.

In the Southeast, only three institutions offer a master's in art therapy degree: East Virginia Medical School, Florida State University, and Georgia College and State University. Despite limited regional competitors (and none in Tennessee), completions have decreased at EVMS and FSU. The master's degree program at Georgia College and State University is new, and thus five-year conferral growth trends cannot be determined.

Hanover also identified an art therapy concentration program at the University of Louisville. Rather than a standalone degree, UofL's program is offered as a specialty track within the MED in Counseling and Personnel Services degree.

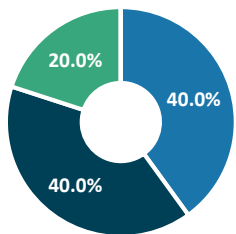
Southeast Market Saturation (2012-2016)

Within the Southeast, do competitive conditions support an additional master's in art therapy program?



Institutions with Master's Programs in the Southeast

2016 Relative Market Share



Institution	Program	State	2016 Program Completions	5-Year Completions Growth	Distance from MTSU (miles)	Delivery Format	In-State Tuition	Unique Features
East Virginia Medical School	M.S. Art Therapy & Counseling	VA	12	-6.9%	695	On-Campus	\$64,420	<ul style="list-style-type: none"> AATA accredited Local partnerships
Florida State University	M.S. Art Therapy	FL	12	-3.8%	484	On-Campus	\$29-239 - \$30,676	<ul style="list-style-type: none"> AATA accredited Option for mental health license track
Georgia College and State University	M.A. in Art Therapy	GA	6	--	315	On-Campus	\$7,2016	<ul style="list-style-type: none"> New program Students complete three work rotations
Total	--	--	30	0.0%	--	--	--	--

Note: Table above only includes art therapy programs that report to IPEDS. Tuition reflects total program cost for EVMS and FSU, while Georgia College tuition reflects annual tuition.

Program Structure



Bachelor's art therapy programs are primarily pre-professional programs designed to prepare students to enter an accredited master's program.

Across regional bachelor's programs, the major requirements consist of art and psychology courses intended to prepare students for a master's program. Almost all programs (seven out of eight) require a senior project, thesis, or internship.



Experiential learning is a key curriculum component at both the bachelor's and master's level.

At the master's level, all programs require field work placements and internships at local hospitals, rehabilitation centers, nursing homes, museums, and other community centers. At the bachelor's level, five out of the eight identified programs require an internship. Specifically, Christian Brothers University has special partnerships with the Ave Maria Adult Day Center and the Memphis Brooks Museum for student internship placements.



Program accreditation at the master's level is important, since only graduates of an accredited program are eligible to take the Registered Art Therapist (ATR) and Board Certified Art Therapist (ATR-BC) examination.

Undergraduate programs do not undergo formal reviews by AATA's Education Program Review Board ([EPAB](#)), meaning that accreditation at the undergraduate level is not technically necessary. However, accreditation at the master's level is required, and MTSU's program would need to earn AATA accreditation to ensure that graduates would be able to find meaningful employment.

Undergraduate-to-Graduate Pathways

Hanover highlights the most common undergraduate-to-career pathway for art therapists:

Bachelor's Degree in Art Therapy

- Undergraduate programs in art therapy are pre-professional programs consisting of a combination of art and psychology courses that prepare students for graduate school in art therapy.

Accredited Master's in Art Therapy Program

- The master's in art therapy program is the standard program for those that choose to become art therapists. However, it is important that students attend a program accredited by AATA. Curricula consist of art and psychology courses, as well as semester and year-long internships.

Post-Graduate Field Work Experience

- For recent master's graduates, one can obtain a provisional registered art therapist credential to practice under an approved clinical supervisor. The provisional credential is *not* required to become a board certified art therapist.

Registered Art Therapist

- In order to become a registered art therapist (ATR), recent graduates of an accredited program must practice a minimum of 1,000 hours of post-education art therapy services by an approved supervised art therapist.

Board Certified Art Therapist (ATR-BC)

- The ATR-BC is the standard certification for practicing art therapists. One must hold the ATR credential in order to sit for the ATR-BC exam, which is a written (or computer) examination.

Source: [ATCB](#)

Bachelor's in Art Therapy Competitor Benchmarking

Benchmarked programs are institutions located in the Southeast, based on a web search and those reporting at least one bachelor's completion in art therapy as of 2016 to IPEDS (save for West Virginia Wesleyan College, which is omitted to prioritize Tennessee competitors).

Institution	Location	Program	Topics of Study	Credits	Tuition (annual)	Delivery Mode	Notable Features
Converse College	Spartanburg, SC	B.A. in Art Therapy	<ul style="list-style-type: none"> Art therapy and studio art courses Psychology courses 	120 (59 major requirements)	\$18,340	On-Campus	<ul style="list-style-type: none"> Internship in a clinical or educational setting (6cr total) AATA accredited
Christian Brothers University	Memphis, TN	B.F.A. in Visual Arts with Art Therapy Concentration	<ul style="list-style-type: none"> Visual arts courses Psychology courses 	66 major requirements	\$31,000	On-Campus	<ul style="list-style-type: none"> Partnership with the Memphis Brooks Museum and Ave Maria Adult Day Center for field study Senior showcase (culmination of a body of work plus a written thesis)
Mars Hill University	Mars Hill, NC	B.A. in Art Therapy	<ul style="list-style-type: none"> Visual arts courses Psychology courses 	128 (52 major requirements)	\$31,804	On-Campus	<ul style="list-style-type: none"> Internship Senior thesis Graduate school preparation
Southern Adventist University	Collegedale, TN	B.A. in Art Therapy	<ul style="list-style-type: none"> Art therapy, studio art, art history courses Psychology courses 	120 (55 major requirements)	\$21,100	On-Campus	<ul style="list-style-type: none"> Senior Project Graduate school preparation
University of Tampa	Tampa, FL	B.A. in Art Therapy	<ul style="list-style-type: none"> Art courses (drawing, ceramics, sculpture, painting, art history) Psychology courses 	Not available	\$27,206	On-Campus	<ul style="list-style-type: none"> Internship Graduate school preparation AATA accredited
West Liberty University	West Liberty, WV	B.S. in Creative Arts Therapy	<ul style="list-style-type: none"> Art therapy and studio art courses Psychology courses 	116 (72 major requirements)	\$7,380	On-Campus	<ul style="list-style-type: none"> Senior Project (combination of research, thesis, and clinical internship)
Lipscomb University	Nashville, TN	B.A. in Art Therapy	<ul style="list-style-type: none"> Art courses Built in minor in psychology 	69 major requirements	\$29,676	On-Campus	--
Union University	Jackson, TN	B.A. in Pre-Professional Art Therapy	<ul style="list-style-type: none"> Art therapy and studio art courses Psychology courses 	73 major requirements	\$31,550	On-Campus	<ul style="list-style-type: none"> Senior research project

Source: Institutional Websites (see embedded hyperlinks)

Note: Major required credits do not include general education courses that count towards the bachelor's degree. Tuition reflects full-time annual tuition and student fees.

Master's in Art Therapy Competitor Benchmarking

Benchmarked programs are institutions located in the Southeast, based on a web search and those reporting at least one master's completion in art therapy as of 2016 to IPEDS.

Institution	Location	Program	Concentrations	Credits	Tuition*	Delivery Mode	Notable Features
Eastern Virginia Medical School	Norfolk, VA	M.S. in Art Therapy & Counseling	<ul style="list-style-type: none"> Trauma-Informed Art Therapy Art Therapy in the Schools Depth Psychology Geriatrics Art Therapy Medical Art Therapy Licensure Prep 	63	\$64,420	On-campus	<ul style="list-style-type: none"> Capstone project Experiential learning at the Sentara Center for Simulation and Immersive Learning & other sites Flexible 30-credit post master option for those with a master's in a related mental health field Licensure preparation AATA accredited
Florida State University	Tallahassee, FL	M.S. in Art Therapy	<ul style="list-style-type: none"> Designed by student 	61-project 64-thesis	\$29-239 - \$30,676	On-campus	<ul style="list-style-type: none"> Project or thesis track Students can take 2 additional courses to be eligible for the mental health counselor license (on top of the art therapist licensure) AATA accredited
Georgia College and State University	Milledgeville, GA	M.A. in Art Therapy	--	48	\$7,2016 per academic year	On-campus	<ul style="list-style-type: none"> Students gain 900 hours of clinical experience and complete three work placements Awaiting accreditation (application yet to be submitted) Thesis or capstone project
University of Louisville	Louisville, KY	M.Ed. In Counseling & Personnel Services	<ul style="list-style-type: none"> Art Therapy 	60	\$40,860	On-campus	<ul style="list-style-type: none"> 700 hours of clinical experience Licensure preparation AATA accredited

Source: Institutional Websites (see embedded hyperlinks)

Note: Tuition reflects in-state, program tuition (in-state tuition per credit times total credits). Georgia college's tuition reflects the in-state 2017-18 academic year tuition.



Appendix B-2
Sample Program of Study (Part-Time)
Bachelor of Arts in Art Therapy - MTSU

<u>Year One</u>			<u>Year Two</u>			<u>Year Three</u>			<u>Year Four</u>		
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
COMM 2200 3	Art 1610 3	ART 1620 3	ART 1640 3	ENG 1020 3	ART 1630 3	ENG 2020, 2030 or HUM 2610 3	Language 3	Language 3	Language or Elective 3	Language or Elective 3	ART 3002 3
ENGL 1010 3	Soc / Beh Sci (PSY 1410*) 3	HIST 2010, 2020, 2030 3	MATH 3	HUM / FA (ART 1920*) 3	ART 1930 3	PSY 2300*** 3	ART 3001 3	Nat. Sci. (Rubric 1) 4	ART 1650 3	Nat. Sci. (Rubric 2) 4	HUM / FA 3
6	6	6	6	6	6	6	6	7	6	7	6
<u>Year Five</u>			<u>Year Six</u>			<u>Year Seven</u>					
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring				
ART 1910 3	Soc / Beh Sci (rubric 2) 3	PSY 3230*** 3	Elective 3	PSY Elective 3	Studio Elective 3	Elective 3	Elective 1				
Studio Elective 3	PHOT 1050 3	HIST 2010, 2020, or 2030 3	Studio Elective 3	Studio Elective 3	ART 4002 3	PSY Elective 3	ART 4003 3				
6	6	6	6	6	6	6	4				

TOTAL = 120

Major Core	21 - 24
Studio Electives	12
Foreign Language	6 - 12
Foundational Courses	15
Psychology Minor	12-15
General Ed	41
Electives	1- 13
TOTAL	120

* Students completing Art 1920 & Psy 1410 in General Education have 6 additional elective credits.
 ** Students who qualify to register for 2010 & 2020 in Foreign Language have 6 additional elective credits.
 *** PSY 2300 and PSY 3230 are required and count as part of the Psychology minor.

APPENDIX C

Student Recruitment Plan – B.A. in Art Therapy

The project implementation date for the B.A. in Art Therapy is fall 2021. In order to achieve the enrollment targets projected in the New Academic Program Proposal it is critical to launch a comprehensive student recruitment effort well ahead of the fall 2021 term.

Enrollment Targets

	Full-Time Headcount	Part-time Headcount	Total Headcount	Total FTE Headcount
Year 1: AY 2021-22	10	2	12	11
Year 2: AY 2022-23	20	2	22	21
Year 3: AY 2023-24	30	2	32	31
Year 4: AY 2024-25	38	4	42	40
Year 5: AY 2025-26	45	4	49	47

Time-Line with Recruiting Milestones

10/2019 – MTSU University Curriculum Committee approves degree

01/2020 – Work on marketing plan in preparation of THEC Approval

- Work with Marketing and Public Affairs to craft press release
- Work with Marketing and Graphics to develop web page, video, and print materials
- Develop social media platforms and strategy
- Develop new Art Therapy brochures and banner for recruiting events
- Meet with Admissions Office (recruiters), CLA and CBHS, College Advisors, and Undeclared Advisors to brief recruiters on new degree that is proposed for fall 2021.

03/2020 – THEC Board approves degree

- Press Release announcing new degrees is distributed
- Campus-wide email announcing degree approval
- Email to students in Art and Design, Education, Psychology, Social Work and related degrees at MTSU.
- Revised MTSU Programs and new Art Therapy web pages are published
- Launch social media platforms
- Develop recruitment materials (brochures, banners, rack cards, billboard on I-24)
- “Art Therapy starting fall 2021” announcement on MTSU homepage
- Develop a marketing plan that continues each semester:
 - Promote Art Therapy major to community colleges through advisors and programs that lead well to the degree.

- Contact Advisors to confirm approval of new Art Therapy major.
- Announce to HS feeder programs
- Identify Art and Design and Psychology classes in feeder high schools and speak in schools to promote the new degree.
- Organize student interest meeting to answer questions about new major.
- Promote the program through the Tennessee Arts Therapy Association through its events and website.
- Speak and promote at local meetups and organizations in the Arts.

Fall 2020

- Email/text sent to all “undeclared” majors informing them of new degree option
- Send recruitment materials to all public high schools in Tennessee, all TN community colleges, and statewide organizations in Art, Design, Counseling, and Therapy.
- Faculty personally visit with TN high schools with feeder programs
- Art Therapy announcement on MTSU homepage
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).
- Initiate search for new full-time faculty members.

3/2021 – Pre-registration and Registration Prep

- Contact Advisors to confirm approval of new Art Therapy major.
- Continue to offer events, such as the Art and Design Open House which promote the new Art Therapy undergraduate program.
- Host finalists for new faculty position (student event with job candidates)

4/2021 – Priority Registration for fall semester begins

- Follow up email/text to “undeclared” majors
- Conclude search

5/2021 – Customs (new student and transfer student orientation) begins

- Faculty attend:
 - Freshman orientation
 - Transfer Orientation
 - Preview Days

8/2021 – Fall semester begins

- Welcome first cohort of Art Therapy majors
- Continued social media, web page, marketing campaigns
- True Blue Tour
- High school recruiting events
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).
- Identify out-of-state majors for potential Academic Common Market opportunities
- Priority registration begins for spring term
- Survey of current Art Therapy students to evaluate successful recruiting techniques

1/2021 – Spring semester begins

- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).
- Professionalization and Career Workshop
- (3/21) Priority registration begins for fall term

Future academic year activities years 3, 4 and 5 (ongoing)

Fall

- Continued social media, web page, meeting with local high school feeder programs, marketing campaigns
- True Blue Tour
- High school recruiting events
- Campus tours
- Special Events in conjunction with Todd Art Gallery.
- Survey of current Art Therapy students to evaluate successful recruiting techniques
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).

Spring

- Email to advisors highlighting recent development and ongoing Art Therapy initiatives
- Continued social media, web page, meeting with local high school feeder programs, marketing campaigns
- True Blue Tour
- High school recruiting events
- Campus tours
- Special Events in conjunction with Todd Art Gallery
- Survey of current Art Therapy students to evaluate successful recruiting techniques
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).

I am writing to show my support for Middle Tennessee State University's new Art Therapy Programming. The Tennessee Art Therapy Association has been in contact with them since the beginning steps of their programming and have been grateful to be part of the process. It is obvious that they have worked hard to create a truly exceptional program with multiple degrees at both undergraduate and masters level. The Tennessee Art Therapy Association has been in contact with Nicole Foran, the Chair of Art and Design, who has been keeping us updated with growth and change as the program is in its development stages. We have attended meetings and helped out with questions. MTSU has done their research and has created a strong program that would be accredited by the American Art Therapy Association Credentials Board.

I relocated to Nashville four years ago and have been on the Tennessee Art Therapy Association Board from the very start, starting as a secretary and moving my way up to President. I have been the president of the TN Art Therapy Association for the past year and a half and have loved having the opportunity to connect with MTSU. I obtained my Masters from Wayne State University, one of the few public universities in the United States to offer an Art Therapy program. Having an affordable education and in-state tuition was very helpful and provided me the opportunity to work with a diverse group of students wishing to become art therapists. These students are of all different races and socio-economic statuses, which is not the case when I speak to many of my fellow art therapists who have come from private universities. Living in Detroit, I found many opportunities to use my education in therapy and my skills in art to create programming, ranging from hospital settings, non-profits, and educational settings, as well as in shelters. I worked to help unify groups in the city through art. When I moved to Nashville, I noticed a shift in art therapy work. I am currently a full-time Art Therapist at Centennial Hospital, working with both inpatient and outpatient behavioral health issues. Since taking my position as President of the TN Art Therapy Association, I have been contacted multiple times in regards to locating art therapists to fill positions throughout the state. When I first joined the TN board, I was one of forty art therapists in the state; our numbers have more than doubled in that short amount of time, but still lack the amount of art therapists needed to supply the demand. Having a school for this growing field in the State of TN would be incredible. I am often contacted by individuals looking to pursue a degree in Art Therapy in the state of TN, however, I am unable to help them find a program due to the fact that the nearest school is in Louisville, Kentucky. There is a clear interest in both hiring art therapists in the state of Tennessee as well as a budding interest in individuals wishing to pursue an education in Art Therapy.

According to the 2015 Mental Health America Report, 979,000 Tennesseans were diagnosed with mental illness, this accounts for 20.25% of the states population. According to an SAMHSA Report in 2014, less than 50% of Tennesseans diagnosed with mental illness receive treatment. Tennesseans are clearly in need of more services to address and accommodate the needs of individuals with mental health issues. Creating an Art Therapy program will create more jobs as well as train more clinicians to properly treat mental illness. Just in my four years, I have seen a need for more healing arts professions and a clear interest from many people I have met during advocacy events.

I fully believe that MTSU would be a great location for an Art Therapy program. From my contact with their staff, it is evident that they are knowledgeable in the field and are highly interested in creating a strong and competitive program. I am confident they will build a wonderful and highly sought after program.

Sincerely,

Brianne Burgoon, M.Ed. ATR, RYT200
Tennessee Art Therapy Association President
(249) 939-6211

August 3, 2018

I am writing to show my support for Middle Tennessee State University's new Art Therapy Programming. I am the Manager of Therapeutic Interventions here at Parthenon Pavilion. This department consists of Art Therapists, Music Therapists and Recreational Therapists. Our Programming here at Parthenon has been identified by The Joint Commission as a Best Practice. The inclusion of Art Therapists has proven to be beneficial on many levels for both our adult and senior patients. Our Art Therapists also provide services across Centennial's campus at both the Sarah Cannon Cancer Center ,our Women's and Children's Hospital and our Intensive Out Patient Program. I have learned that The Tennessee Art Therapy Association has been in contact with MTSU since the beginning steps of their programming and have observed what a truly exceptional program with multiple degrees at both undergraduate and masters level they have created. MTSU has done their research and has created a strong program that should be accredited by the American Art Therapy Association Credentials Board.

According to the 2015 Mental Health America Report, 979,000 Tennesseans were diagnosed with mental illness, this accounts for 20.25% of the state's population. According to an SAMHSA Report in 2014, less than 50% of Tennesseans diagnosed with mental illness receive treatment. Tennesseans are clearly in need of more services to address and accommodate the needs of individuals with mental health issues. Creating an Art Therapy program will create more jobs as well as train more clinicians to effectively treat mental illness. We have seen a need for more healing arts professions in Middle Tennessee.

There is a clear interest in both hiring art therapists here at Centennial as well as throughout the state of Tennessee as well as a budding interest in individuals wishing to pursue an education in Art Therapy.

I fully believe that MTSU would be a great location for an Art Therapy program.

Respectfully Submitted,



Sarah Wieck, LCSW
Manager Therapeutic Interventions
TriStar Centennial's Parthenon Pavilion

Dear Nicole Foran,

I write on behalf of the Tennessee Art Therapy Association and MyCanvas Youth Community Arts in support of Middle Tennessee State University's efforts in developing a graduate level art therapy program. I am a native of middle Tennessee, graduating with my bachelor's in fine arts in 2006 from the University of Tennessee, Knoxville, and completing psychology prerequisites with MTSU in 2009 prior to beginning my graduate work with Saint Mary-of-the-Woods College in Indiana. I am the secretary of the Tennessee Art Therapy Association, Associate Art Therapy Program Director for MyCanvas Youth Community Arts, and Programming Coordinator and Art Therapist for Family & Children's Service's Davidson County Relative Caregiver Program. I have connected via phone with MTSU during preliminary discussions regarding development of graduate level programming and feel confident MTSU has the capability and support in creating an accredited program in compliance with the American Art Therapy Association.

Tennessee ranks among the top 10 states with the highest prevalence of mental illness. In Tennessee, continually less than 50% of the individuals diagnosed with mental illness received treatment. Providing an affordable graduate level art therapy program will allow for more trained mental health professionals in Tennessee in building and maintaining a viable mental health workforce. Tennessee has approximately 70-80 art therapists across the state working in various agencies and populations. Though the number of working art therapists in the state of Tennessee is growing, we cannot meet the demand and am often fielding inquiries from partnering agencies and clinics hoping to connect with credentialed art therapists.

In my work with Family & Children's Service, we partnered with the Tennessee Commission on Children and Youth and the state of Tennessee in advocating and training public and private sectors on Adverse Childhood Experiences. The state of Tennessee ranks among the highest in parental incarceration and parental substance abuse, often creating cyclical toxic stress and trauma for new generations of Tennesseans. Art Therapy is becoming a leading form of treatment for children effected by toxic stress and trauma and many clinicians are reaching out to find credentialed art therapist referrals in the state.

MTSU has my full support with their efforts in creating a graduate level art therapy program. I believe providing students affordable training and education through an accredited local university would greatly impact the mental and behavioral health landscape of Tennessee. This would provide agencies and facilities in middle Tennessee with art therapists capable of meeting the demand for trained expressive arts therapists.

Please contact me should you have any additional questions or concerns.

Warm regards,

Rachel Murphy Norman, M.A.A.T., ATR
Family & Children's Service
MyCanvas Youth Community Arts
Tennessee Art Therapy Association, Secretary



renewED

EATING DISORDERS SUPPORT

August 3, 2018

Nicole Foran, Associate Professor
Department of Art & Design
Middle Tennessee State University
Murfreesboro, TN

Dear Nicole,

Brianne Burgoon asked that we provide you with a letter of support as you prepare to offer master's degree programs in art therapy at MTSU. We truly believe it is of vital importance that recipients of art therapy services feel confident in their providers, knowing that art therapists in the State of Tennessee have completed the required education and credential requirements set by the American Art Therapy Association and the Art Therapies Credentials Board. Through regulation of this process, the quality of art therapy services will increase in our community, and more individuals will have access to these evidence-based and therapeutic programs.

Based in Nashville, Renewed is a statewide agency with a mission to provide a path to renewed health for individuals seeking recovery from all forms of eating disorders and body image concerns. We provide confidential treatment referrals, clinical training and networking opportunities, along with support groups and therapeutic programs for all who are impacted by disordered eating. Over the past four years, we have seen firsthand the power of art therapy in healing and recovery. Through our PaintED program, we collaborate with two art therapists (one in Nashville and one in Chattanooga) to provide regular group art therapy sessions for our participants who are seeking therapeutic activities to supplement their recovery and treatment protocol.

The growth and impact of these groups has been amazing! With both groups now at full capacity, we will need to evaluate offering similar programs in other locations to accommodate all who are interested and in need of this program. The following comments speak to the efficacy of our PaintED workshops: "The class I am attending in Chattanooga is the most helpful art therapy I have ever done." Another individual said, "It has absolutely benefitted me in my recovery journey. The freedom and acceptance I felt during the sessions helped me develop tools that I can now use in my everyday life to stay focused on being healthy and kind to myself."

Art therapy is an impactful therapeutic outlet for a variety of mental health issues (including eating disorders), and it would benefit many in our state to provide services in Tennessee that are regulated, high quality, and accessible. By providing a master's degree program at MTSU, we will have greater access to trained art therapists as we continue to expand our PaintED program. We thank you for your efforts in bringing this program to MTSU! Please feel free to contact me should you require additional information.

Best,



Deborah Sandvik
President & CEO

cc: Brianne Burgoon, TATA

August 9, 2018

To Whom It May Concern,

My name is Catherine Harris, and as a practicing art therapist for the past 11 years, I am writing to express my support for creating a master of art therapy degree program at Middle Tennessee State University. A program such as this would greatly benefit the middle Tennessee community and the state as a whole in multiple ways.

For one, according to Mental Health America, Tennessee currently ranks in the top 13 states with the highest prevalence of mental illness. Yet, continually less than 50% of individuals in the state diagnosed with a mental disorder receive the treatment from a trained professional that they need. This disparity clearly shows a need for more mental health professionals in the state providing quality care in behavioral health.

In an attempt to meet this need in our community, thankfully healthcare facilities are starting to recognize the growing body of research supporting the benefits of creative and experiential therapies such as art therapy for a variety of populations to meet both physical and mental needs. My employer Centennial Medical Center provides the service for adult and pediatric oncology patients, Alzheimer's and dementia patients, and adolescent and adult behavioral health patients. The hospital is exploring adding the service to other areas as well, including inpatient units serving complicated OB issues and joint replacement surgeries. In addition, I continually receive inquiries from behavioral health facilities and community non-profits in the area about adding the service of art therapy to their programming, however I have to turn them down due to already having a full-time job. With these points in mind, a masters program in art therapy in the area would help increase the number of art therapists in Tennessee to meet these growing demands.

Not only is there a need for a program such as this to help the current mental health crisis in our state, but there is also a great interest from potential students as well. Since moving to Tennessee in 2008, I have received hundreds of inquires from individuals wanting to know more about the field of art therapy and the education required to practice. These range from students in high school and college to adults considering a second career. Many of these individuals often want to know the same things: 1. How do I become an art therapist and 2. Is there an educational program in Tennessee. Most are disappointed to learn, much like I was, that there is not a program close to home.

When I was considering graduate school for art therapy, I too wanted to stay close to home, but due to the lack of programs available in the area, I ultimately moved to Washington, D.C. to study at the George Washington University. However, during my time in our nation's capital, I knew I wanted to eventually move back to the south to bring a much needed service to the place I called home. Having a graduate degree program in art therapy in Tennessee would not only keep those individuals interested in art therapy in our own state, it would most likely attract individuals from other areas of the south as well.

Hopefully this letter clearly outlines the immense benefit, both for prospective students and the healthcare community, of creating a masters art therapy degree program here in Tennessee. Working in this field, it is beyond exciting for me to think of the foundation of a program such as this right here in middle Tennessee and the profound impact this could have for our community. Please feel free to contact me at any time regarding questions or for further information about the field of art therapy and its practice in Tennessee.

Thank you for your consideration.

Sincerely,

Catherine Harris, MA, ATR-BC

catherineharris13@gmail.com

615.927.6455

Department of Social Work
Peck Hall, Rooms 120-136
MTSU Box 139
Murfreesboro, TN 37132
o: (615) 898-2868 • f: (615) 898-5428



January 10, 2019

Professor Nicole Foran, Chair
Department of Art and Design
Middle Tennessee State University

Professor Foran:

This communication is in support of the work that is underway in the Department of Art and Design to develop an art therapy program at Middle Tennessee State University (MTSU). Faculty and staff in the Department of Social Work are privileged to have the opportunity to assist in this endeavor. We are very enthusiastic about the prospect that MTSU would add such opportunities for our students and community.

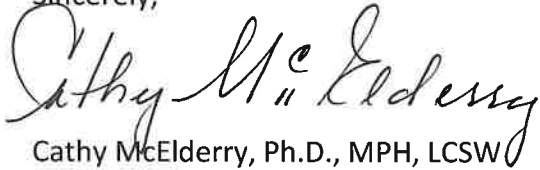
At both the undergraduate and graduate levels, we have learned a great deal about the need for and interest in art therapy. Several members of our faculty have practice experience in Tennessee and are very aware of the need for trained art therapists in helping individuals, families, and communities. The Department of Social Work offer student internships at agencies that have expressed similar needs. Additionally, as a result of ongoing contacts with area agencies through professional organizations, workshops, and conferences, we have often been reminded of the dearth of art therapists and the need for their services.

An art therapy program would not only lead to certified art therapists, but also to social workers and others in the helping professions who we educate at MTSU to gain information and skills in the use of art activities in their professional work. We know that art can be a very useful modality for expression, catharsis, and assessment and any training that helping professionals receive in its use can be valuable. Students in SW 4480: Social Work with Groups and other practice courses are introduced to the premise that art is a powerful therapeutic tool. Students have consistently expressed an interest in and desire to further their understanding of the use of this expressive treatment approach. It would be very beneficial to send students out to the world with a greater understanding and ability to utilize art therapy in their professional career.

General student interest in art therapy as an adjunct to social work has also been evident. A number of students are hopeful that course offerings are made available before their prospective graduation date. Some students have even indicated that they would be willing to come back to take courses after graduation because they have seen a need for therapeutic art activities in the agencies where they intern or work. Some of our best and most aware students have expressed an interest in using art therapy.

We are pleased to be considered as a resource for some of the course content that would be required for a certification in art therapy. Our Masters of Social Work curriculum certainly does include content that would be valuable for art therapists and we are happy to continue working with you to make courses available to your students. Please continue to consider us partners in this process that will be of such great value to MTSU students and to human service agencies and practitioners throughout Tennessee.

Sincerely,

A handwritten signature in cursive script that reads "Cathy McElderry". The signature is written in black ink and is positioned above the typed name.

Cathy McElderry, Ph.D., MPH, LCSW
Professor and Chairperson



December 10, 2018

I am writing to you today in support of the proposed new Art Therapy degree programs at **Middle Tennessee State University**. I am the Director of Education and Interpretation at the Memphis Brooks Museum of Art and our mission is to enrich the lives of our diverse community. For more than 10 years, the Brooks has offered art therapy programs with a credentialed art therapist to a variety of community organizations (including the VA Medical Center, Youth Villages, Alzheimer's and Dementia Services of Memphis, and Juvenile Intervention and Faith-based Follow-up). We have seen firsthand the impact that these programs have on individuals and their families. Through meaningful conversations in the museum's galleries and art-making in our studio, participants in these programs have been able to reflect on personal experience, explore the creative process, develop tools for self-expression, and find healing. I work closely with Paige Scheinberg, ATR-BC on the Brooks' programming, and have seen the fantastic work that she and the rest of the board of the Tennessee Art Therapy Association (TATA) have done to elevate the profession of art therapy across the state. It has come to my attention that Middle Tennessee State University (MTSU) has proposed both undergraduate and graduate level degree programs in art therapy. I know that MTSU has worked with TATA as they have developed these degree programs, and I believe that the programs should be accredited by the American Art Therapy Association Credentials Board.

According to the 2015 Mental Health America Report, 979,000 Tennesseans were diagnosed with a mental illness, which accounts for 20.25% of the state's population. According to an SAMHSA Report in 2014, less than 50% of Tennesseans diagnosed with a mental illness receive treatment. Tennesseans are clearly in need of greater access to services which address and accommodate the needs of individuals with mental health issues. Creating these Art Therapy degree programs will create more jobs as well as train more clinicians to effectively treat mental illness in the state of Tennessee.

There is a clear need for more art therapists across the state, and I believe MTSU would be a great location for an Art Therapy degree program.

Respectfully,

A handwritten signature in blue ink that reads 'Kathy Dumlao'.

Kathy Dumlao
Director of Education & Interpretation

December 13, 2018

I am contacting you to state my support for Middle Tennessee State University's new Art Therapy Program. I am the Executive Director of Juvenile Intervention and Faith-based Follow-up, JIFF. Since 2003 we have received referrals from Memphis and Shelby County Juvenile Court to provide intensive intervention services for at risk youth. This past fiscal year we served 380 youth, ages 10 to 18. The youth we serve are an average of four years behind in school, most live in poverty and 95% are raised in single parent homes. Close to a third of the youth referred have been arrested three times or more and are on a path to a correctional facility or prison if meaningful intervention isn't provided.

JIFF first experienced the benefits of Art Therapy in January of 2017, through a collaborative partnership with the Memphis Brooks Museum of Art. When we were first approached to participate I was frankly skeptical. The program time we have with the youth is valuable and limited to sixteen weeks, mostly in after school hours. The challenge is to weave in effective programming to address the issues that are holding them back from making positive decisions. In a post program debrief with youth, their case manager, the art therapist and Brooks staff, we concluded that art therapy provided a great avenue for exploration and self-discovery. Youth who typically are not encouraged or appreciated, found that art gave them a form of expressing their feelings and gave them a greater sense of self-worth. What often takes weeks to peel back the layers of their issues and who you are really working with, is accelerated through art therapy and the expression of their talent.

In January we meet again with the museum to start planning for our fifth class. If we could afford or find a full-time art therapist, we would have hired one already. I have attached a picture from our third class that had a private showing at the museum. It is unlikely most of our youth have ever been to the museum, much less having their art on display. I strongly support the program and hope MTSU will be an advocate and course provider soon.

Thank you.



Richard Graham
Executive Director
JIFF, Inc.

Subject: Art therapy at MTSU

Date: Monday, July 23, 2018 at 3:05:42 PM Central Daylight Time

From: Tarri Driver

To: Nicole Foran

Tarri N. Driver

135 Orchard Ln.

Oak Ridge, TN 37830

Tarri.driver@gmail.com

Nicole Foran

Chair, Department of Art & Design

Middle Tennessee State University

July 23, 2018

Dear Nicole,

At MTSU, I earned a Bachelor of Fine Arts degree, with a minor in Psychology. I was interested in studying art therapy, but MTSU didn't offer it. In fact, there weren't any art therapy undergraduate programs anywhere in Tennessee at the time. Dr. Gloria Hamilton (Psychology) and Dr. Lon Nuell (Art) helped me schedule appropriate classes, independent studies and internships, so that I would meet prerequisites for graduate study in art therapy.

After graduating from MTSU in 2004, I attended the University of Louisville, (which was the closest graduate art therapy program to middle Tennessee) where I earned my Master of Education degree, with a concentration in art therapy (2006). I then earned my National Board Certification in Art Therapy (ATR-BC) and State Licensure in Counseling (LPC-MHSP), after several years of post-graduate clinical hours, supervision and exams.

I spent the next decade working as a credentialed art therapist and licensed counselor with children and adolescents throughout Middle Tennessee. I worked in Metro Nashville Public Schools and in charter schools for six years before spending nearly four years as the only art therapist at Monroe Carrell Jr. Children's Hospital at Vanderbilt. Meanwhile, I taught an *Introduction to Art Therapy* course for several years at Trevecca University. I served as the Treasurer of the Tennessee Art Therapy Association (TATA) for two terms and was an active member of TATA and the American Art Therapy Association (AATA) for nearly a decade. I've presented on the benefits of art therapy and led art therapy experiential workshops at many academic conferences. In 2017, I wrote, illustrated and published a children's book heavily informed by my experiences working as an art therapist.

It probably won't surprise you that access to quality mental health services is an urgent need for

Tennessee residents. However, it might surprise you that Tennessee ranks among the 10 states in the country with the highest rates of mental illness.* Fortunately, art therapists are helping to meet this tremendous need for mental health support services—in schools, hospitals, senior communities, crisis centers and in many other settings across Tennessee—by providing a unique modality of therapy.

Rather than focusing heavily on words, like in traditional therapies, art therapy relies more on images, symbolism, lines, colors and shapes for faster, at times more effective communication and expression. Participants may not often have adequate words for what they're trying to work through, perhaps due to trauma, repression, memory issues, language barriers or lack of vocabulary. Art therapy often gets to the heart of the matter more quickly, circumventing the brain's tendency to obfuscate through language, defense mechanisms and self-censure.

I have seen first-hand the benefits of art therapy in seemingly impossible cases. I've watched hardened teenage "gang bangers" transform from closed-off, angry and often violent truants to excited, proud and empowered creative artists working together on community murals despite differing gang allegiances. I've helped an aloof and stubborn young man actively dying from cystic fibrosis sculpt a clay rose for his mother, which he finished only a week before his death. I've witnessed a 10-year-old burn victim, who wasn't able to save his infant sister from a house fire, request a portrait, specifying bold, bright rainbow colors to represent his scorched legs, arms and neck. There are many stories to share regarding the power and benefits of art therapy.

Art therapy is a growing field and an increasingly popular career choice. Offering undergraduate and graduate degrees in art therapy at MTSU is sure to offer many benefits, including, but certainly not limited to helping build a larger workforce of qualified mental health professionals in Tennessee and beyond, thus helping to close the gap between the number of individuals diagnosed with mental health issues and the number of individuals receiving adequate treatment. It's important to have a variety of therapies to most effectively address the huge need for mental health services in TN. Traditional therapies aren't as effective for everyone or in every case, and expressive therapies like art therapy can offer effective, alternative options for participants.

These programs will also provide a means of attracting students from out-of-state and from other countries, thus increasing MTSU's revenue and augmenting its already stellar reputation. Body- and brain-scanning technologies are progressing and providing more evidence-based and quantitative research focused on art therapy's benefits with hard data to back it up. Exciting things are happening in this realm, particularly in the field of neuroscience.

I see a bright future for art therapy, from a burgeoning scientific and technological standpoint to its roots in humanism, communication, compassion, artistic expression and education. Offering art therapy degree programs to prospective students is a win-win prospect for MTSU.

Thank you so much for your time and serious consideration of the introduction of art therapy courses of study at MTSU. Please feel free to share this letter with anyone who needs to see it.

Sincerely,

Tarri

Tarri N. Driver

M.Ed., ATR-BC, LPC-MHSP

Substance Abuse and Mental Health Services Administration. (2015). Behavioral Health
Prometer: Tennessee, 2014. *HHS Publication No. SMA-15-4895TN. Rockville, MD: Substance
Abuse and Mental Health Services Administration.*

Dear Reader,

My name is Kate Kelly and I am a practicing Board Certified Music Therapist. I am writing to share key points about my educational experience and show my utmost support of a masters degree program in Art Therapy at MTSU.

I attended and graduated from Belmont University. Upon arriving at the university, there was no Music Therapy program. Seven students, myself included, emerged as advocates of a music therapy program and with our hard work and the consideration of our collegiate mentors, Belmont administration decided to create an accredited Music Therapy undergraduate degree in 2015.

Pioneering this program as the founding class of Music Therapy students was and continues to be a great accomplishment of my life thus far. My classmates and I found profound meaning in learning from our professors, practicing our clinical skills at local/regional sites, and most of all paving the way for more students in the program. Although the music therapy program started with just seven of us in 2015, it now has 100+ students and is continuing to rapidly expand.

Following graduating, I was privileged to immediately take a job at Centennial Hospital's Parthenon Pavilion in Nashville, TN. I work alongside Art Therapists daily and have been genuinely moved by Art Therapy's power to move clients in the direction of their own self-expression, truth, and recovery. Which leads me to the point of this letter: **Tennessee now has its own Music Therapy program via Belmont University, but this region is missing an essential counterpart: an accredited Art Therapy program.**

I couldn't be more supportive of an art therapy degree at MTSU and look forward to seeing action being taken in this direction.

Sincerely,

Kate Kelly, MT-BC

Dear Tennessee Higher Education Commission,

Thank you for reading this letter in support of an Undergraduate and/or Graduate Art Therapy program. It amazes me that the time has finally come where Tennessee may get the first accredited Art Therapy program. This has been a career that I have been relentlessly working toward since I was 14 years old but have always been dismayed that I may have to seek an out-of-state or an unaccredited program. However, I truly felt that our state would soon come to realize the headway that Art Therapy is making in the art and therapeutic world. Especially given our desperation in this state for innovative mental health services. I knew it would only be a matter of time and I couldn't be more proud that the time is here, led by my Alma Mater where I recently received my Bachelor of Science in Psychology with minors in Fine Art and Mental Health Services. I currently run my own business that aims to promote creative wellness and will eventually be a community studio facility for workshops such as family time, college preparation nights, self-care hours, and a place for the homeless to learn a trade and have a gallery space to sell art for case-management services (housing, medical care, transportation, etc). Unfortunately, I cannot offer even more beneficial therapeutic services until I have an accredited Art Therapy licensure.

It is time to join other states such as Florida and our neighbor, Kentucky, to name a couple who currently have very successful and popular expressive therapy programs here in the south. The University of Kentucky's professor, Dr. Jonathan Golding was even featured in Psychology Today's 2016 article, "Art Therapy." I have first-hand experience with Kentucky's programs, as I traveled abroad through Western Kentucky University to study Nonverbal Behavior and The Psychology of Art in Paris France. There, I conducted research and spent time at a state-of-the-art art therapy center that takes place in one of France's first Psychiatric Treatment facilities, where they also have art on display from patients through the decades. Through studying those artworks, among other famous/genius artists, and indigenous/prehistoric art and behavior during my time in Paris, we came to discover one key factor, which is that art is a huge part of human biology.

Every single thing that we have is because of art. We would not have written communication without cave paintings or hieroglyphics for example, we wouldn't have any technology, and we would not have had the ability to create tools, shelter, and clothes to survive. Since things are easily manufactured now in our modern culture, creating with our hands has been disregarded as frivolous, a hobby, and even "stupid." These cultural opinions have severely damaged our view of our own creativity and it has been stifled as a result of this. But it doesn't change the fact that creativity is an inherent part of our being. Suppressing this part of our existence is detrimental and ultimately neglects crucial developmental skills. I see it as a type of illiteracy. Why do we even learn any other subject, when really, art is the basis for all of it?

It makes me wonder if this is why we are seeing so many children struggle with learning and developmental difficulties when their innate way of communication is largely ignored except for the occasional art class, if their school is lucky enough to have one. I have worked with

children and have seen how severely behind they are in basic artistic concepts and tasks. Through art, I have changed the attitudes of an entire classroom of 8 year old boys who would get in fist fights on a weekly basis and taunt me about how art is stupid when I first started. I have given teenagers scrap paper and crayons because they never had art supplies at home, which was all I could give them because the organization I worked for had a typical under-funded art department. I walked into my classroom on a daily basis wondering if there was any hope but I never lost sight. I remembered the time when I was 15 years old and won \$250 as Best in Show over all age groups and counties for a piece of art that was made out of trash. I relied on that memory as I saved trash for materials and learned how to make my own primer (Gesso) to turn any surface into something that could be painted since the organization could not afford canvases. I quickly had a small factory line of children grinding up chalk, mixing everything and making canvases out of what would otherwise be trash. That level of creative philosophy will stay with them through life.

Getting the kids excited about being creative human beings was a completely separate curriculum that I had to develop other than actually teaching art itself. But I pressed on. That is because on the flipside, I have worked with adults suffering from severe substance abuse and the other disorders that come along with that. I have worked in adult education assisting those who couldn't make it through the school system the first time around. I did it for all of those stories of struggle, where I sat and listened to the most gut-wrenching stories wondering why no one found the right intervention for them as children. No one knew how they needed to communicate. Art therapy could have been the answer. Art has always given me an outlet, a way to communicate when I didn't feel like I had a voice, and it evolved with me as I grew, giving me the never ending creative skills to imagine the future and work toward my goals. And I knew it could do the same for those kids. Maybe if they were equipped with their creativity, they would be one less adult in the gutters of society. Even if they landed there, they would have the creative ability to figure a way out and turn it into something beautiful along the way.

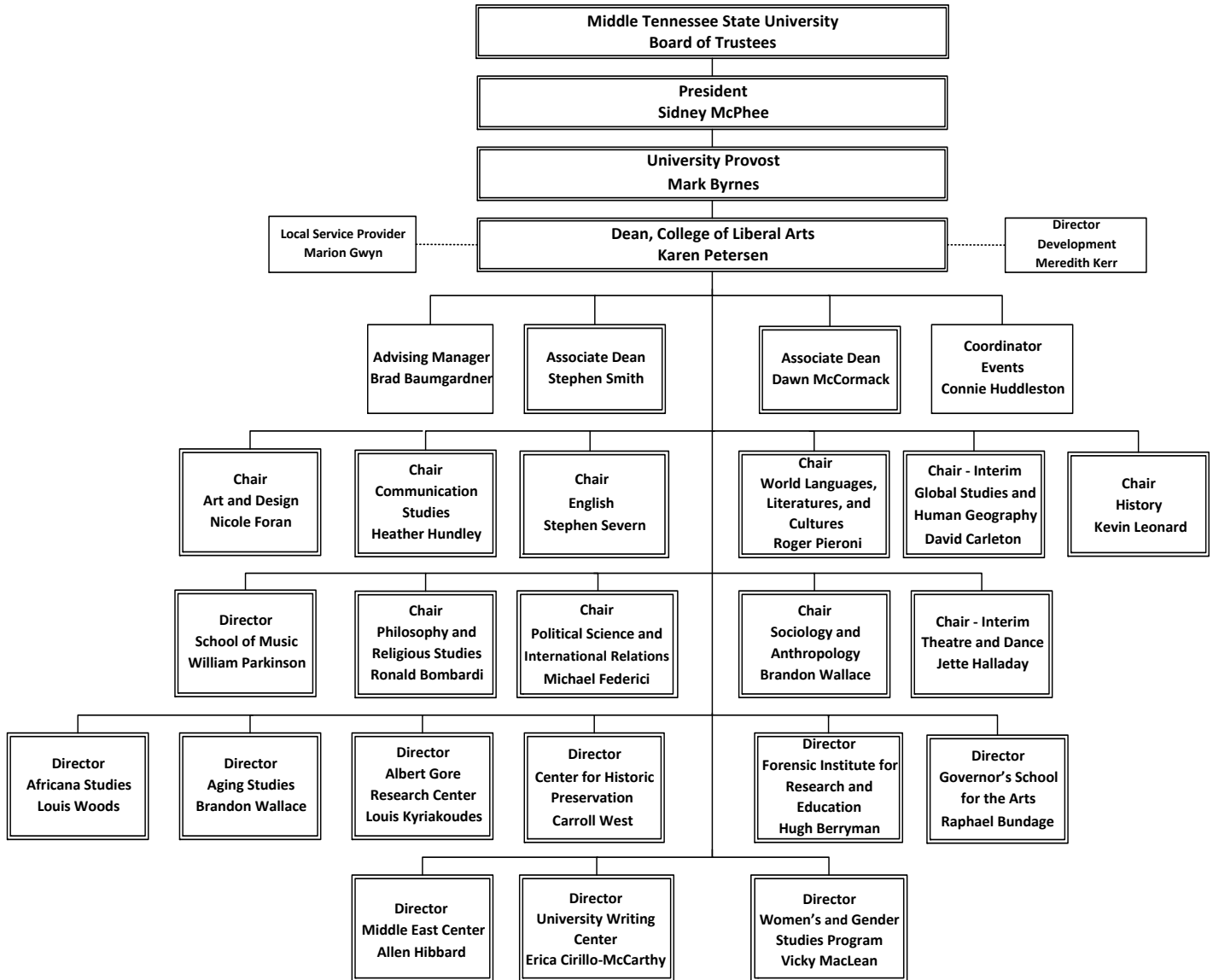
Art therapy can give those adults another chance to be creative, express themselves and relearn how to communicate. Because in the end we all just want to be heard. I hope you are hearing my plea for the future of our state to please provide this state the opportunity to create professionals that will be able to go out in Tennessee and help in an advanced and effective way. I will leave you with this quote by Richard Kamler:

“Art is our one true global language. It knows no nation, it favors no race, and it acknowledges no class. It speaks to our need to reveal, heal, and transform. It transcends our ordinary lives and lets us imagine what is possible.”

Thank you for your dedication to the well-being of Tennessee.

Brianna Carroll- a hopeful future ATR-BC (Art Therapist, Board Certified).

**MIDDLE TENNESSEE STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS
OCTOBER BUDGET 2018-2019**



NEW ACADEMIC PROGRAM PROPOSAL

M.A. in Art Therapy

Submitted October 2019

Revised June 23, 2020

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Attachment A: THEC Financial Projection Form

Appendix A: Feasibility Study

Appendix B: Programs of Study

Appendix C: Strategic Recruitment Plan

Appendix D: Letters of Support

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Appendix F: Course Syllabi

Appendix G: Organizational Chart

THEC TSAC

MIKE KRAUSE
Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
PARKWAY TOWERS, SUITE 1900
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605

BILL LEE
Governor

TO: Dr. Sidney McPhee

FROM: Mike Krause 

SUBJECT: Middle Tennessee State University
Letters of Notification: Art Therapy, Bachelor of Arts and Master of Arts

DATE: May 8, 2019

Thank you for the submission of the Letters of Notification (LON) for the proposed Art Therapy Bachelor of Arts (BA) and Art Therapy Master of Arts (MA). Per THEC Policy A1.0 – *New Academic Programs: Approval Process*, the LONs are evaluated on the following criteria: alignment with state master plan and institutional mission, need, sustainable demand, program costs and revenues; institutional capacity to deliver the proposed academic program; and avoidance of duplication.

I approve MTSU's Letters of Notification to develop both the Art Therapy, BA and Art Therapy, MA New Academic Program Proposals. It is understood that the proposed programs will be in accordance with the institutional mission and will meet *Tennessee Public Agenda for Higher Education 2015-2025* degree completion and workforce development objectives.

Please note two external reviewers will be required for the site visit. Additionally, the external reviewers will be asked to evaluate the viability of implementing both programs concurrently.

The LONs project implementation of approved Art Therapy, BA and MA programs in Fall 2021. Please be advised that the approval and the attached LON evaluation will be posted on the THEC website for public disclosure.

Attachment

cc: Dr. Mark Byrnes
Dr. Peter Cunningham
Betty Dandridge Johnson
Julie Roberts

Tennessee Higher Education Commission
Letter of Notification Evaluation
May 8, 2019



The evaluation of the Letter of Notification (LON) is in accordance with the *THEC Policy A1.0 New Academic Programs: Approval Process*. The evaluation is conducted by interested parties and THEC staff. The LON is posted on the THEC website for a 15 day period of comment by interested parties. Based on the internal and external evaluation, THEC will make a determination of the LON to support, not to support, or defer a decision based on a revised LON.

Institution: Middle Tennessee State University	LON Submission Date: Nov 8, 2018
Academic Program, Degree Designation: Art Therapy, Bachelor of Arts and Master of Arts	
Proposed CIP Code: 51.2301	
CIP Code Title: Art Therapy/Therapist	
Proposed Implementation Date: Fall 2021	
Time Period Posted on Website for Public Comment: November 8 – 26, 2018	

Criteria	Comments	
	Bachelor of Arts	Master of Arts
Letter of Support from President/Chancellor	<ul style="list-style-type: none"> Letter from President McPhee providing support was submitted and dated November 7, 2018. Proposed program development was approved by the MTSU Board of Trustees during the June 2018 meeting. 	
Purpose and Nature of Program	<ul style="list-style-type: none"> The BA in Art Therapy will prepare students for jobs as recreational therapists and entry-level positions in childcare, nursing homes, and veteran’s organizations. The proposed BA would create a pipeline of potential students for the proposed MA in Art Therapy. 	<ul style="list-style-type: none"> The MA in Arts Therapy will prepare students for a wide range of clinical, educational, preventative, and community development positions. The proposed program would provide graduates with the degree necessary to seek board certification and licensing in Art Therapy.
Alignment with State Master Plan and Institutional Mission	<ul style="list-style-type: none"> The proposed program aligns with the State Master Plan and MTSU’s institutional mission. 	
Feasibility Study	<ul style="list-style-type: none"> A feasibility study was conducted by Hanover Research during summer 2018 for both the BA and MA in Art Therapy. 	
	<ul style="list-style-type: none"> The analysis classified the BA in Art Therapy as a “high growth program”. A master’s degree is required for registered art therapists, however, job opportunities as “activity coordinators” and “program directors” in various 	<ul style="list-style-type: none"> The analysis classified the MA in Art Therapy as an “emerging program” in the southeast region. On average, 32 students are graduating per year in the southeast region of the United States with a MA in Art Therapy.

Criteria	Comments	
	settings are available for bachelor-level graduates.	
	<ul style="list-style-type: none"> ▪ The analysis classified the BA in Art Therapy as a “high growth program”. ▪ A master’s degree is required for registered art therapists, however, job opportunities as “activity coordinators” and “program directors” in various settings are available for bachelor-level graduates. 	<ul style="list-style-type: none"> ▪
Need	<ul style="list-style-type: none"> ▪ Undergraduate Art Therapy degrees are encouraged for admission to Master’s level Art Therapy programs. However, they are not required. 	<ul style="list-style-type: none"> ▪ Currently, there are no graduate level Art Therapy programs offered in Tennessee.
Sustainable Development	<ul style="list-style-type: none"> ▪ According to the feasibility study, the job outlook for art therapists is growing at a faster rate than average. ▪ If the BA and MA in Art Therapy are approved, MTSU plans to establish an Accelerated Bachelors-to-Masters (ABM) Pathway to serve as a recruitment tool. 	
Institutional capacity to deliver the proposed academic program	<ul style="list-style-type: none"> ▪ The Department of Art and Design will work collaboratively with the Departments of Social Work and Psychology to offer curriculum and the undergraduate and graduate level for these proposed programs. ▪ According to the Letters of Notification, minimal costs will be required to implement the proposed program. One new faculty member is projected for the proposed BA and MA Art Therapy from an existing position. Adjunct salaries are projected for the MA Art Therapy for course release for the proposed program director. 	
Student Interest	<ul style="list-style-type: none"> ▪ A total of 77 students were surveyed and 35 strongly agreed when asked if they would have been interested in pursuing an Art Therapy degree at MTSU. 	
Local and regional need	<ul style="list-style-type: none"> ▪ Currently, there are 4 BA Art Therapy programs in the state all at private institutions. According to the feasibility study (page 7), “Trends in the current competitor market leave a need for a public and more affordable option for students.” 	<ul style="list-style-type: none"> ▪ As mentioned previously, there are currently no graduate level Art Therapy programs in the state. ▪ Three graduate Art Therapy programs in the southeast region.
Employer need/demand	<ul style="list-style-type: none"> ▪ Letters of support were submitted by organizations such as the American Art Therapy Association, Parthenon Pavilion, Renewed Support, and the Memphis Brooks Museum of Art. 	
Existing programs offered at public and	<ul style="list-style-type: none"> ▪ There are currently 4 undergraduate programs at 	<ul style="list-style-type: none"> ▪ There are currently no Master’s degrees in Art Therapy offered in

Criteria	Comments	
private TN institutions	private institutions in TN (see Table 1). <ul style="list-style-type: none"> A total of five degrees were conferred across all four programs in 2016. 	Tennessee.
THEC Financial Projection Form	<ul style="list-style-type: none"> According to the LONs, projected costs will be supported through tuition and fee generation. Refer to institutional capacity section for faculty needs. 	
Public Comments	<ul style="list-style-type: none"> No public comments were submitted. 	

Table 1 - Degrees Awarded for Art Therapy, BA Programs in Tennessee.

<i>Institution</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
Christian Brothers University	-	0	1	0
Lipscomb University	3	1	1	2
Southern Adventist University	0	1	3	1
Union University	-	1	0	1

Source: IPEDS

Julie Roberts
Associate Chief Academic Officer
Tennessee Higher Education Commission
404 James Robertson Pky., Suite 1900
Nashville, TN 37243

March 8, 2019

Hello Julie,

Thank you for your consideration of our letters of notification for a B.A. and M.A. in Art Therapy. We have responded to your questions and or requests for additional information. Also, attached are revised Letters of Notification for both proposed degrees and our responses are tracked to these revised LONs. Since the letters were submitted together and you provided a single document, we are submitting consolidated response your questions about both letters. This was easier for us and I hope for you also.

We agree with you that these proposed degrees align with the State's Master Plan and our institutional mission and the job outlook for art therapists is growing at a faster rate than average. We also note that no comments were submitted during the period of public review. We take that as confirmation that these programs are non-controversial, non-duplicative of existing programs at public institutions, and are not perceived as a threat by institutions with an existing program.

Overall Comments

The CIP code recommended was 52.2301 but should be 51.2301.

This has been corrected on both letters.

The LON mentions possible TN legislation relative to new state licensure requirements. Will this bill be reintroduced in the new session, and what are the consequences of the bill passing or failing?

HB0781 was introduced by Rep. Bob Ramsey and the companion bill (SB0055) was introduced by Senator Becky Massey. Both have multiple co-sponsors, have passed on first reading, and both are scheduled for subcommittee hearings during March. If enacted, these bills will authorize the granting of licenses to practice Art Therapy and will require anyone who desires that licensure as an Art Therapist to meet certain requirements, including a master's or doctoral degree in art therapy from a program approved by the American Art Therapy Association or the Commission on Accreditation of Allied Health Education Programs or an master's or doctoral degree deemed equivalent to an approved or accredited program in art therapy in addition to other criteria. If enacted, the MTSU MA in Art Therapy will be the program of choice for Tennesseans who seek a career as an art therapist.

Please provide a comprehensive implementation timeline for both the BA and the MA Art Therapy programs regarding hiring faculty, accreditation, curriculum development, recruiting students, and other major tasks to ensure viability.

An exact timeline for implementation of the BA and MA degrees cannot be determined until the Letters of Notification are approved and the New Academic Program Proposals have undergone external judgement. At that time, the projected timeline as contained in the NAPPs can be finalized. There are no additional faculty to be hired as part of the implementation, we are committed to obtaining accreditation as the earliest possible time but cannot initiate that process until the programs are approved. A number of the courses required for both degrees are already in existence and additional courses will be developed as part of the NAPP process which requires a full curriculum to be described. The NAPP also requires development of a comprehensive student recruitment plan which will include a timeline of tasks and milestones.

The Academic Common Market (ACM) is referenced as a potential source of students. However, Tennessee has only approved two students for an MS in Art Therapy via ACM since 2009.

The reference to the ACM as a source of potential students was not based upon Tennessee residents but rather, on residents of other states who would pursue an Art Therapy degree at MTSU if one was available. The Art Therapy program at Florida State University is currently approved for residents of twelve SREB states (not including Tennessee). It is not approved for residents of Kentucky because the University of Louisville has a similar program (approved for their residents by 10 SREB states). We believe this provides evidence that the MTSU programs would also be approved by a significant number of SREB states when requested by their residents.

B.A. Degree

Will clinical placements be required for the BA students? If so, how will MTSU ensure students will have enough placement locations?

Clinical placements are required for BA students. During their undergraduate degree, undergrads will be placed in clinical fieldwork opportunities through the department's connections with Tennessee Art Therapy Association. "The President of TATA, Brienne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women's and Children's Hospital, My Canvas Youth Community Arts, Davidson County's Family & Children's Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites." (Page 3 of the BA Letter of Notification)

The feasibility study states ..."all licensed, practicing art therapists require the completion of master's coursework, and standalone baccalaureate credentials and career pathways are rare in the field." A stronger case could be made for a BA in Art Therapy if a concentration was established first to demonstrate a pipeline of students to a MA in Art Therapy. However, if a BA is still desired, a stronger case should be made regarding the necessity and sustainability of an undergraduate program.

Please see Labor Market Analysis, page 5 of the BA Letter of Notification.

M.A. Degree

How will MTSU ensure students have enough clinical placement sites?

“Students will be placed in clinical fieldwork opportunities through the department’s connections with Tennessee Art Therapy Association. The President of TATA, Brianne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women’s and Children’s Hospital, My Canvas Youth Community Arts, Davidson County’s Family & Children’s Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites. The Art Therapy faculty at Middle Tennessee State University will coordinate these placements and receive credit for doing so through assigned internship courses.” (Page 5 of the MA LON)

The proposed implementation date for the BA in Art Therapy is also Fall 2020. The LON suggests MTSU's proposed BA in Art Therapy will create an enrollment pipeline for the MA in Art Therapy. Who will be the targeted students for the MA in Art Therapy especially prior to the first graduating class from the BA in Art Therapy?

The proposed BA in Art Therapy is anticipated to be a pipeline (but not the only pipeline). Once implemented, it will contribute to growth in the MA program. In addition to students in the MTSU BA in Art Therapy, we anticipate recruiting students from all Tennessee institutions with UG majors in Art, Art Therapy, Psychology, Social Work, and Counseling as well as other students with an interest in art therapy. Because there are only two other public master’s program in Art Therapy across the 16 member states of the SREB, we also anticipate receiving students through the Academic Common Market.

Purpose and Nature of Program

B.A. Degree

Little information is provided related to the benefits of a BA in Art Therapy as compared to other degrees such as sociology, psychology, etc. What is the competitive advantage for a graduate with a BA in Art Therapy?

“Undergraduate degrees in Art Therapy provide students with specific training to engage and assist individuals struggling with post-traumatic stress and difficulties in verbalizing their issues and emotions. Curriculum focuses on mastering a broad range of studio art techniques, and learning how to employ those skills to connect with patients. The requisite practicum or internship course, as directed by the National Schools of Art and Design (NASAD)ⁱ, offers students in this discipline a unique opportunity to gain valuable field experience, setting them apart from graduates of sociology and psychology bachelor’s programs.

Additional skills mastered at the BA level would include strong communication, comprehension, active listening and learning, writing, critical thinking, learning strategies, monitoring social perceptiveness, coordination, negotiation, service, and complex problem solving. These are all skills critical to employers in the health field, and in business. In addition to local and regional employers, national employers will also benefit from the graduates produced by this major at MTSU.” (Please see page 2 of the BA LON)

Feasibility Study

B.A. Degree

Undergraduate degrees do not qualify students to receive licensure - the feasibility for the BA in Art Therapy is not clearly defined.

“Upon successful completion of the bachelors programs students will have developed strong communication and leadership skills necessary for directing and promoting outreach and art experiences within the community and business sectors. Throughout their degrees, students who graduated from this program will have been immersed in Problem Based Learning and collaborative, team-building activities. This type of learning increases students ability to respond creatively to complex questions, increases opportunities for public speaking, and promotes the growth of self-confidenceⁱⁱ. The BA’s emphasis on developing visual literacy, non-verbal communication strategies, proficiency in design, and a foundation of knowledge in sociology and psychology is unique within the market place.” (Page 5 of the BA LON)

Currently, there are four undergraduate programs throughout TN that offer an Art Therapy degree. Only five undergraduate degrees were conferred across all four programs in 2016. How will MTSU ensure the program is able to recruit enough students and remain a viable program?

Currently all undergraduate programs in Tennessee are housed in private institutions with prohibitive tuition rates. As a result, there is not an undergraduate art therapy program available to the overwhelming majority of Tennessee undergraduate who are enrolled in public institutions. Also, students must leave the state in order to obtain their graduate degree in Art Therapy. By establishing a BA and MA program simultaneously, we will be offering students a direct pathway to licensure and a career in art therapy. In addition, once the degrees are established, an Accelerated Bachelor to Master Degree (ABM) pathway will be created to enable highly successful undergraduate students to complete requirements from both the bachelor’s and master’s degrees in a compressed timeframe. This linked pathway will allow students to join the workforce at an expedited rate, and assist with recruiting highly qualified students for the MA program.

The proposed BA program will also be linked to multiple Tennessee Transfer Pathways, offering community college students an opportunity to continue their studies in this field at MTSU.

Job projections are heavily influence by the "Social and Community Service Managers" classification. Will students be ready to transition directly to management positions after completing the BA in Art Therapy?

“Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, nursing homes, rehabilitation facilities, hospitals, veteran centers and other community health centers. Graduates of the BA in Art Therapy program will be singularly positioned to take on managerial roles in social and community service settings due to their fieldwork experience and internships.” (Please see page 5 of the BA LON)

M.A. Degree

How will MTSU ensure the MA in Art Therapy will be able to sustain enrollment and graduation benchmarks

considering the limited number of degrees awarded across 12 southeastern states annually?

“Undergraduate degrees in Art Therapy are recommended for applicants to Art Therapy graduate programs due to access to field based opportunities and Art Therapy specific curriculum. An undergraduate degree in Art Therapy, however, is not required for admission to a graduate program. The undergraduate education of TATA’s officers, all of which have obtained a Masters and ATR certification, include Bachelors in Art, Bachelors in Art Education, and Bachelors in Fine Arts. Students coming from institutions that did not offer undergraduate Art Therapy will be able to enroll in the MA at Middle Tennessee State University. Because the MTSU program will be the only master’s program in the state, we anticipate enrolling students from a number of institutions and with a variety of undergraduate majors. The establishment of the ABM pathway, linking Bachelors to Masters will also serve as a recruitment tool for both undergraduate and graduate Art Therapy programs at MTSU. Students enrolled in the accelerated program will be able to enter the job market sooner. This compression in the timeline will also increase retention in both programs, and reduce student debt.” (Please see page 9 of the MA LON)

You correctly note that, on average, 32 master’s degrees are awarded in the southeast region of the U.S. However, that number is misleading as there are only two accredited programs (University of Louisville and Florida State University) across the entire 16 states in the South (SREB membership region). The proposed master’s in art therapy at MTSU will provide a third affordable option for prospective students in a region that extends from Delaware to Texas.

Job projections are heavily influence by the "Social and Community Service Managers" classification. Does the MA in Art Therapy provide a competitive advantage for students in this field?

“Market demand for Art Therapists in the region is high. There are 140 projected annual openings for Art Therapy-related employment in Tennessee, 1650 in the Southeast, and 27,900 nationally, however there are currently only 81 licensed Art Therapists in the state of Tennessee.

TATA president, Brianne Burgoon, reports that the Association is regularly contacted by employers regarding unfilled positions due to the low number of credentialed art therapists in Tennessee. They report that Onsite Workshops, LeBonheur, Star Center of Jackson, Ave Maria, Memphis Recovery Network, West Cancer Center, JIFF, Parkwood Behavioral Health have been unable to secure additional Art Therapists for their staff and continue to have open positions. “ (Please see page 6 of the MA LON)

According to the feasibility study, only 8 positions were posted in Tennessee over 180 days for art therapist jobs. Is this enough demand to support the proposed program?

State licensing will provide Art Therapy with the acknowledgement that it is a distinct field with specific training requirements and standards. This recognition of art therapy’s distinct functions will serve to increase the number of employment postings that specifically list Art Therapy. TATA board member, Catherine Harris, MA, ATR-BC, employed by TriStar Parthenon Pavilion notes that in job postings placed by her employer and other regional mental health organizations, that the title “Art Therapist” is not always used. For example, Harris serves as an Art Therapist at the Centennial Medical Center, however her technical title with human resources is “Inpatient Therapist”. The behavioral health hospital, Parthenon Pavilion, has one of the largest expressive therapies

departments in the region, which includes art, music, and recreation therapy. Job postings for Art Therapy related positions at Parthenon Pavilion are titled, "Adjunctive Therapist". She cites further examples of colleagues in the field functioning under somewhat misleading titles such as, Art Teacher or Art Instructor. Additionally, TATA board member, Paige Scheinberg, indicated that VA's post Art Therapy jobs under the heading of "Recreational Therapists" with required ATR certification. (Please see page 6 of the MA LON)

Need

Both Degrees

Although the feasibility study addressed the growth rate for Art Therapy professionals, the actual number of jobs in the field is relatively low. Additional justification/clarification related to need should be provided for both programs

Use of art therapy and employment of art therapists is growing rapidly in Tennessee, across the region, and nationally. While the number of positions specifically labeled as "Art Therapist" is relatively small, demand is expected to grow as art therapy is increasingly used to address mental and physical health issues. Even when a position is not titled Art Therapist, the job description calls for a degree and or training as an art therapist. Please see Program Demand Forecast, page 7 of MA LON, page 5 of BA LON.

Sustainable Development

B.A. Degree

According to the feasibility study, the job outlook for art therapists is growing at a faster rate than average. However, this job rate is based on licensed Art Therapists which requires at least a Master's degree. What is the competitive advantage for students to complete a BA in Art Therapy over existing undergraduate degrees in art, psychology, social work etc.?

"Throughout their degrees, students who graduated from this program will have been immersed in Problem Based Learning and collaborative, team-building activities. The BA's emphasis on developing visual literacy, non-verbal communication strategies, proficiencies in design, and a foundation of knowledge in sociology and psychology is unique within the market place." (Please see page 5 of BA LON)

M.A. Degree

Although the growth rate is higher than average for "art therapy-related" jobs the total annual openings across the state are only 140. How competitive will graduates from the MA in Art Therapy be for the limited number of jobs?

Art Therapy related positions are often posted under a variety of position titles. Please see discussion in the Labor Market Analysis, page 6 of the MA LON.

Institutional capacity to deliver the proposed academic program

Both Degrees

The Department of Social Work is mentioned as a partner in the proposed program, along with the Department of Psychology. How will each of these departments be integrated into the proposed programs?

The Department of Psychology and the Department of Social Work, both housed in the College of Behavioral and Health Sciences, will collaborate with the Department of Art and Design to offer undergraduate and graduate level courses for Art Therapy Students. Undergraduate Art Therapy programs require students to register for a variety of Psychology courses, which include an introduction to Psychology, Abnormal Psychology, Personality development or Theories of Personality and Child or Developmental Psychology. Graduate degrees in Art Therapy must include coursework relating to the treatment of children and youth, human growth and development, counseling theories, family, psychopathology, cultural and social diversity, special settings and populations, educational Settings, addictions, geriatrics, research.

Please see full listing of existing courses offered by the Department of Social and the Department of Psychology that could serve as BA and MA in Art Therapy coursework in the revised sections of Institutional Capacity to Deliver the Proposed Academic Program (pages 8-10 in the MA LON, page 7 in the BA LON).

Due to the cross-disciplinary nature of the proposed programs, how will tuition/revenues be distributed across the various departments, and who will be responsible for coordination across departments?

Middle Tennessee State University has a centralized budget model so tuition and revenues will not be distributed across the various departments. SCH production is tracked to the department offering the course and is used when calculating staffing profiles and future resource allocations.

The program coordinator will be a faculty member in the Department of Art and Design. MTSU has a number of interdisciplinary majors (e.g., Africana Studies, Math & Science Education, Literacy Studies) and has a successful history of interdepartmental / intercollege collaboration in curriculum development and delivery.

Local and regional need

Both Degrees

A strong case is not established for local/regional need for the proposed programs. Please provide additional information.

Currently Tennessee is underserved in regards to mental health services. According to Mental Health America (MHA) Tennessee ranks 46 out of 51 states (including the District of Columbia) for providing access to mental health care.ⁱⁱⁱ (Please see page 2 of MA LON, page 2 of BA LON)

“Additional organizations requiring the services of Art Therapists include the Creative Forces Program, funded by the NEA. Through this program, veterans and members of the military who have suffered trauma meet with creative arts therapists to develop treatment plans. Art therapy reduces the economic impact on the patient by reducing time spent in medical care, lowering healthcare related costs and improving communication skills and trauma management. There are currently eleven medical centers across the US participating in this program and data indicates they reach 200 new patients yearly.^{iv} According to Veteran’s Affairs, Tennessee ranks #14 in the US for total number Veterans with an estimated population of 470,390.” (Please see page 6 of MA LON)

While four institutions in Tennessee do currently offer a bachelor's in art therapy program, they are all private, religiously-affiliated institutions with an average annual tuition of \$28, 331. There remains a need for an affordable public option for students. There are no graduate level Art Therapy programs in the state of Tennessee. The absence of a Master's degree in Art Therapy in Tennessee prevents Tennesseans from seeking an affordable, in-state option to complete their education.

Employer need/demand

Both Degrees

Although letters of support are supplied from several employers, a clear employer need/demand is not established for either program. Please provide additional documentation to establish sustainable employer demand for both proposed programs.

We are including three additional letters of support. All letters were written in support of the undergraduate and graduate programs being created concurrently so they relate to both the BA and MA degrees.

Future sustainable need/demand

B.A. Degree

This area was not addressed for undergraduate Art Therapy students.

“Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, nursing homes, rehabilitation facilities, hospitals, veteran centers and other community health centers. Graduates of the BA in Art Therapy program will be singularly positioned to take on managerial roles in social and community service settings due to their fieldwork experience and internships.” (Page 5 of BA LON)

M.A. Degree

Market, employer and student demand have not been clearly established - how will MTSU ensure their will be sufficient enrollment and placement opportunities for graduates from the program?

Students will be placed in clinical fieldwork opportunities through the department's connections with Tennessee Art Therapy Association. The President of TATA, Brianne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women's and Children's Hospital, My Canvas Youth Community Arts, Davidson County's Family & Children's Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites. The Art Therapy faculty at Middle Tennessee State University will coordinate these placements and receive credit for doing so through assigned internship courses. (Page 3 of the MA LON)

THEC Financial Projection Form

Both Degrees

Field placements and internships are integrated into both programs. Who will coordinate these

experiential learning opportunities for students, and what will be the associated costs?

The Art Therapy faculty at Middle Tennessee State University will coordinate these placements and receive workload credit for doing so through assigned internship courses. We have increased the travel budget in both THEC Financial Projection forms to ensure that costs related to supervision of interns is sufficiently funded.

B.A. Degree

The LON mentions the majority of courses necessary for degree completion are offered in the Department of Art and Design to be augmented by Psychology courses. What other classes will be needed and how will they be funded?

Undergraduate Art Therapy programs require students to register for a variety of Psychology courses, which include an introduction to Psychology, Abnormal Psychology, Personality development, Theories of Personality and Child or Developmental Psychology. The Psychology Department at MTSU currently offers these courses. There is no need to create new Psychology courses.

An unused faculty line in the Department of Art and Design is referenced as an existing unfilled faculty line reserved for this program. Will the use of this line require any institutional reallocations?

The Department of Art & Design currently has sufficient faculty resources to cover the instructional requirements of its existing degree programs. The existing line referenced in the LON is fully funded and has been held in reserve for this program. No institutional reallocation will be required for this position.

M.A. Degree

Accreditation costs are not included in the financial projections - please update accordingly.

Middle Tennessee State University's Department of Art and Design is accredited by NASAD (National Schools of Art and Design) which has established standards and guidelines for undergraduate Art Therapy programs. Since MTSU is already institutionally accredited by NASAD, there are no added annual accreditation fees for the BA in Art Therapy. The Education Committee of the American Art Therapy Association and the Accreditation Council for Art Therapy Education (ACATE) are in the process of transitioning from Educational Program Approval to an accreditation process. This process will be under the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and managed by ACATE. The fee for initial program accreditation of one degree is \$1250.00 with an annual program accreditation fee of \$600.00. There is an additional annual sponsoring institution fee of \$550.00 and all site visit costs must be reimbursed.^{vi} Benefits of accreditation through ACATE and CAAHEP include the assurance that graduates of accredited programs will have the essential skills, knowledge, and experience to succeed as professionals. Additionally, students investigating potential graduate programs will be attracted by accreditation because they will have confidence that the programs are regularly assessed and evaluated and that the curriculum meets standards established for their chosen profession.

Faculty salary (\$9200) is included in the financial projections but is not discussed in the document –

please provide clarification.

We provide a one-course reassignment in both fall and spring semesters to the program coordinator as well as a summer stipend in recognition that this program will require 12-month coordination. The \$9,200 figure reflects two adjunct faculty positions at \$2,100 each and a \$5,000 summer stipend.

Letters of Support

Both Degrees

Letters of support should be on letterhead and dated. Four of the letters of support provided as part of the LON for the undergraduate program were written for the graduate program.

We are including two additional letters of support and have replaced one that was previously provided without letterhead. Note that any letters not on letterhead come from individuals, not organizations. A total of 11 letters are provided and all were submitted in support of the undergraduate and graduate programs being created concurrently so they relate to both the BA and MA degrees.

ⁱ National Schools of Art and Design. , "NASAD Handbook 2017-2018," . <https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2017/12/AD-Handbook-2017-2018.pdf> (accessed January 22, 2019).

ⁱⁱ Bassam N. al-Radaideh. "Conceptualizing Approaches to Teaching College Printmaking Utilizing Perspectives on Learning from K-12 Art Education." *Visual Arts Research*. Vol 33, No.1. 2007.

ⁱⁱⁱ Mental Health America. "Access to Care Data." [Mentalhealthamerica.net](http://www.mentalhealthamerica.net) <http://www.mentalhealthamerica.net/issues/mental-health-america-access-care-data> (accessed August 14, 2018).

^{iv} National Endowment for the Arts. "Creative Forces: NEA Military Healing Arts Network." <https://www.arts.gov/national-initiatives/creative-forces/clinical-therapy> (accessed February 25, 2019).

^v US Department of Veteran's Affairs. "Veterans as a Percent of County Population (FY2017): Tennessee." https://www.va.gov/vetdata/docs/SpecialReports/State_Summaries_Tennessee.pdf (accessed February 25, 2019).

^{vi} Commission on Accreditation of Allied Health Education Programs. "ACATE Fee Structure." [Caahep.org](https://www.caahep.org) <https://www.caahep.org/getattachment/About-CAAHEP/Committees-on-Accreditation/Art-Therapy/ACATE-FEE-STRUCTURE.pdf.aspx> (accessed December 11, 2018).

November 7, 2018

Betty Dandridge-Johnson
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

Re: Master of Arts in Art Therapy

Dear Betty:

Consistent with THEC Policy A1.0 (section 1.06A) which states that “the submission of a Letter of Notification must also include a letter of support from the President/Chancellor signifying institutional governing board or system office support for development,” please note that the Middle Tennessee State University Board of Trustees approved the conduct of a feasibility study and submission of a Letter of Notification to propose the development of a Master of Arts degree in Art Therapy at its June, 2018 meeting. Please note that this letter of Notification is submitted conjointly with a Letter of Notification to develop a Bachelor of Arts in Art Therapy degree. As such, there is overlap between the two letters of notification in sections related to program justification and need, alignment with State and MTSU master plans, as well as the letters of support.

We look forward to working with your office in the development of the New Academic Program Proposal and implementation of this degree.

Sincerely,



Sidney A. McPhee
President

Revised Letter of Notification to Develop a New Academic Program:

Master of Arts in Art Therapy

**Submitted to the
Tennessee Higher Education Commission**

**By
Middle Tennessee State University**

May, 2019

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Proposed Program Name:

Art Therapy

Proposed Degree Designation:

Master of Arts (M.A.)

Proposed CIP Code:

51.2301 – Art Therapy/Therapist

Definition: A program that prepares individuals, in consultation with other rehabilitation team members or in private practice, to use drawing and other art media forms to assess, treat, and rehabilitate individuals with mental, emotional, developmental, or physical disorders. Includes instruction in art, history and theory of art therapy, art therapeutic techniques, psychopathology, patient assessment and diagnosis, cultural diversity issues, legal and ethical practice issues, and professional standards and regulations.

Proposed implementation date:

Fall 2021

Academic Program Liaison (APL) name and contact information:

Dr. Peter H. Cunningham
Vice Provost for Academic Programs
Middle Tennessee State University
Cope Administration Building, Rm: 111
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Purpose and Nature of Program:

We propose to establish a program of study that leads to a master's degree in Art Therapy. The American Art Therapy Association describes Art Therapy as a regulated, integrative mental health and human services profession that is singularly able to facilitate non-verbal and verbal communication. It is particularly effective for individuals who suffer from mood disorders, communication and/or learning disorders, neurological disorders, neurocognitive disorders, Post-Traumatic Stress Disorder, and/or Traumatic Brain Injury.¹

Graduates of the M.A. program will be candidates for employment in a wide range of clinical, educational, preventive, and community development settings. Currently Tennessee is underserved in regards to mental health services. According to Mental Health America (MHA) Tennessee ranks 46 out

of 51 states (including the District of Columbia) for providing access to mental health care.ⁱⁱ This trend will only worsen as the population in Middle Tennessee continues to grow exponentially. According to the US Census Bureau, Tennessee is growing at a faster rate than the national average and the state saw a 5.8% population increase between 2010 and 2017.ⁱⁱⁱ

The geographic location of Middle Tennessee State University and the absence of any graduate Art Therapy programs in Tennessee, combine to create an ideal environment for a high quality program of study that prepares individuals for career opportunities in this growing and dynamic sector.

This proposal is being submitted concurrently with a proposal to create an Art Therapy Bachelor's program, which would prepare students for admittance into the graduate program. Other sources of students include those stemming from BA and BFA programs, with a concentration in Studio Art. The credentials of the Tennessee Art Therapy Association officers, all of whom are practicing, certified Art Therapists, include undergraduate degrees in Art, and Art Education.^{iv} A BA in Art Therapy does remain the preferred degree for entrance into the graduate program due to its emphasis on counseling theories and techniques and field work. NASAD accreditation of undergraduate level Art Therapy requires that students participate in a minimum of one practicum or internship ship and that they are supervised by ATR credentialed Art Therapists.^v

Students will be placed in clinical fieldwork opportunities through the department's connections with Tennessee Art Therapy Association. The President of TATA, Brianne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women's and Children's Hospital, My Canvas Youth Community Arts, Davidson County's Family & Children's Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites. The Art Therapy faculty member at Middle Tennessee State University will coordinate these placements and receive credit for doing so through assigned internship courses.

Professional standards set by the American Art Therapy Association require a master's degree for entry into the labor market as an Art Therapist. The Masters of Arts in Art Therapy, proposed by the College of Liberal Arts, would provide graduates with the degree necessary to seek board certification and licensing as an Art Therapist. TATA continues its efforts to obtain state licensing for Art Therapy in Tennessee. The acquisition of state licensure is part of the standard professional development process for new and expanding health fields. During the 2018 session, TATA was able to educate the public about Art Therapy and partner with many other mental health organizations, such as Tennessee Psychological Association, Tennessee Department of Health and Tennessee Medical Association, to advocate for increased access to mental health services for Tennesseans. The Art Therapy Bill has been re-filed in both the House (HB0781) and Senate (SB0055). The legislation's prime sponsors are Senator Becky Massy and Representative Bob Ramsey.

State licensing of Art Therapists benefits the public by ensuring that practitioners are qualified and meet the professional standards set by state law and regulation. It also prevents non-licensed practitioners from claiming the specific designation of an Art Therapy provider. There is no singular mental health practitioner license that pertains to the entire scope of mental health practice and each field has its own distinct criteria and training. The state license for Art Therapy will enable licensed providers to bill both government and private insurance companies directly and will provide distinct reimbursement codes for

services rendered.^{vi} Currently 11 states regulate art therapy with professional art therapy licenses or affiliated professional licenses, such as the Creative Arts Therapist License in Texas.

MA in Art Therapy Timeline

An exact timeline for implementation of the BA and MA degrees cannot be determined until the Letters of Notification are approved and the New Academic Program Proposals have undergone external judgement. The following outline is an estimated timeline, with a proposed degree implementation date of fall 2021.

Upon approval from the Tennessee Higher Education Commission, the Department of Art and Design, will develop a comprehensive NAPP and student recruitment plan outlining tasks and milestones. The Department of Art and Design, in communication with the Tennessee Art Therapy Association, the Department of Social Work, the Department of Psychology, NASAD (National Schools of Art and Design), and the Accreditation Council for Art Therapy Education (ACATE) will also begin the process of curriculum development and degree planning. The undergraduate degree and graduate degree will be developed simultaneously in order to create a pathway for students to employment.

Degree plans for both the undergraduate and graduate programs in Art Therapy, and new course proposals will be submitted through the Middle Tennessee State University curriculum process in fall of 2020. A majority of the courses required for both degrees are already in existence, as described in the Institutional Capacity to Deliver the Proposed Academic Program section of the revised Letter of Notification. While undergoing the approval process, the Department of Art and Design will concurrently submit a Plan of Approval to NASAD by its deadline of October 1st, 2020. NASAD will determine if an on-site evaluation is necessary.

The Department of Art and Design will conduct a search for an ATR certified Art Therapy faculty member in fall 2020. Recruitment of students will begin upon approval by THEC.

The BA and MA programs will begin offering courses in fall 2021. Once the degrees are implemented, an Accelerated Bachelor to Master Degree (ABM) pathway will be created to enable highly successful undergraduate students to complete requirements from both the bachelor's and master's degrees in a compressed timeframe.

Upon implementation of the MA in Art Therapy, the Department of Art and Design will conduct a self-study, as directed by ACATE. ACATE will conduct an on-site visit and will make recommendations for the program moving forward. Both the BA in Art Therapy and the MA in Art Therapy will be assessed and reported on yearly.

Estimated Timeline for Implementation

2019

May	THEC approval of Letters of Notification
September	University Curriculum Committee (B.A.) and Graduate Council (M.A.) approval of NAPP Plan of Approval submitted to NASAD.
October	Submission of consolidated NAPP documents to THEC
November	THEC review of draft NAPP completed and approved

2020

Jan – Feb. External judgement of NAPPs (includes THEC and NASAD site visits)
 Feb. – March Report of external reviewer received
 April-May Response to review submitted / THEC approval received
 June MTSU Board of Trustees approval
 July THEC approval

Planning year begins

August Final preparation of promotion and recruitment materials
 September Admissions office begins statewide recruitment
 Sept. – Oct. True Blue Tour to neighboring states
 New Course proposals submitted to UCC and GC.

2021

February Summer and fall course schedules finalized
 March Begin transfer advising for current students
 April Both degrees implemented in Banner, Catalogs, and Course Program of Study and available for summer / fall registration.
 August First cohorts in both degree programs matriculate.
 Sept – Dec. Development of ACATE accreditation self-study

Alignment with state master plan and institutional mission:

The Master Plan for Tennessee Postsecondary Education 2015-2025^{vii} calls for a statewide strategic development of higher education programs that increases the educational attainment levels of Tennesseans; addresses the state’s economic development, workforce development, and research needs; and calls for institutional mission differentiation to realize statewide efficiencies through institutional collaboration, minimized redundancy, a focus on location, and research.

The proposed Art Therapy degree meets the State Master Plan in the following ways:

- *Creates a graduate degree program and associated curriculum that prepares graduates for immediate entry into one of Tennessee’s projected fastest growing labor categories.*

As of January 2018, Art Therapy has been moved into the Bureau of Labor Category of “Therapists, All Other”. The demand for Art Therapy and related professions, both as licensed practitioners (MA) is projected to increase nationally, and estimated to reach 19.9% growth in Tennessee^{viii}.

- *Provides Tennesseans with interdisciplinary liberal arts and social science degrees that prepare them to take part in a growing and sustained workforce specializing in mental health services.* Graduate Art Therapy curriculum integrates studies in Studio Art, Art Therapy, Psychotherapy, Psychology, and Counseling. This degree will be offered through the Department of Art and Design in the College of Liberal Arts, in collaboration with the Department of Psychology and the Department of Social Work in the College of Behavioral and Health Sciences. The Tennessee Art Therapy Association (TATA) is currently working with Tennessee legislators to create state licensing criteria for Art Therapists by 2019-2021 (see Senate Bill 0055 and House Bill 0781).^{ix} Licensure will enable Art Therapists to open private practices and allow insurance carriers to provide patient coverage for Art Therapy. This will open up a substantial

market that includes children, veterans, victims of trauma, senior citizens, and those serving time in correctional facilities.

The proposed Art Therapy degree also aligns with the mission of Middle Tennessee State University as expressed in the goals of the university's Academic Master Plan^x.

- *MTSU will advance academic Quality through excellence in teaching, scholarship, and service and the celebration of MTSU's strengths:*

This degree will be offered through the Department of Art and Design in the College of Liberal Arts, in collaboration with the Department of Psychology and the Department of Social Work in the College of Behavioral and Health Sciences. Coursework will include a minimum of 60 semester credit hours of graduate level coursework that includes training in studio art, the creative process, psychological development, group therapy, art therapy assessment, psycho-diagnosis, research methods, and multicultural diversity competence. Students must also complete 100 hours of supervised field-based learning and 600 hours of supervised art therapy clinical internship. Students will have the option of registering for an Accelerated Bachelor to Master Degree (ABM) wherein participants may count up to 12 graduate credit hours toward both the undergraduate and graduate degrees Art Therapy degrees. This will enable qualifying students to graduate and join the work force at an expedited pace.

- *MTSU will develop purposeful and sustainable partnering relationships and outreach:*

The M.A. in Art Therapy will be developed in close collaboration with the Tennessee Art Therapy Association. Field placements, practicums and supervised internships for students will be made available through partnership with TATA.

Program Feasibility:

A comprehensive study of the feasibility of offering a master's degree in Art Therapy was conducted by Hanover Research during summer 2018. The final report for the study is attached as Appendix C. Pertinent findings are provided below.

Program Demand Forecast:

MTSU would be the first higher education institution in Tennessee to offer Art Therapy at the graduate level. Student demand for the program continues to grow as Art Therapy is increasingly recognized for its ability to address and treat an expanding number of mental and physical health issues. State Licensure bill HB0781 identifies the following places of employment for licensed professional art therapists: veterans' centers, addiction and rehabilitation centers, art studios and centers, behavioral health hospitals, outpatient settings, community service boards, correctional facilities, disability services, eating disorder clinics, government agencies, medical hospitals, military bases, museums, non-profits, nursing homes, physical rehabilitation, residential treatment centers, schools, senior living facilities, state programs, and wellness centers.^{xi}

Art therapy-related professionals will meet a positive labor market outlook over the next 10 years. Art therapy-related occupations in Tennessee are projected to grow at a faster rate (19.9%) than the projected growth for all occupations in the state (11.2 %) between 2016 and 2026.^{xii} Similarly, regional and national labor projections support a positive Art Therapy employment climate. There are 140 projected annual openings for Art Therapy-related employment in Tennessee, 1650 in the Southeast, and 27,900 nationally, however there are currently only 81 licensed Art Therapists in the state of Tennessee.

Current employers of Art Therapists in Tennessee include LifeCare Foundations, Alzheimer's & Dementia Services of Memphis, Abe's Garden, Sommerfield Healthcare, Winfield Adult Day Center, Woodcrest Healthcare, Blount Memorial Hospital, CLARITY Intensive Outpatient Program, Compass Intervention Center, Experiential Healing Center, Focus Healthcare, Helen Ross McNabb at the Lighthouse, Park Center, Rolling Hills Inpatient Psychiatric Hospital, CHI Memorial Healthcare System, Sarah Cannon Cancer Center, West Cancer Center, TriStar Centennial Children's Hospital, Family and Children's Services, Family Scholar House, Arts Build, Center for Mindful Living, MyCanvas, Evergreen Life Services, The Star Center, Renewed Eating Disorder Support, Solace Clinic, Fort Campbell, Memphis VA Medical Center, Bethany HealthCare, Bordeaux Health and Rehab, Creekside Health and Rehab, Madison Healthcare, Siskin Hospital for Physical Rehabilitation, Trevecca Healthcare, White House Health and Rehab. This list is not comprehensive and does not include listings of private practices, retire and assisted living communities, school systems, or substance abuse facilities.

State licensing will provide Art Therapy with the acknowledgement that it is a distinct field with specific training requirements and standards. This recognition of Art Therapy's distinct functions will serve to increase the number of employment postings that specifically list art therapy. Searching for Art Therapy jobs in Tennessee under the heading "Art Therapist" does not yield a comprehensive list of employment opportunities. Art Therapists positions are frequently listed broadly under generic titles such as Counselor or Director with education and certification requirements listed under descriptive criteria. Recruitment for the undergraduate and graduate programs will include educating the community and student population on the broad variety of roles that Art Therapists can play within health services.

TATA board member, Catherine Harris, MA, ATR-BC, employed by TriStar Parthenon Pavilion notes that in job postings placed by her employer and other regional mental health organizations, that the title "Art Therapist" is infrequently employed. For example, Harris serves as an Art Therapist at the Centennial Medical Center, however her technical title with human resources is "Inpatient Therapist". The behavioral health hospital, Parthenon Pavilion, has one of the largest expressive therapies departments in the region, which includes art, music, and recreation therapy. Job postings for Art Therapy related positions at Parthenon Pavilion are titled, "Adjunctive Therapist". Harris cites further examples of colleagues in the field serving under titles such as, Art Teacher or Art Instructor. Additionally, TATA board member, Paige Scheinberg, indicated that VA's post Art Therapy jobs under the heading of "Recreational Therapists" with required ATR certification.

The Journey Center for Healing Arts in Johnson City, Tennessee is currently advertising for a Counselor/Therapist position. The job posting makes no mention of Art Therapy until you reach the description and requirements that detail experience Art/Music/Dance Therapy.^{xiii} Similarly, Universal Health Services, Inc., one of the largest health care management companies in the US, is currently hiring a full time Activity Therapist in Franklin, Tennessee. Requirements for this position include a Master's degree in activity therapy, music, or art, and licensure requirements include ATR certification.^{xiv} United Health Services in Franklin are also in the process of advertising an Activity Therapist Position for Rolling

Hills Hospital which requires ATR certification and an Art Therapy related Master's degree^{xv}. Grace Healthcare of Whites Creek in Whites Creek TN currently has an opening listed as Activities Director. Minimum qualifications for this position include a degree and certification as a therapeutic recreation specialist, art or music therapist. ^{xvi} Throughout Tennessee, there are numerous open positions for therapists being advertised. Health Connect America in Johnson City, Frontier Health in Kingsport, the Fairhaven Treatment Center in Cordova, Covenant Health in Knoxville, Centerstone Intensive In-Home Therapy, and Camelot Care Centers, Inc. of Tennessee are all currently advertising positions for which certified Art Therapists are eligible to apply.

Additional organizations requiring the services of Art Therapists include the Creative Forces Program, funded by the NEA. Through this program, veterans and members of the military who have suffered trauma meet with creative arts therapists to develop treatment plans. Art therapy that reduce the economic impact on the patient by reducing time spent in medical care, lowering healthcare related costs and improving communication skills and trauma management. There are currently eleven medical centers across the US participating in this program and data indicates they reach 200 new patients yearly.^{xvii} According to Veteran's Affairs, Tennessee ranks #14 in the US for total number Veterans with an estimated population of 470,390.^{xviii}

Competitor Analysis:

There are no graduate level Art Therapy programs in the state of Tennessee. The absence of a Master's degree in Art Therapy in Tennessee prevents Tennesseans from seeking an affordable, in-state option to complete their education.

In the Southeast, there are only three institutions that offer a master's in Art Therapy degree: Virginia Medical School, Florida State University, and Georgia College and State University.

Four institutions in Tennessee currently offer a bachelor's in Art Therapy program (Christian Brothers University, Lipscomb University, Southern Adventist University, and Union University). In order for students matriculating from these programs to seek employment as an Art Therapist, they would need to continue their education out of state. A graduate program at MTSU would provide students matriculating from those programs a local or regional option for continuing their education and acquiring the appropriate level of professional training to obtain professional practice credentials.

Undergraduate degrees in Art Therapy are recommended for applicants to Art Therapy graduate programs due to access to field based opportunities and Art Therapy specific curriculum. An undergraduate degree in Art Therapy, however, is not required for admission to a graduate program. The undergraduate education of TATA's officers, all of which have obtained a Masters and ATR certification, include Bachelors in Art, Bachelors in Art Education, and Bachelors in Fine Arts. Students coming from institutions that did not offer undergraduate Art Therapy will be able to enroll in the MA at Middle Tennessee State University, as long as they have taken the minimum requirement of prescribed Psychology and Studio Art courses. Jennifer Schwarz-Mrazek, Chair of Undergraduate Art Therapy at Ursuline College in Ohio, also reports that large numbers of Studio Arts majors in their department transferred into the Art Therapy following its inception. The MA program would be pulling students from Studio Art, Psychology, Visual Art, Design, Art Education, Social Work, Sociology, and Education programs around Tennessee and surrounding states.

The establishment of the ABM pathway, linking Bachelors to Masters will serve as a recruitment tool for both undergraduate and graduate Art Therapy programs at MTSU. Students enrolled in the accelerated program will be able to enter the job market sooner. This compression in the timeline will also increase retention in both programs, and reduce student debt.

In the Southeast, there are only three institutions that offer a master's in Art Therapy degree. While the Academic Common Market (ACM) has only approved two students for an MS in Art Therapy via ACM since 2009, this data is misleading. A majority of Art Therapy programs are housed in private institutions, for which the ACM would not apply. Only 15% of Art Therapy Masters programs are housed in State Universities.^{xix} The MA in Art Therapy at Middle Tennessee State University would be the first degree of its kind in Tennessee and one of the few graduate programs in Art Therapy offered by a public institution in the US. NASAD's 2018-2019 Data Summary reports that there are a total of 9 NASAD accredited institutions with master's programs in Art Therapy in the US and that they conferred 125 master's degrees in Art Therapy from July 1st 2017 through June 30th 2018.^{xx}

Future Sustainable Need/Demand:

Four institutions in Tennessee currently offer a bachelor's in Art Therapy program (Christian Brothers University, Lipscomb University, Southern Adventist University, and Union University). In order for students matriculating from these programs to seek employment as an Art Therapist, they would need to continue their education out of state. A graduate program at MTSU would provide students matriculating from those programs a local or regional option for continuing their education and acquiring the appropriate level of professional training to obtain professional practice credentials.

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Institutional Capacity to Deliver the Proposed Academic Program:

The Department of Psychology and the Department of Social Work, both housed in the College of Behavioral and Health Sciences, will collaborate with the Department of Art and Design to offer graduate level courses for Art Therapy Students. Graduate degrees in Art Therapy must include coursework relating to the treatment of children and youth, human growth and development, counseling theories, family, psychopathology, cultural and social diversity, special settings and populations, educational Settings, addictions, geriatrics, research. These requirements are fully accommodated by existing graduate level courses in Social Work and Psychology. Additional graduate level Art Therapy courses, will be offered through the Department of Art and Design by certified ATR faculty.

The Department of Psychology at MTSU currently offers the following courses which would satisfy graduate level Art Therapy requirements:

PSY 6080 - Interventions with Children and Adolescents (3 hours)

Theoretical and practical issues related to interventions with children and adolescents exhibiting behavioral and emotional problems. Intervention strategies for specific problems. Experience designing and evaluating intervention plans. Legal, ethical, and practical issues.

PSY 6510 - Psychopathology (3 hours)

Extensive examination of the disorders included in the current diagnostic manual. Emphasis on adult disorders. Objectives are to enhance understanding of psychopathology and to develop minimal competence in diagnosis.

PSY 5720 - Multicultural Perspectives in Psychology and Education (3 hours)

Theories and research relative to the education of multi-ethnic/racial minorities. Relation of culture and socialization to learning styles, assessment practices, and counseling considerations.

PSY 6820 - Family Therapy: Evaluation and Treatment Planning (3 hours)

Examination of evaluation and intervention procedures of major models of family therapy. Emphasis on ethical issues for practitioners of family therapy.

PSY 7520 - Assessment and Treatment of Addictions (3 hours)

Systematic analysis of the addictional phenomena with particular emphasis on dynamics and behavioral manifestations. Alcohol, street and prescription drugs, gambling, TV, religion, politics and sex as aberrational forms of altering consciousness explored. Causation, clinical diagnosis, and treatment procedures as well as prevention are addressed in detail.

The Department of Social Work at MTSU currently offers the following courses which would satisfy graduate level Art Therapy requirements:

SW 6000 MSW Practice I (3 hours)

A social work methods course designed to enable the student to understand and apply social work methods within the context of the generalist perspective with individuals and families.

SW 6010 Human Behavior and the Social Environment (3 hours)

An introduction to the theories and knowledge of the human bio-psycho-social development including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, agencies, and communities).

SW 6020 Research I (3 hours)

This is a basic research and statistical methods course, utilizing research in general inquiry and practice evaluation in social work with the generalist perspective.

SW 6030 Social Welfare Policy and Services (3 hours)

The historical development, philosophical orientation, and analysis of US social welfare policy and services, including the global context.

SW 6100 MSW Practice II (3 hours)

A social work methods course designed to enable the student to understand and apply social work methods within the context of the generalist perspective with groups, agencies, and communities.

SW 6110 Social Justice & Equity for Multicultural Populations (3 hours)

An overview of the professional commitment of social work to oppressed peoples.

SW 6120 Research II (3 hours)

An advanced discussion of program evaluation strategies and single system design issues. The student will conduct a research project.

SW 6200 Advanced Practice with Individuals (3 hours)

Advanced practice with individuals including client system assessment, intervention, and evaluation.

SW 6210 Advanced Practice with Families (3 hours)

Advanced practice with families including client system assessment, intervention, and evaluation.

SW 6220 Advanced Group Practice (3 hours)

Advanced practice with groups including client system assessment, intervention, and evaluation.

SW 6230 Advanced Macro Practice (3 hours)

Advanced practice with organizations and communities including system assessment, intervention, and evaluation

SW 6240 Social Policy Analysis (3 hours)

A study of the design, implementation, and analysis of social policies and their impact on social work practice.

SW 6410 Aging Issues and Controversies (3 hours)

An examination of the biological, psychological, and social issues affecting older adults. The field of gerontology is explored with special attention to current controversies in health care, independence, and social status with application of ethical theories to these problems.

SW 6420 Adult Mental Health (3 hours)

This course provides the basics of DSM-V diagnosis, biopsychosocial assessment, and treatment planning. Students will learn skills necessary to conduct strengths and competency based assessments and interventions.

In addition to coursework derived from these offerings, students registered in the MA in Art Therapy program will be required to take Art Therapy Studio courses, Clinical Practicums, and Internships. Art Therapy specific courses will be taught through the Department of Art and Design, by ATR Certified faculty. Students will complete 100 hours of supervised field-based learning and 600 hours of supervised art therapy clinical internship.

Middle Tennessee State University has a centralized budget model so tuition and revenues will not be distributed across the various departments.

MTSU Survey:

A survey instrument was delivered to students registered as Art and Design Majors and Art and Design Minors within the College of Liberal Arts to assess student interest in Bachelor's and Master's Art Therapy programs. Seventy-seven students participated. About thirty-five of these students (45.45%) indicated they "Strongly Agree" that they would have been interested in pursuing an Art Therapy degree at MTSU. Another 32.5% of students indicated that they "Somewhat Agree" that they would have been interested in pursuing the major. The participants were also asked to indicate whether they agreed with the statement, "If the Department of Art and Design offered a master's degree in Art Therapy, I would be interested in pursuing that degree." 42.9% of respondents indicated that they "Strongly Agree" with that statement, and 36.4% of respondents indicated that they "Somewhat Agree."

While we cannot extrapolate these results to the entire population of MTSU undergraduates they do reflect the high degree of interest in the potential program.

Future sustainable need/demand as evidenced in letters from employers:

The planning and development of this Letter of Notification follows numerous inquiries students in the surrounding region who have experienced difficulty in finding accredited programs offered by public institutions. We have also received letters of support and encouragement from Art Therapy professionals, American Art Therapy Association members, and employers who recognize the need for increased access and diversity in mental health services in Tennessee. Evidence of this need / demand for a masters' program in Art Therapy at MTSU is found in the attached letters of support (Appendix A).

Program Costs/Revenues:

This degree will not require special facilities or equipment. The Department of Art and Design, the Department of Psychology, and the Department of Social Work already offer a majority of the courses necessary for degree completion and has full-time faculty qualified to instruct and lead this program. The Department of Art and Design has an existing unfilled faculty line reserved for this program.

Middle Tennessee State University's Department of Art and Design is accredited by NASAD (National Schools of Art and Design) which has established standards and guidelines for undergraduate Art Therapy programs. Since MTSU is already institutionally accredited by NASAD, there are no added annual accreditation fees for the BA in Art Therapy. The Education Committee of the American Art Therapy Association and the Accreditation Council for Art Therapy Education (ACATE) are in the process of transitioning from Educational Program Approval to an accreditation process. This process will be under the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and managed by ACATE. The fee for initial program accreditation of one degree is \$1250.00 with an annual program accreditation fee of \$600.00. There is an additional annual sponsoring institution fee of \$550.00 and all site visit costs must be reimbursed.^{xxii} Benefits of accreditation through ACATE and CAAHEP include the assurance that graduates of accredited programs will have the essential skills, knowledge, and experience to succeed as professionals. Additionally, students investigating potential graduate programs will be attracted by accreditation because they will have confidence that the programs are regularly assessed and evaluated and that the curriculum meets standards established for their chosen profession.

A complete accounting of one-time and recurring costs, as well as revenue projections are provided in Attachment A (THEC Financial Projections Form). Expenses include funds to support recruitment and program promotion prior to, during, and after implementation. The proposed degree will be funded entirely through tuition and fee revenue. For purposes of this Letter of Notification, we have calculated tuition and fee revenue based on a conservative enrollment projection and have used a 2 percent annual increase for recurring expenses as well as for tuition.

Existing programs offered at public and private Tennessee institutions:

There are currently no public or private institutions in Tennessee that offer a master's in Art Therapy degree.

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- ^{xx} National Schools of Art and Design. “NASAD Data Summaries 2018-2019.”
<https://secure3.vaultconsulting.com/HEADS/NASAD/ReportFiles.aspx?y=2018> (accessed March 25, 2019).
- ^{xxi} American Art Therapy Association. “Selecting an Approved/Accredited Education Program.” Arttherapy.org
<https://arttherapy.org/art-therapy-selecting-education-program/> (accessed December 11, 2018).
- ^{xxii} Commission on Accreditation of Allied Health Education Programs. “ACATE Fee Structure.” Caahep.org
<https://www.caahep.org/getattachment/About-CAAHEP/Committees-on-Accreditation/Art-Therapy/ACATE-FEE-STRUCTURE.pdf.aspx> (accessed December 11, 2018).

IMPLEMENTATION TIMELINE

- Accreditation considerations for professional disciplinary accreditation organizations and/or SACSCOC, if applicable

SACSCOC does not require a site visit as this is not a substantive change from our currently graduate academic offerings. The Plan of Approval will be submitted to National Association of Schools of Art and Design (NASAD prior to their March 1, 2020 deadline.

- Proposed dates for the external judgment site visit

We propose that the external review take place during February, 2020.

- Estimated date of submission of the external review report to THEC and the institution (within 30 days after the site visit)

Assuming a site visit no later than the end of February, we estimate the external review report by late March, 2020.

- Estimated date of institution's response to external review (within 30 days upon receipt of external reviewer report)

We expect to provide a response to the external review report within two weeks of receipt. For planning purposes, this would be sometime between early and mid-June, 2020.

- Proposed date of the institutional governing board meeting the new academic program would be considered for approval

September 15, 2020

- Proposed date of the THEC meeting for the academic program to be considered for Commission approval.

November 6, 2020

CURRICULUM

Program Learning Outcomes: The proposed curriculum is designed to produce graduate Art Therapy graduates who are equipped with the skills and theoretical background to apply art therapy methods and techniques in a variety of treatment settings to a diverse population. Upon completion of the program of study, students will be able to:

- Build ethical and responsible therapeutic relationships in Art Therapy.
- Use creative arts approaches in treatment.
- Apply psychology and arts-based research methods in an in-depth culminating project.
- Demonstrate the ability to work with individuals and groups in a therapeutic setting.
- Support multi-cultural perspectives and socially responsible practices in a

- therapeutic setting that demonstrates sensitivity and empathy with diverse populations.
- Demonstrate comprehensive knowledge of the ethical and professional issues inherent to Art Therapy and Counseling.
 - Identify the requirements for professional credentialing and show preparedness to apply and test.
 - Complete requisite number internship and practicum hours to be considered eligible to apply for licensure and membership to the American Art Therapy Association.
 - Demonstrate professional behaviors and skills necessary for working as an art therapist in a professional setting.
 - Demonstrate proficient case conceptualization, diagnosis, treatment planning and implementation in art therapy.
 - Demonstrate ethical and culturally sensitive implementation and analysis of art therapy assessments.

Program Requirements – *Include the minimum number of SCH overall, required curriculum, (course prefix and number, title, SCH) and any special requirements including theses, internships.*

Table 1: Planned curriculum.

	Art 5500	History and Theory of Art Therapy*	3 credits
	Art 5600	Art Therapy Studio*	3 credits
	Art 5800	Art Therapy Advanced Studio Methods, Materials, and Techniques*	3 credits
	Art 5900	Art Therapy Ethics and Professional Issues*	3 credits
	Art 6000	Art Therapy Practicum *	3 credits
	Art 6100	Assessment and Integrating Creative Arts Approaches in Treatment*	3 credits
	Art 6200	Group Art Therapy*	3 credits
	Art 6250	Metaphor and Symbolism in Art Therapy*	3 credits
	Art 6300	Art Therapy Clinical Internship I*	3 credits
	Art 6350	Art Therapy Clinical Internship II*	3 credits
	Art 6400	Culminating Experience in Art Therapy*	3 credits
	COUN 6610	Introduction to Counseling Research	3 credits
	COUN 6210	Multicultural Counseling	3 credits
	COUN 6830	Theories and Techniques of Counseling	3 credits
	COUN 6410	Development Across the Lifespan	3 credits
	COUN 6765	Diagnosis and Treatment Planning	3 credits
	Graduate Electives		12 credits
TOTAL			60 credits

Note: * *New courses specifically for the Art Therapy graduate program*

Current Courses and Existing Programs- *List current courses and existing institutional programs which will give strength to the proposed program.*

All of the courses listed in the curriculum with COUN prefixes already exist and are offered regularly at MTSU.

MTSU's Professional Counseling program offers two concentrations—Clinical Mental Health Counseling and School Counseling. Both concentrations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The mission of the Professional Counseling program is to help students develop essential knowledge, skills, and dispositions to function successfully as professional counselors working in mental health agencies, private practice, or elementary, middle, and high schools. It strives to attract a diverse group of students who have an allegiance to social justice and to advocacy for equal opportunity for all members of society, and who will make a strong commitment to their own academic achievement, professional development, and personal self-awareness and growth across the lifespan. Professional Counseling faculty train highly skilled counselors to assist individuals with social, emotional and/or academic challenges. Information pertaining to diversity and trauma is emphasized and infused throughout the curriculum.

The Department of Sociology and Anthropology at MTSU offers Bachelor of Science and Bachelor of Arts degree in both Sociology and Anthropology and a Master of Arts degree in Sociology. They offer minors in Sociology, Anthropology, Criminology and Family Studies and coordinate interdisciplinary minors in Archaeology, Asian Studies, International Media Studies, and Native American Studies. Faculty from the department direct both the Women's Studies and Aging Studies Programs and coordinate the minor and graduate certificates offered by these programs.

The Department of Art and Design is submitting a New Academic Program Proposal for a B.A. in Art Therapy, concurrent with the N.A.P.P. for the M.A. in Art Therapy degree. The Department of Art and Design's is nationally accredited through the National Association of Schools of Art and Design (NASAD). The department currently offers a B.F.A. Art-Studio, a B.F.A in Art-Graphic Design, a B.S. in Art Education, and B.A./B.S. degrees in Art History and Visual Arts. These programs are nationally recognized for the success and achievements of their students which include Best of Show at the national American Advertising Awards (the ADDY's).

New Courses Needed- *List any new courses which must be added to initiate the program; include a catalog description for each of these courses.*

All courses listed with the prefix ART will be new courses, taught by Art Therapy faculty with ATR credentials.

ART 5500 – History and Theory of Art Therapy 3 credits

Seminar class that combines experiential learning with discussion of readings and case studies. Course provides foundational examination of the history and development of art therapy into a distinct field. Focus will be on historical and current trends, therapeutic techniques, and the basic concepts of ethics and professional practice in art therapy.

ART 5600 – Art Therapy Studio, 3 credits

Studio course that demonstrates the relevance of the art therapist's individual art practice for informing clinical work and the assessment of clients. Students employ art making as a means to explore strategies for engaging the creative capacity in other. Course requires students to apply models of creativity, symbolism, metaphor, and artistic process.

ART 5800 – Art Therapy Advanced Studio Methods, Materials, and Techniques, 3 credits

Art Therapy techniques and applications are explored directly through hands on experiences with a range of media. Therapeutic benefits and challenges accompanying specific arts processes will be introduced. Students will learn to develop therapeutic goals, media strategies, and treatment approaches for varied individuals and groups.

ART 5900 – Art Therapy Ethics and Professional Issues, 3 credits

This course will cover the fundamentals of clinical ethics and professional practice in art therapy. Students will develop a comprehensive understanding of accreditation and licensure standards and guidelines in art therapy and within the larger context of mental health and wellness services. Board licensure and certification will be a focus.

ART 6000 – Art Therapy Practicum, 3 credits

Prerequisite: Program Approval. Seminar and field placement course that provides supervised clinical experience in art therapy, focused on the development of fundamental observation techniques in group settings. Students engage in 50 hours of supervised field work involving observation and practice in preparation for Clinical Internships. Students are supervised by credentialed art therapists and art therapy faculty.

ART 6100– Assessment and Integrating Creative Arts Approaches in Treatment, 3 credits –

Prerequisite: Art 5600 with a C or better. This course includes an examination of art therapy assessment tools and strategies, documentation and presentation of case work, how to engage clients' artistically, and how to carry out treatment objectives.

Art 6200 - Group Art Therapy, 3 credits - Focus on the study of theory and practice of group art therapy. It will examine therapeutic factors, group dynamics and development, group guidance, leadership and roles. The integration of art materials into group counseling will be addressed.

Art 6250 - Metaphor and Symbolism in Art Therapy, 3 credits - Focus on the examination of developmental levels, behavior, metaphor and the use of symbols as they appear in the artwork.

ART 6300– Art Therapy Clinical Internship I, 3 credits- Prerequisite: Program Approval. 400 hours of supervised art therapy internship. Course provides the opportunity for the student to apply Art Therapy knowledge and clinical skills to group and individualized settings. The student begins to function as a student therapist, co-leading sessions.

ART 6350– Art Therapy Clinical Internship II, 3 credits – Prerequisite: Program Approval. 400 hours of supervised art therapy internship. Advanced course that provides the opportunity for the student to apply Art Therapy knowledge and clinical skills to group and individualized settings. This course is the culmination of the students' clinical experience and they will select a population of their choice to work with, under the guidance of the Program Director.

ART 6400– Thesis, 3 credits-

Prerequisite: Program Approval. Must be taken concurrently with or following Art 6350. Students will integrate theory, research, and artistic practice to develop a thesis relating to the population with whom they worked in Art 6350. The student will complete a literature review, a case example, and creative work in response to the topic. They will present their research at a public forum,

Distance Learning – *Indicate whether this program will be offered via distance learning and which courses are available via distance learning.*

The Art Therapy major is not being proposed as an online degree program. However, some courses may offer online sections. Depending on growth and demand, the major may consider offering courses via distance learning in the future.

Course Syllabi:

Syllabi for existing courses are provided in Appendix F.

ACADEMIC STANDARDS – The admission, retention and graduation standards should be clearly stated, be compatible with institutional or governing board policy, and encourage high quality.

All Art Therapy majors must meet the established admission, retention, and graduation requirements of the university. These requirements may be found at: <https://www.mtsu.edu/graduate/apply.php>

Additional program requirements include:

- A digital portfolio of twenty artworks representing a variety of media and techniques with accompanying image list and artist statement
- A Bachelor's degree from an accredited institution with a minimum cumulative GPA of 3.0 on a 4.0 scale
- Minimum 18 semester credit hours in studio art, and 12 semester credit hours in psychology to include courses in developmental and abnormal psychology with a grade of C or better
- 2-3 page Statement of Intent written in APA format that addresses the applicant's interest in the field
- Resume of Curriculum Vitae
- 3 letters of recommendation
- If invited, participate in an interview with the Art Therapy Admissions Committee to assess applicant's capacity, suitability, and preparation for graduate study in Art Therapy.

Policies governing academic performance requirements and retention standards are found at: http://catalog.mtsu.edu/mime/media/24/3476/2017-18_GraduateCatalog.pdf

EQUITY

The interdisciplinary nature of this program will attract students who are interested in Studio Art as well as those who are interested in pursuing an occupation in a mental health and human services field. While a BA in Art Therapy is the preferred degree for admittance into the graduate degree, students from diverse BA and BFA programs will be eligible to apply, assuming they meet the grade requirements. The proposed major will provide experiential educational opportunities for students to directly engage with a variety of clients in diverse clinical settings, under the supervision of certified art therapy professionals. Art therapy techniques are uniquely able to facilitate non-verbal communication and reach a broad population who might otherwise not receive assistance. Faculty across two MTSU colleges will facilitate the synthesis of course materials and encourage increased communication and

cross pollination of ideas across the campus. Students from both colleges will have increased access to materials, information, and resources. In order to accommodate adult learners, and working students, the Art Therapy program will provide opportunities for students to attend full-time and part-time. Finally, we will work closely with the MTSU Veterans and Military Families Center to identify veterans whose career goals align with the Art Therapy degree.

PROGRAM ENROLLMENT AND GRADUATES – Provide the projected number of declared majors and graduates expected over the first three years (associate and certificate), 5 years (baccalaureate and master’s programs) or 7 years (doctoral programs).

We assume a fall 2021 start for this program and use a conservative estimate of enrollment. Full-time enrollment is figured at 9 credits per semester and part-time enrollment is figured at 6 credits per semester with enrollment in fall and spring terms although many students will also enroll during summers. (Sample programs of study for full-time and part-time students are included as Appendix B). We also incorporate a 10 percent yearly attrition rate after the first year.

Year	Full-Time Headcount	Part-time Headcount	Total Year Headcount	FTE	Graduates
1	6	2	8	7	0
2	11	2	13	12	0
3	12	4	16	14	4
4	14	4	18	16	4
5	16	4	20	18	5

ADMINISTRATIVE STRUCTURE – Provide an organizational chart to include the administrative unit and program director that will be responsible to ensure success of the proposed program.

The Art Therapy Graduate program will be included in the Department of Art and Design, housed in the College of Liberal Arts. The program will be managed by a Program Director and the Chair of the Department of Art and Design who reports directly to the Dean of the College of Liberal Arts. Faculty will remain part of their home departments / colleges while teaching courses in this program. New faculty employed with instructional duties in the Art Therapy major will be appointed in the Department of Art and Design. Instructional assignments will be developed in coordination with faculty members’ home departments and will be part of their regular instructional workload.

Art Therapy Program Director. The Program Director will receive a reduced instructional load. This a joint position with the proposed undergraduate Art Therapy degree. Their primary responsibilities will be schedule and facilitate field placements, internships, and clinicals. They will oversee Graduate Assistantships in the program. They will be responsible for organizing program assessment and maintaining academic and accreditation standards for the program.

FACULTY RESOURCES - Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student/faculty ratio for the proposed program should be included in the documentation.

Current Faculty – List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will participate in the program. If the proposed program is at the graduate level, designate current graduate faculty status in relation to eligibility to chair thesis and/or dissertation. Attach a three page vita for each faculty member listed including relevant related activities for the past five years.

Nicole Foran	Associate Professor	M.F.A., University of Cincinnati	Art and Design	5%
Vickie Harden	Assistant Professor	PhD Middle Tennessee State University	Social Work	10%
Justin Bucchio	Associate Professor	PhD, University of Tennessee Knoxville	Social Work	10%
Erin Anfinson	Associate Professor	M.F.A., University of Connecticut	Art and Design	10%
Nick Satinover	Associate Professor	M.F.A., Illinois State University	Art and Design	10%
J. Brandon Wallace	Professor	PhD, University of Florida	Sociology and Anthropology	10%
Robin Wilbourn Lee	Professor	PhD, Mississippi State University	Professional Counseling Program	30%
New Faculty			Art and Design	30%
New Faculty			Art and Design	50%

Anticipated Faculty - Describe the additional faculty needed during the next five years for the initiation of the program and list the anticipated schedule for addition of these faculty members.

MTSU will search for one additional faculty members with ATR credentials during the planning year, to begin in year one of the program. The Department of Art and Design has an existing unfilled faculty line reserved for this program. An additional faculty line is budgeted in year two (see attachment A of the B.A. in Art Therapy NAPP) and includes a 3% inflation factor.

LIBRARY AND INFORMATION TECHNOLOGY RESOURCES – Provide documentation to demonstrate adequate current and/or anticipated library and information technology resources to support a high quality program which meets recognized standards for study at a particular level or in a particular field.

Library and Information Technology Acquisitions Needed - *Describe additional library and information technology acquisitions needed during the first three years (associate and certificate), 5 years (undergraduate and master's programs) or 7 years (doctoral programs) for the successful initiation of the program.*

Because we already offer most of the courses that are included in this degree, we require minimal additional resources to support this program. Attachment A includes funds to support additional library resources (Recurring Expenses, Other)

SUPPORT RESOURCES - Provide documentation to demonstrate adequate other existing and/or anticipated support resources including clear statements of support staff, student advising resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful program.

MTSU students have access to many support resources on campus. These include the following:

- Free Tutoring Services with multiple campus locations and times.
<https://www.mtsu.edu/studentsuccess/tutoring.php>
- The University Writing Center assists writers of various experiences, backgrounds and skill levels in developing responsible, informed writing practices.
<https://www.mtsu.edu/writing-center/>
- The Career Development Center provides career counseling, job search coaching, and assistance with graduate and professional school applications.
<https://www.mtsu.edu/career/>

The Department of Art and Design has additional resources for Majors in the department:

- Graduate Orientation
- Assigned faculty advisors.
- A department Executive Aide, Gallery Coordinator, Gallery Preparator, and Woodshop Technician.
- Partnership with the Tennessee Art Therapy Association. TATA is committed to assisting with the coordination of student field placements.
- Faculty are provided with travel funds to attend academic and professional conferences and workshops. Art Therapy Faculty will be encouraged to become members of the American Art Therapy Association and to attend their annual conference proceedings.

Evidence of willingness to partner - *Include government, education, health and business entities.*

We have received overwhelming support from local, regional, and statewide organizations, employers and art therapists as we initiated planning for this degree. We provided eleven (11) letters of support at the time we submitted our initial Letter of

Notification. These provide evidence of willingness on the part of business and industry to partner and are included as Appendix D.

Other Support Currently Available - *Include support staff, university and non-university assistance.*

We have budgeted for a one course reassignment every semester plus summer stipend to provide adequate time for the program director to carry out administrative duties. This increases to a two-course reassignment beginning in year two. (See Attachment A - Recurring Expenditures, Administration)

Other Support Needed -- *List additional staff and other assistance needed during the first three years (associate and certificate), 5 years (baccalaureate and master's programs) or 7 years (doctoral programs).*

No additional support is needed. The program will share the existing administrative support of the Department of Art and Design.

FACILITIES AND EQUIPMENT

Existing Facilities and Equipment - *Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.*

Existing classroom and laboratory facilities are adequate to implement this proposed degree program and no additional laboratory or space needs are required.

Additional Facilities and Equipment Required or Anticipated - *Describe physical facilities and equipment that will be required/anticipated during the first three years (associate or certificate programs), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).*

No additional facilities or equipment will be required nor do we anticipate a need in the future.

MARKETING AND RECRUITMENT PLAN – Provide a plan, including marketing and recruitment, to ensure all prospective students will have equitable access to the program so as not to impede the state's commitment to diversity and access in higher education. Identify any budget implications in the THEC Financial Projection Form.

The M.A. in Art Therapy will be implemented in fall 2021 and will be subject to post-approval monitoring for the first five years of operation. The university's assessment of program viability (the basis for the decision to seek approval to implement a new degree) is based upon a projection of enrollment sufficient to offset program costs. With these targets and the requirements of the post- approval monitoring process in mind, it is critical that MTSU develop and carryout a comprehensive strategic plan for recruitment of students to this major. The MTSU Strategic Recruitment Plan for the M.A. in Art Therapy is provided in Appendix C. Attachment A includes funds in the Planning Year to support initial program promotion and recruitment (See One-time Expenditures, Other).

ASSESSMENT/EVALUATION - Although the primary responsibility for program quality rests with the institution and its institutional governing board or its system, THEC considers pertinent information to verify that high standards have been established for the operation and Evaluation of the programs. Evidence must be proposed to demonstrate that careful evaluation is undertaken periodically throughout the lifetime of the program indicating:

The schedule for program assessments or evaluations, (including program evaluations associated with Quality Assurance, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation),

The Art Therapy major will conduct regular scheduled external reviews of this program in accordance with university, NASAD, and THEC policies. The office of Institutional Effectiveness, Planning, and Research is responsible for overseeing external program reviews. The Art Therapy degree program will utilize both formative and summative evaluation to assess the extent to which the program is meeting institutional goals and objectives. The University and the College of Liberal Arts place instructional and program quality among their highest priorities and will assess both on an ongoing basis.

- Students' perceptions of instructional quality will be measured through the use of student instructional evaluations in all art therapy courses each semester.
- Thesis projects and presentations will be assessed by a panel of faculty based on a rubric that measures content knowledge, integration of creative strategies, and professionalism.
- Student retention and graduation rates will be monitored.
- Graduating students will also complete the "Graduate Survey" encompassing all aspects of their educational experience at MTSU.
- Employment of graduates in appropriate wellness settings is the final metric upon which program success may be measured. Placement data for new graduates and alumni will be tracked and analyzed to identify program strengths as well as opportunities for expanded placement efforts.

Responsible parties for conducting program assessments or evaluations, and accreditation.

The Art Therapy Program Director will be responsible for conducting program assessments/evaluations and accreditation.

A plan for how results will inform the program post-approval.

- Accreditation standards and guidelines will be used to adjust curriculum to meet discipline standards/trends and employer/employee needs.
- Student recruitment, retention, and graduation will be monitored by the Chair of the Department of Art and Design.
- The graduating student survey and Thesis results will be used to adjust curriculum.

ACCREDITATION - Where appropriate, professional disciplinary accreditation organizations should be identified. The proposed accreditation timeline must be submitted. Any substantive change that may requires a SACS-COC review should be indicated.

The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges. MTSU is also accredited through the National Association of Schools of Art and Design (NASAD). A Plan of Approval for the M.A. in Art Therapy will be submitted to NASAD concurrently with the Plan of Approval for the B.A. in Art Therapy. This is the first graduate program offered through the Department of Art and Design and may require a review.

FUNDING –A budget narrative that complements the budget projections on the THEC Financial Projection Form should be included. The narrative must address the institution’s capacity to deliver the proposed program within existing and projected resources including an explanation of the current departmental budget in which the proposed program will be house and estimated additional costs for the first three years (associate degrees, five years (undergraduate and master’s degrees), or seven years (doctoral degrees) for the proposed program. Please note that these costs for each year are incremental costs not cumulative costs.

Include all accreditation costs and proposed external consultations as related to accreditation. Identify any grants or gifts which have been awarded or anticipated.

THEC Financial Projection form is provided as Attachment A.

It should be noted that the attached THEC form has been modified to include a “planning year” as acknowledgment that some expenses of a new program (e.g., student recruitment) are incurred prior to year one of the program and are funded through institutional reallocation.

Beginning in year one, all expenses are covered by tuition and fee revenue. One-time expenses, following the planning year, are limited to purchase of computers and related technology for the new faculty and staff hires.

Recurring expenditures beginning in year one include funds to

- Support course reassignment and summer stipends for the program coordinator (see Personnel, Administration, salary).
- Employ new full-time faculty in year one (see Personnel, Faculty, Salary & Benefits).
- Support travel related to student recruitment, professional development, and outreach (See Operating, Travel).
- Printing of course and program materials.
- Cover direct program expenses such as course materials, library resources, etc.

Recurring expenses related to personnel include a 3% annual inflation factor.

Lastly, tuition and fees as well as state funding are not differentiated based upon cost of instruction although instructional costs vary across programs (i.e., although student tuition rates and Tennessee’s outcomes-based funding formula do not recognize it, there are greater costs associated with some academic programs, such as Nursing, Aerospace, and Engineering than in other programs such as Education, English, or Tourism and

Hospitality Management). Therefore, if tuition revenues exceed direct and indirect expenses for one academic program they may be used to offset direct and indirect instructional expenses of other academic programs.

**Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
Middle Tennessee State University
Master of Arts in Art Therapy**

Seven-year projections are required for doctoral programs.
Five-year projections are required for baccalaureate and Master's degree programs
Three-year projections are required for associate degrees and undergraduate certificates.
Projections should include cost of living increases per year.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures						
A. One-time Expenditures						
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-	-
Library	-	-	-	-	-	-
Consultants	-	-	-	-	-	-
Travel	-	-	-	-	-	-
Other	10,000	-	-	-	-	-
Sub-Total One-time	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures						
Personnel						
Administration						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty						
Salary	\$ -	-	-	-	-	-
Benefits	-	-	-	-	-	-
Sub-Total Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Staff						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants						
Salary	\$ -	\$ 13,000	\$ 13,000	\$ 13,000	\$ 13,000	\$ 13,000
Benefits	-	-	-	-	-	-
Tuition and Fees* (See Below)	-	20,700	21,321	21,961	22,619	23,298
Sub-Total Graduate Assistants	\$ -	\$ 33,700	\$ 34,321	\$ 34,961	\$ 35,619	\$ 36,298
Operating						
Travel		\$ 2,500	\$ 2,550	\$ 2,601	\$ 2,653	\$ 2,706
Printing		1,500	1,530	1,561	1,592	1,624
Equipment	-	-	-	-	-	-
Other		4,500	4,590	4,682	4,775	4,871
Sub-Total Operating		\$ 8,500	\$ 8,670	\$ 8,844	\$ 9,020	\$ 9,201
Total Recurring	\$ -	\$ 42,200	\$ 42,991	\$ 43,805	\$ 44,639	\$ 45,499
TOTAL EXPENDITURES (A + B)	\$ 10,000	\$ 42,200	\$ 42,991	\$ 43,805	\$ 44,639	\$ 45,499

***If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$ -	\$ 10,350	\$ 10,661	\$ 10,980	\$ 11,310	\$ 11,649
Number of Graduate Assistants	-	2	2	2	2	2

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue						
Tuition and Fees ¹	-	75,900	131,472	161,040	188,500	217,272
Institutional Reallocations ²	10,000	(33,700)	(88,481)	(117,235)	(143,861)	(171,773)
Federal Grants ³	-	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-	-
Other ⁵	-	-	-	-	-	-
BALANCED BUDGET LINE	\$ 10,000	\$ 42,200	\$ 42,991	\$ 43,805	\$ 44,639	\$ 45,499

Notes:

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

Tuition and fee revenue will begin in year one and is calculated as # of students x 2 semesters x tuition.

Year 1: (6 FT students x 2 semesters x \$5,175 = \$62,100) + (2 PT students x 2 semesters x \$3,450 = \$13,800) = \$75,900

Year 2: (11 FT students x 2 semesters x \$5,330 = \$117,260) + (2 PT students x 2 semesters x \$3,553 = \$14,212) = \$131,472.

Year 3: (12 FT students x 2 semesters x \$5,490 = \$131,760) + (4 PT students x 2 semesters x \$3,660 = \$29,280) = \$161,040.

Year 4: (14 FT students x 2 semesters x \$5,655 = \$158,340) + (4 PT students x 2 semesters x \$3,770 = \$30,160) = \$188,500.

Year 5: (16 FT students x 2 semesters x \$5,819 = \$186,208) + (4 PT students x 2 semesters x \$3,883 = \$31,064) = \$217,272.

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

Institutional reallocation in year one comes from Academic Affairs. No other reallocations are required for this program.

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.

N/A

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

N/A

(5) Please provide information regarding other sources of the funding.

NOTES:

One-time funds in the planning year are for program promotion and student recruitment and are provided by the University Provost

Recurring Expenses (Travel) includes funds to support program administration and internship supervision.

Recurring Expenses (Other) include operational expenses such as recruitment, instructional materials and supplies, etc.

No new faculty expenses are included here as they are noted on the B.A. NAPP that is being submitted concurrently.

Feasibility Study: BA/MA in Art Therapy

Prepared for Middle Tennessee State University

June 2018

In the following report, Hanover Research assesses demand for bachelor's and master's degree programs in art therapy, specifically highlighting demand trends within Tennessee and the Southeast region. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.



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BA and MA in Art Therapy

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Executive Summary

BA and MA in Art Therapy

Recommendations

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that MTSU:

- 1 **Develop a well-articulated pathway for students who enroll in a bachelor's degree program to transition into master's coursework.**

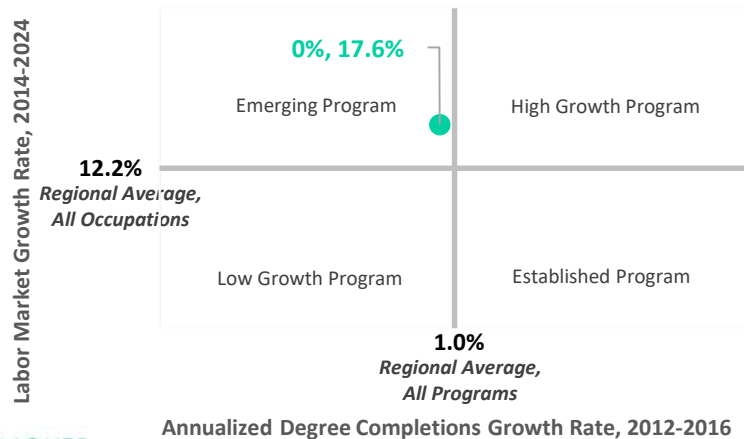
The American Art Therapy Association requires that all professionals in the field hold graduate-level credentials in order to earn licensure, and does not accept undergraduate degrees or work experience. As such, bachelor's students will need to be able to transition seamlessly into a graduate program in order to find viable employment. An accelerated program, such as a 4+1 option, would be unique in the market and could help MTSU further attract students to its prospective bachelor's degree.

- 2 **Identify local partners across sectors to facilitate practical experience and set graduates up for successful employment opportunities.**

Art therapy is being leveraged by a growing number of sectors to address mental and physical health issues. Veteran centers, oncology centers, and K12 schools, for example, all indicate an increased need for alternative therapy professionals, such as art therapists. MTSU should identify and partner with local centers across sectors to highlight the broad applicability of an art therapy degree..

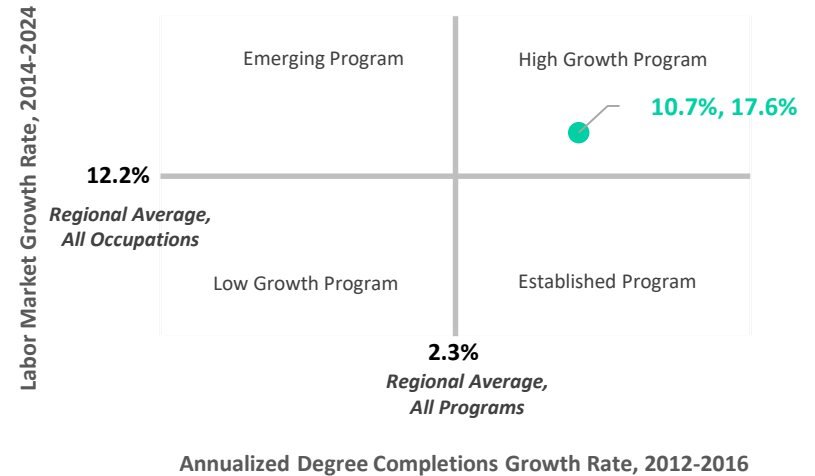
Southeast Benchmark Analysis: Master's

Comparison of master's art therapy completions and relevant labor market to all completions and all occupations in the region



Southeast Benchmark Analysis: Bachelor's

Comparison of bachelor's art therapy completions and relevant labor market to all completions and all occupations in the region



Key Findings and Program Demand Forecast

For bachelor's and master's art therapy programs in the Southeast

Student demand is growing for art therapy bachelor's programs, but conferral volumes show that the master's programs are more established. Between 2012 and 2016, degree completions for bachelor's art therapy programs increased at a faster rate compared to the master's. However, the volume of completions has remained higher at the master's level each year.

Competitive saturation is low for both degree levels. MTSU would be the first public, non-denominational institution to offer a bachelor's in art therapy program in Tennessee, and the first to offer it at the master's level altogether.

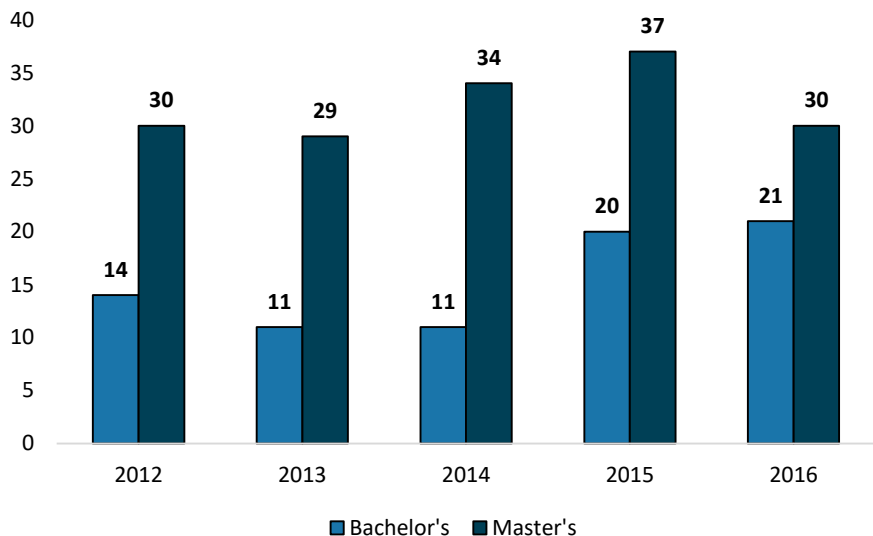
Although a master's is required for registered art therapists, there are other possible employment opportunities for bachelor's graduates. Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, homes, rehabilitation facilities, hospitals, and other community centers. Academic Affairs, Student Life, and the Center for Health & Wellness

Degree Completions Analysis

BA and MA in Art Therapy

Regional Degree Completions Volume

Southeast distribution of Art Therapy/Therapist degree completions from 2012 to 2016



Total Degree Completions

Aggregate Art Therapy/Therapist (CIP 51.2301) degree completions by geographic level (2016)

	Tennessee	Southeast*	National
Bachelor's			
Total	5	21	216
5-Year Growth Rate	--	10.7%	6.0%
Master's			
Total	0	30	547
5-Year Growth Rate	--	0.0%	6.4%

Source: [IPEDS](#)

*Note that the Southeast region includes: AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV

Analysis of Findings

There is limited historical student demand for art therapy programs, with only 51 students across both award levels earning a related degree in 2016.

This suggests that a similar program at MTSU may attract small cohorts of students from year to year. Indeed, the largest bachelor's degree program in 2016 graduated seven students (at Converse College), and the largest master's degree programs each graduated 12 students (at both Eastern Virginia Medical School and Florida State University). With demand trends relatively stable, this may suggest that MTSU will have to extensively market its programs to attract viable student cohorts.

Notably, a master's degree in art therapy is required to become an art therapist.

Despite the fact that bachelor's degree programs exhibit faster growth, with several new programs opening in recent years (e.g., Lipscomb University), professional standards require a master's degree for entry into the labor market per the American Art Therapy Association ([AATA](#)). However, in Tennessee, there are only bachelor's in art therapy programs, which points to a need for a master's program in the state.

Still, completions volumes are greater at the master's level each year over the five-year range. In 2016, Eastern Virginia Medical School, Florida State University, and Georgia College and State University conferred a total 30 master's degrees, compared to just 21 bachelor's degrees across 11 regional institutions that same year. Out of the three master's programs, only EVMS and FSU are accredited by the [AATA](#).

Education Requirements

Education requirements set forth by AATA

A master's degree is necessary for entry-level practice in art therapy.

The educational standards require a minimum of 60 semester credit hours of graduate level coursework that includes training in studio art (drawing, painting, sculpture, etc.), the creative process, psychological development, group therapy, art therapy assessment, psychodiagnostics, research methods, and multicultural diversity competence.

Students must also complete 100 hours of supervised practicum, and 600 hours of supervised art therapy clinical internship. The art therapy graduate curriculum is uniquely guided by the premise that focused art-making constitutes reflective practice and facilitates learning.

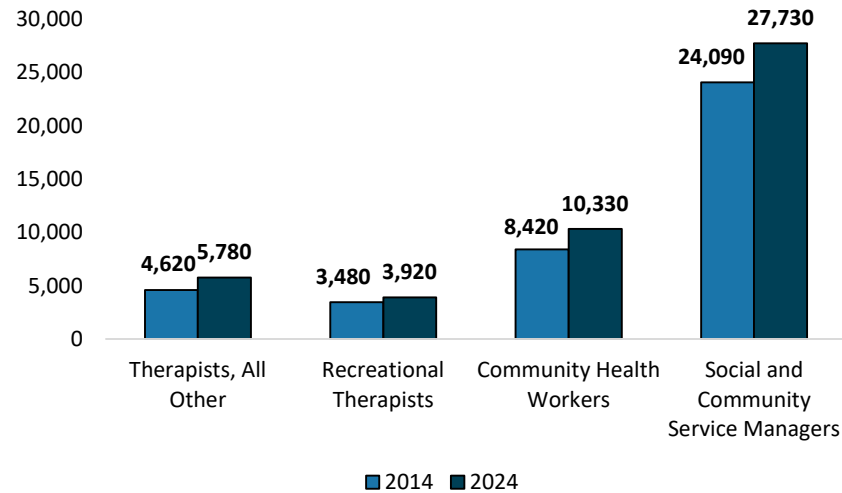
Academic Affairs, Student Life, and Athletics Committee

Source: [AATA](#)

August 18, 2020

Regional Current and Projected Job Availability

Regional art therapy-related positions as of 2014 and 2024 (projected)



Total Labor Market

Aggregate art therapy-related job availability by geographic level

	Tennessee	Southeast	National
Estimated Employment (Baseline Year)	3,720	40,610	248,100
Projected Employment (10-Year)	4,340	47,760	291,000
Growth Rate	16.7%	17.6%	17.3%
Total Annual Openings	140	1,650	27,900

Source: [BLS](#), [Projections Central](#)

Methodology Note

State and region occupational employment projections correspond to 2014 to 2024 projections. National projections correspond to 2016 to 2026.

Analysis of Findings

Art therapy-related professionals will meet a positive labor market outlook over the next 10 years.

Art therapy-related occupations in Tennessee are projected to grow faster than the growth projected for all occupations (13.2 percent) in the state between 2014 and 2024. For Art Therapists specifically (classified under “therapists, all other”), the projected growth is 19.9 percent. These projections support a healthy labor market for art therapy-related graduates.

Similarly, regional and national labor projections support the art therapy employment landscape. The number of art therapy-related professionals at both geographic levels is anticipated to grow at faster than average rates as well as add a healthy number of jobs over the 10-year period.

As more and more organizations employ art therapists, such as veteran service and support centers, child therapists, and oncology centers, the demand for these professionals is slated to continue to grow. One expert in the field posits, “Art is not an extra; it is an integral part of learning. Art therapy takes this [concept] a bit further by emphasizing not only the application of art activities with children with disability challenges, but also the importance of a relationship with a helping professional” ([Robhibbs](#)).

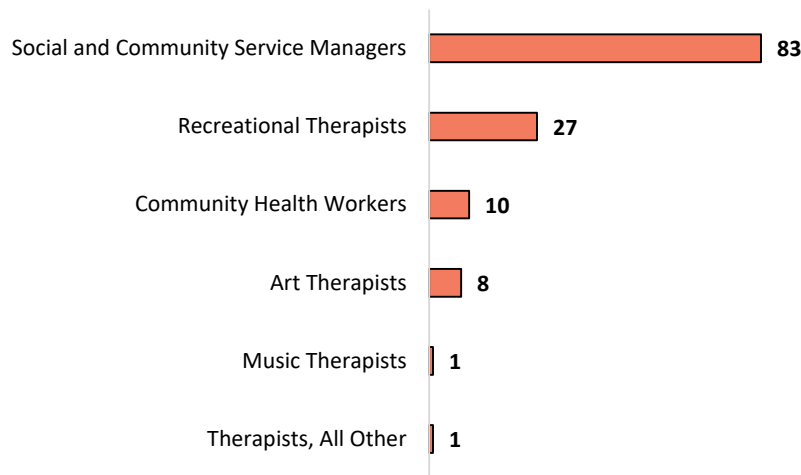
Common employment locations for undergraduate art therapy students *not* pursuing graduate studies include schools, nursing homes, and residential treatment centers as activities coordinators and counselors.

Although the majority of bachelor’s in art therapy programs are pre-professional programs that prepare students for entry into a master’s in art therapy program, undergraduate students also have some limited career opportunities in K12 schools, nursing homes, residential treatment centers, community centers, veteran centers, and hospitals as activities coordinators and counselors, according to graduates of Converse College’s program website ([Converse College](#)).

However, all licensed, practicing art therapists require the completion of master’s coursework, and standalone baccalaureate credentials and career pathways are rare in the field.

Tennessee Job Postings Analysis

State art therapy-related positions by occupation during the past 180 days as of May 2018



Local Job Postings

Sample Nashville MSA art therapy-related positions posted in the last 180 days

Employer	Job Title	Education Preferred
Rolling Hills Hospital	Expressive Therapist	Master's in Art Therapy or Music Therapy
TrustPoint Hospital	Music Therapist/Recreational Therapist	Unspecified
Camelot Care Centers	Assistant Program Director	Master's in a human service discipline (on track for licensure)
SSM Day Institute	Recreational Therapist	Bachelor's in Recreational Therapy

Source: [JobsEQ](#)

Analysis of Findings

In Tennessee, broadly, and Nashville, specifically, the majority of art therapy-related job postings are for social and community service managers and recreational therapists.

Job postings for art therapists, specifically, are scarce in the Nashville area, but do require applicants to be board certified art therapists (meaning that applicants need a master's level education in art therapy). On the other hand, opportunities for recreational therapists and program directors/activity coordinators at the post-bachelor's level are plentiful. For most recreational therapist postings, only a bachelor's degree in a related field is required.

Furthermore, graduates of the bachelor's in art therapy program may be eligible for the Certified Therapeutic Recreation Specialist (CTRS) certification, which is preferred by local employers. This pathway is an option for graduates of the bachelor's-level art therapy program who do not choose to pursue a master's degree in art therapy and become board certified art therapists.

Skills Listed in Recent Local Job Openings



1. Communication
2. Supervision/Management
3. Cooperative/Team Player
4. Confidentiality
5. Problem Solving

Certifications Listed in Recent Local Job Openings



- Art Therapist Registered- Board Certified (ATR-BC)
- Music Therapist- Board Certified (MT-BC)
- First Aid Certification
- Certified Therapeutic Recreation Specialist (CTRS)
- Licensed Professional Counselor (LPC)

Source: [JobsEQ](#)

Competitor Analysis

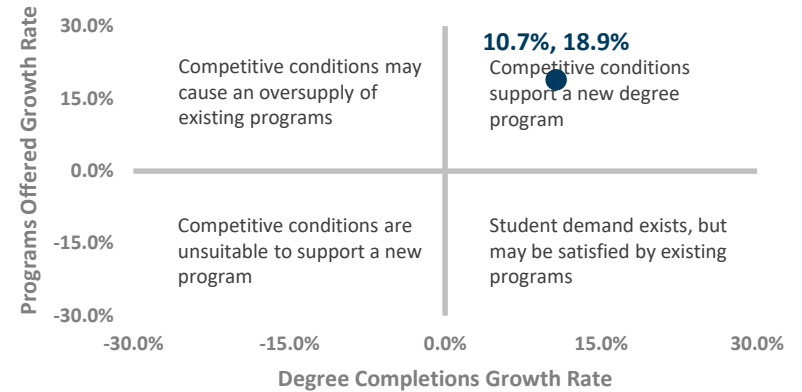
Based on an analysis of regional peers, Hanover concludes the following:

Regional trends suggest that a new bachelor's in art therapy program is sustainable.

Above-average degree completions (10.7 percent) and above-average program growth (18.9 percent) indicate that a new program in the region is viable. Four institutions in Tennessee offer a bachelor's in art therapy program: Christian Brothers University, Lipscomb University, Southern Adventist University, and Union University. These institutions are all private, religiously-affiliated institutions, with an average annual tuition of \$28,331. Trends in the current competitor market leave a need for a public and more affordable option for students.

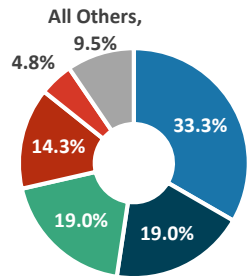
Southeast Market Saturation (2012-2016)

Within the Southeast, do competitive conditions support an additional bachelor's in art therapy program?



Top 5 Largest Institutions with Bachelor's Programs in the Southeast

2016 Relative Market Share



Institution	State	Program	2016 Program Completions	5-Year Completions Growth	Distance from MTSU (miles)	Delivery Format	In-State Tuition	Unique Features
Converse College	SC	B.A. in Art Therapy	7	3.9%	340	On-Campus	\$18,340	• Internship
Mars Hill University	NC	B.A. in Art Therapy	4	--	261	On-Campus	\$31,804	• Internship • Thesis
West Liberty University	WV	B.S. in Creative Arts Therapy	4	--	546	On-Campus	\$7,380	• Senior capstone project • Thesis
Southern Adventist University	TN	B.A. in Art Therapy	3	--	93	On-Campus	\$21,100	• Graduate school preparation
Christian Brothers University	TN	B.F.A. in Visual Arts, Art Therapy Concentration	1	--	211	On-Campus	\$31,000	• Local partnerships
Total	--	--	21	10.7%	--	--	--	--

Note: Table above only includes art therapy programs that report to IPEDS. Tuition reflects annual-rate.

Competitor Analysis

Based on an analysis of regional peers, Hanover concludes the following:

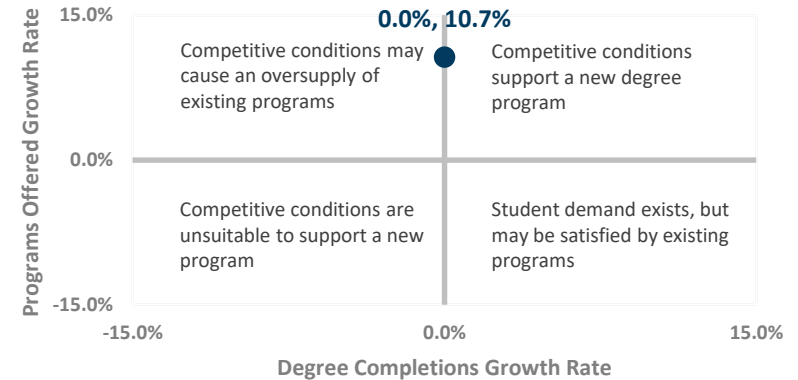
Regional competitive conditions show a gap in Tennessee programming, but the lack of regional degree conferral growth may indicate limited student interest.

In the Southeast, only three institutions offer a master's in art therapy degree: East Virginia Medical School, Florida State University, and Georgia College and State University. Despite limited regional competitors (and none in Tennessee), completions have decreased at EVMS and FSU. The master's degree program at Georgia College and State University is new, and thus five-year conferral growth trends cannot be determined.

Hanover also identified an art therapy concentration program at the University of Louisville. Rather than a standalone degree, UofL's program is offered as a specialty track within the MED in Counseling and Personnel Services degree.

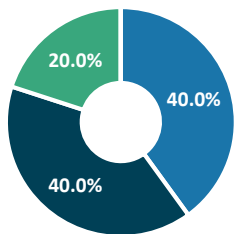
Southeast Market Saturation (2012-2016)

Within the Southeast, do competitive conditions support an additional master's in art therapy program?



Institutions with Master's Programs in the Southeast

2016 Relative Market Share



Institution	Program	State	2016 Program Completions	5-Year Completions Growth	Distance from MTSU (miles)	Delivery Format	In-State Tuition	Unique Features
East Virginia Medical School	M.S. Art Therapy & Counseling	VA	12	-6.9%	695	On-Campus	\$64,420	<ul style="list-style-type: none"> AATA accredited Local partnerships
Florida State University	M.S. Art Therapy	FL	12	-3.8%	484	On-Campus	\$29-239 - \$30,676	<ul style="list-style-type: none"> AATA accredited Option for mental health license track
Georgia College and State University	M.A. in Art Therapy	GA	6	--	315	On-Campus	\$7,2016	<ul style="list-style-type: none"> New program Students complete three work rotations
Total	--	--	30	0.0%	--	--	--	--

Note: Table above only includes art therapy programs that report to IPEDS. Tuition reflects total program cost for EVMS and FSU, while Georgia College tuition reflects annual tuition.

Program Structure



Bachelor's art therapy programs are primarily pre-professional programs designed to prepare students to enter an accredited master's program.

Across regional bachelor's programs, the major requirements consist of art and psychology courses intended to prepare students for a master's program. Almost all programs (seven out of eight) require a senior project, thesis, or internship.



Experiential learning is a key curriculum component at both the bachelor's and master's level.

At the master's level, all programs require field work placements and internships at local hospitals, rehabilitation centers, nursing homes, museums, and other community centers. At the bachelor's level, five out of the eight identified programs require an internship. Specifically, Christian Brothers University has special partnerships with the Ave Maria Adult Day Center and the Memphis Brooks Museum for student internship placements.



Program accreditation at the master's level is important, since only graduates of an accredited program are eligible to take the Registered Art Therapist (ATR) and Board Certified Art Therapist (ATR-BC) examination.

Undergraduate programs do not undergo formal reviews by AATA's Education Program Review Board ([EPAB](#)), meaning that accreditation at the undergraduate level is not technically necessary. However, accreditation at the master's level is required, and MTSU's program would need to earn AATA accreditation to ensure that graduates would be able to find meaningful employment.

Undergraduate-to-Graduate Pathways

Hanover highlights the most common undergraduate-to-career pathway for art therapists:

Bachelor's Degree in Art Therapy

- Undergraduate programs in art therapy are pre-professional programs consisting of a combination of art and psychology courses that prepare students for graduate school in art therapy.

Accredited Master's in Art Therapy Program

- The master's in art therapy program is the standard program for those that choose to become art therapists. However, it is important that students attend a program accredited by AATA. Curricula consist of art and psychology courses, as well as semester and year-long internships.

Post-Graduate Field Work Experience

- For recent master's graduates, one can obtain a provisional registered art therapist credential to practice under an approved clinical supervisor. The provisional credential is *not* required to become a board certified art therapist.

Registered Art Therapist

- In order to become a registered art therapist (ATR), recent graduates of an accredited program must practice a minimum of 1,000 hours of post-education art therapy services by an approved supervised art therapist.

Board Certified Art Therapist (ATR-BC)

- The ATR-BC is the standard certification for practicing art therapists. One must hold the ATR credential in order to sit for the ATR-BC exam, which is a written (or computer) examination.

Bachelor's in Art Therapy Competitor Benchmarking

Benchmarked programs are institutions located in the Southeast, based on a web search and those reporting at least one bachelor's completion in art therapy as of 2016 to IPEDS (save for West Virginia Wesleyan College, which is omitted to prioritize Tennessee competitors).

Institution	Location	Program	Topics of Study	Credits	Tuition (annual)	Delivery Mode	Notable Features
Converse College	Spartanburg, SC	B.A. in Art Therapy	<ul style="list-style-type: none"> Art therapy and studio art courses Psychology courses 	120 (59 major requirements)	\$18,340	On-Campus	<ul style="list-style-type: none"> Internship in a clinical or educational setting (6cr total) AATA accredited
Christian Brothers University	Memphis, TN	B.F.A. in Visual Arts with Art Therapy Concentration	<ul style="list-style-type: none"> Visual arts courses Psychology courses 	66 major requirements	\$31,000	On-Campus	<ul style="list-style-type: none"> Partnership with the Memphis Brooks Museum and Ave Maria Adult Day Center for field study Senior showcase (culmination of a body of work plus a written thesis)
Mars Hill University	Mars Hill, NC	B.A. in Art Therapy	<ul style="list-style-type: none"> Visual arts courses Psychology courses 	128 (52 major requirements)	\$31,804	On-Campus	<ul style="list-style-type: none"> Internship Senior thesis Graduate school preparation
Southern Adventist University	Collegedale, TN	B.A. in Art Therapy	<ul style="list-style-type: none"> Art therapy, studio art, art history courses Psychology courses 	120 (55 major requirements)	\$21,100	On-Campus	<ul style="list-style-type: none"> Senior Project Graduate school preparation
University of Tampa	Tampa, FL	B.A. in Art Therapy	<ul style="list-style-type: none"> Art courses (drawing, ceramics, sculpture, painting, art history) Psychology courses 	Not available	\$27,206	On-Campus	<ul style="list-style-type: none"> Internship Graduate school preparation AATA accredited
West Liberty University	West Liberty, WV	B.S. in Creative Arts Therapy	<ul style="list-style-type: none"> Art therapy and studio art courses Psychology courses 	116 (72 major requirements)	\$7,380	On-Campus	<ul style="list-style-type: none"> Senior Project (combination of research, thesis, and clinical internship)
Lipscomb University	Nashville, TN	B.A. in Art Therapy	<ul style="list-style-type: none"> Art courses Built in minor in psychology 	69 major requirements	\$29,676	On-Campus	--
Union University	Jackson, TN	B.A. in Pre-Professional Art Therapy	<ul style="list-style-type: none"> Art therapy and studio art courses Psychology courses 	73 major requirements	\$31,550	On-Campus	<ul style="list-style-type: none"> Senior research project

Source: Institutional Websites (see embedded hyperlinks)

Note: Major required credits do not include general education courses that count towards the bachelor's degree. Tuition reflects full-time annual tuition and student fees.

Master's in Art Therapy Competitor Benchmarking

Benchmarked programs are institutions located in the Southeast, based on a web search and those reporting at least one master's completion in art therapy as of 2016 to IPEDS.

Institution	Location	Program	Concentrations	Credits	Tuition*	Delivery Mode	Notable Features
Eastern Virginia Medical School	Norfolk, VA	M.S. in Art Therapy & Counseling	<ul style="list-style-type: none"> Trauma-Informed Art Therapy Art Therapy in the Schools Depth Psychology Geriatrics Art Therapy Medical Art Therapy Licensure Prep 	63	\$64,420	On-campus	<ul style="list-style-type: none"> Capstone project Experiential learning at the Sentara Center for Simulation and Immersive Learning & other sites Flexible 30-credit post master option for those with a master's in a related mental health field Licensure preparation AATA accredited
Florida State University	Tallahassee, FL	M.S. in Art Therapy	<ul style="list-style-type: none"> Designed by student 	61-project 64-thesis	\$29-239 - \$30,676	On-campus	<ul style="list-style-type: none"> Project or thesis track Students can take 2 additional courses to be eligible for the mental health counselor license (on top of the art therapist licensure) AATA accredited
Georgia College and State University	Milledgeville, GA	M.A. in Art Therapy	--	48	\$7,2016 per academic year	On-campus	<ul style="list-style-type: none"> Students gain 900 hours of clinical experience and complete three work placements Awaiting accreditation (application yet to be submitted) Thesis or capstone project
University of Louisville	Louisville, KY	M.Ed. In Counseling & Personnel Services	<ul style="list-style-type: none"> Art Therapy 	60	\$40,860	On-campus	<ul style="list-style-type: none"> 700 hours of clinical experience Licensure preparation AATA accredited

Source: Institutional Websites (see embedded hyperlinks)

Note: Tuition reflects in-state, program tuition (in-state tuition per credit times total credits). Georgia college's tuition reflects the in-state 2017-18 academic year tuition.



Appendix B-1 Sample Program of Study (Full-Time)
Master of Arts in Art Therapy

	<u>YEAR ONE</u>			<u>Year Two</u>		
Fall	Spring	Summer	Fall	Spring	Summer	
ART 5500 3	ART 5800 3	ART 6100 3	ART 6250 3	ART 6200 3	Art 5900 3	
ART 5600 3	Elective 3	Elective 3	ART 6300 3	COUN 6765 3	ART 6400 3	
COUN 6610 3	COUN 6830 3	COUN 6210 3	Elective 3	ART 6350 3	Elective 3	
	ART 6000 3		COUN 6410 3			
	<u>9</u>	<u>12</u>	<u>9</u>	<u>12</u>	<u>9</u>	<u>9</u>
TOTAL CREDITS REQUIRED:	60					

**Appendix B-2
Sample Program of Study (Part-Time)
Master of Arts in Art Therapy**

<u>Year One</u>			<u>Year Two</u>			<u>Year Three</u>			<u>Year Four</u>		
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall		
ART 5500 3	ART 5600 3	COUN 6830 3	ART 6000 3	ART 6100 3	Elective 3	COUN 6410 3	Art 6200 3	ART 6350 3	ART 5900 3		
COUN 6610 3	Elective 3	ART 5800 3	Elective 3	COUN 6210 3	Art 6250 3	Art 6300 3	COUN 6765 3	Elective 3	ART 6400 3		
<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>		
TOTAL = 60											

APPENDIX C

Student Recruitment Plan – M.A. in Art Therapy

The project implementation date for the M.A. in Art Therapy is fall 2021. In order to achieve the enrollment targets projected in the New Academic Program Proposal it is critical to launch a comprehensive student recruitment effort well ahead of the fall 2021 term.

Enrollment Targets

	Full-Time Headcount	Part-time Headcount	Total Headcount	Total FTE Headcount
Year 1: AY 2021-22	6	2	8	7
Year 2: AY 2022-23	11	2	13	12
Year 3: AY 2023-24	12	4	16	14
Year 4: AY 2024-25	14	4	18	16
Year 5: AY 2025-26	16	4	20	18

Time-Line with Recruiting Milestones

10/2019 – MTSU Graduate Council approves degree

01/2020 – Work on marketing plan in preparation of THEC Approval

- Work with Marketing and Public Affairs to craft press release
- Work with Marketing and Graphics to develop web page, video, and print materials
- Develop social media platforms and strategy
- Develop new Art Therapy brochures and banner for recruiting events
- Meet with College of Graduate Studies Office (recruiters) to brief recruiters on new degree proposed for fall 2021.

03/2020 – THEC Board approves degree

- Press Release announcing new degrees is distributed
- Campus-wide email announcing degree approval
- Email to students in Art and Design, Education, Psychology, Social Work and related degrees at MTSU.
- Revised MTSU Programs and new Art Therapy web pages are published
- Launch social media platforms
- Develop recruitment materials (brochures, banners, rack cards, billboard on I-24)
- “Art Therapy starting fall 2021” announcement on MTSU homepage
- Develop a marketing plan that continues each semester:
 - Announce to undergraduate feeder programs
 - Identify Art and Design and Psychology undergraduate majors and speak in classes to promote the new degree.
 - Organize student interest meeting to answer questions about new major.
 - Promote the program through the Tennessee Arts Therapy Association through its events and website.
 - Speak and promote at local meetups and organizations in the Arts.

Fall 2020

- Email/text sent to all Art and Design, Psychology, and Social Work majors informing them of new graduate degree option
- Send recruitment materials to all statewide organizations in Art, Design, Counseling, and Therapy.
- Art Therapy announcement on MTSU homepage
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).
- Initiate search for new full-time faculty member.

3/2021 – Pre-registration and Registration Prep

- Continue to offer events, such as the Art and Design Open House which promote the new Art Therapy programs.
- Host finalists for new faculty position (student event with job candidates)

4/2021 – Priority Registration for fall semester begins

- Follow up email/text to Art and Design, Psychology, and Social Work majors
- Conclude search

5/2021 – Graduate Student Orientation begins

- Faculty attend:
 - Preview Days

8/2021 – Fall semester begins

- Welcome first cohort of Art Therapy majors
- Continued social media, web page, marketing campaigns
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).
- Identify out-of-state majors for potential Academic Common Market opportunities
- Priority registration begins for spring term
- Survey of current Art Therapy students to evaluate successful recruiting techniques

1/2021 – Spring semester begins

- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).
- Professionalization and Career Workshop
- (3/21) Priority registration begins for fall term

Future academic year activities years 3, 4 and 5 (ongoing)

Fall

- Continued social media, web page, marketing campaigns
- Campus tours
- Special Events in conjunction with Todd Art Gallery.
- Survey of current Art Therapy students to evaluate successful recruiting techniques
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).

Spring

- Email to advisors highlighting recent development and ongoing Art Therapy initiatives
- Continued social media, web page, marketing campaigns
- Campus tours
- Special Events in conjunction with Todd Art Gallery
- Survey of current Art Therapy students to evaluate successful recruiting techniques
- Continue to maintain the marketing plan developed 13/2020 (see above for individual action items).

I am writing to show my support for Middle Tennessee State University's new Art Therapy Programming. The Tennessee Art Therapy Association has been in contact with them since the beginning steps of their programming and have been grateful to be part of the process. It is obvious that they have worked hard to create a truly exceptional program with multiple degrees at both undergraduate and masters level. The Tennessee Art Therapy Association has been in contact with Nicole Foran, the Chair of Art and Design, who has been keeping us updated with growth and change as the program is in its development stages. We have attended meetings and helped out with questions. MTSU has done their research and has created a strong program that would be accredited by the American Art Therapy Association Credentials Board.

I relocated to Nashville four years ago and have been on the Tennessee Art Therapy Association Board from the very start, starting as a secretary and moving my way up to President. I have been the president of the TN Art Therapy Association for the past year and a half and have loved having the opportunity to connect with MTSU. I obtained my Masters from Wayne State University, one of the few public universities in the United States to offer an Art Therapy program. Having an affordable education and in-state tuition was very helpful and provided me the opportunity to work with a diverse group of students wishing to become art therapists. These students are of all different races and socio-economic statuses, which is not the case when I speak to many of my fellow art therapists who have come from private universities. Living in Detroit, I found many opportunities to use my education in therapy and my skills in art to create programming, ranging from hospital settings, non-profits, and educational settings, as well as in shelters. I worked to help unify groups in the city through art. When I moved to Nashville, I noticed a shift in art therapy work. I am currently a full-time Art Therapist at Centennial Hospital, working with both inpatient and outpatient behavioral health issues. Since taking my position as President of the TN Art Therapy Association, I have been contacted multiple times in regards to locating art therapists to fill positions throughout the state. When I first joined the TN board, I was one of forty art therapists in the state; our numbers have more than doubled in that short amount of time, but still lack the amount of art therapists needed to supply the demand. Having a school for this growing field in the State of TN would be incredible. I am often contacted by individuals looking to pursue a degree in Art Therapy in the state of TN, however, I am unable to help them find a program due to the fact that the nearest school is in Louisville, Kentucky. There is a clear interest in both hiring art therapists in the state of Tennessee as well as a budding interest in individuals wishing to pursue an education in Art Therapy.

According to the 2015 Mental Health America Report, 979,000 Tennesseans were diagnosed with mental illness, this accounts for 20.25% of the states population. According to an SAMHSA Report in 2014, less than 50% of Tennesseans diagnosed with mental illness receive treatment. Tennesseans are clearly in need of more services to address and accommodate the needs of individuals with mental health issues. Creating an Art Therapy program will create more jobs as well as train more clinicians to properly treat mental illness. Just in my four years, I have seen a need for more healing arts professions and a clear interest from many people I have met during advocacy events.

I fully believe that MTSU would be a great location for an Art Therapy program. From my contact with their staff, it is evident that they are knowledgeable in the field and are highly interested in creating a strong and competitive program. I am confident they will build a wonderful and highly sought after program.

Sincerely,

Brianne Burgoon, M.Ed. ATR, RYT200
Tennessee Art Therapy Association President
(249) 939-6211

August 3, 2018

I am writing to show my support for Middle Tennessee State University's new Art Therapy Programming. I am the Manager of Therapeutic Interventions here at Parthenon Pavilion. This department consists of Art Therapists, Music Therapists and Recreational Therapists. Our Programming here at Parthenon has been identified by The Joint Commission as a Best Practice. The inclusion of Art Therapists has proven to be beneficial on many levels for both our adult and senior patients. Our Art Therapists also provide services across Centennial's campus at both the Sarah Cannon Cancer Center ,our Women's and Children's Hospital and our Intensive Out Patient Program. I have learned that The Tennessee Art Therapy Association has been in contact with MTSU since the beginning steps of their programming and have observed what a truly exceptional program with multiple degrees at both undergraduate and masters level they have created. MTSU has done their research and has created a strong program that should be accredited by the American Art Therapy Association Credentials Board.

According to the 2015 Mental Health America Report, 979,000 Tennesseans were diagnosed with mental illness, this accounts for 20.25% of the state's population. According to an SAMHSA Report in 2014, less than 50% of Tennesseans diagnosed with mental illness receive treatment. Tennesseans are clearly in need of more services to address and accommodate the needs of individuals with mental health issues. Creating an Art Therapy program will create more jobs as well as train more clinicians to effectively treat mental illness. We have seen a need for more healing arts professions in Middle Tennessee.

There is a clear interest in both hiring art therapists here at Centennial as well as throughout the state of Tennessee as well as a budding interest in individuals wishing to pursue an education in Art Therapy.

I fully believe that MTSU would be a great location for an Art Therapy program.

Respectfully Submitted,



Sarah Wieck, LCSW
Manager Therapeutic Interventions
TriStar Centennial's Parthenon Pavilion

Dear Nicole Foran,

I write on behalf of the Tennessee Art Therapy Association and MyCanvas Youth Community Arts in support of Middle Tennessee State University's efforts in developing a graduate level art therapy program. I am a native of middle Tennessee, graduating with my bachelor's in fine arts in 2006 from the University of Tennessee, Knoxville, and completing psychology prerequisites with MTSU in 2009 prior to beginning my graduate work with Saint Mary-of-the-Woods College in Indiana. I am the secretary of the Tennessee Art Therapy Association, Associate Art Therapy Program Director for MyCanvas Youth Community Arts, and Programming Coordinator and Art Therapist for Family & Children's Service's Davidson County Relative Caregiver Program. I have connected via phone with MTSU during preliminary discussions regarding development of graduate level programming and feel confident MTSU has the capability and support in creating an accredited program in compliance with the American Art Therapy Association.

Tennessee ranks among the top 10 states with the highest prevalence of mental illness. In Tennessee, continually less than 50% of the individuals diagnosed with mental illness received treatment. Providing an affordable graduate level art therapy program will allow for more trained mental health professionals in Tennessee in building and maintaining a viable mental health workforce. Tennessee has approximately 70-80 art therapists across the state working in various agencies and populations. Though the number of working art therapists in the state of Tennessee is growing, we cannot meet the demand and am often fielding inquiries from partnering agencies and clinics hoping to connect with credentialed art therapists.

In my work with Family & Children's Service, we partnered with the Tennessee Commission on Children and Youth and the state of Tennessee in advocating and training public and private sectors on Adverse Childhood Experiences. The state of Tennessee ranks among the highest in parental incarceration and parental substance abuse, often creating cyclical toxic stress and trauma for new generations of Tennesseans. Art Therapy is becoming a leading form of treatment for children effected by toxic stress and trauma and many clinicians are reaching out to find credentialed art therapist referrals in the state.

MTSU has my full support with their efforts in creating a graduate level art therapy program. I believe providing students affordable training and education through an accredited local university would greatly impact the mental and behavioral health landscape of Tennessee. This would provide agencies and facilities in middle Tennessee with art therapists capable of meeting the demand for trained expressive arts therapists.

Please contact me should you have any additional questions or concerns.

Warm regards,

Rachel Murphy Norman, M.A.A.T., ATR
Family & Children's Service
MyCanvas Youth Community Arts
Tennessee Art Therapy Association, Secretary



renewED

EATING DISORDERS SUPPORT

August 3, 2018

Nicole Foran, Associate Professor
Department of Art & Design
Middle Tennessee State University
Murfreesboro, TN

Dear Nicole,

Brianne Burgoon asked that we provide you with a letter of support as you prepare to offer master's degree programs in art therapy at MTSU. We truly believe it is of vital importance that recipients of art therapy services feel confident in their providers, knowing that art therapists in the State of Tennessee have completed the required education and credential requirements set by the American Art Therapy Association and the Art Therapies Credentials Board. Through regulation of this process, the quality of art therapy services will increase in our community, and more individuals will have access to these evidence-based and therapeutic programs.

Based in Nashville, Renewed is a statewide agency with a mission to provide a path to renewed health for individuals seeking recovery from all forms of eating disorders and body image concerns. We provide confidential treatment referrals, clinical training and networking opportunities, along with support groups and therapeutic programs for all who are impacted by disordered eating. Over the past four years, we have seen firsthand the power of art therapy in healing and recovery. Through our PaintED program, we collaborate with two art therapists (one in Nashville and one in Chattanooga) to provide regular group art therapy sessions for our participants who are seeking therapeutic activities to supplement their recovery and treatment protocol.

The growth and impact of these groups has been amazing! With both groups now at full capacity, we will need to evaluate offering similar programs in other locations to accommodate all who are interested and in need of this program. The following comments speak to the efficacy of our PaintED workshops: "The class I am attending in Chattanooga is the most helpful art therapy I have ever done." Another individual said, "It has absolutely benefitted me in my recovery journey. The freedom and acceptance I felt during the sessions helped me develop tools that I can now use in my everyday life to stay focused on being healthy and kind to myself."

Art therapy is an impactful therapeutic outlet for a variety of mental health issues (including eating disorders), and it would benefit many in our state to provide services in Tennessee that are regulated, high quality, and accessible. By providing a master's degree program at MTSU, we will have greater access to trained art therapists as we continue to expand our PaintED program. We thank you for your efforts in bringing this program to MTSU! Please feel free to contact me should you require additional information.

Best,



Deborah Sandvik
President & CEO

cc: Brianne Burgoon, TATA

August 9, 2018

To Whom It May Concern,

My name is Catherine Harris, and as a practicing art therapist for the past 11 years, I am writing to express my support for creating a master of art therapy degree program at Middle Tennessee State University. A program such as this would greatly benefit the middle Tennessee community and the state as a whole in multiple ways.

For one, according to Mental Health America, Tennessee currently ranks in the top 13 states with the highest prevalence of mental illness. Yet, continually less than 50% of individuals in the state diagnosed with a mental disorder receive the treatment from a trained professional that they need. This disparity clearly shows a need for more mental health professionals in the state providing quality care in behavioral health.

In an attempt to meet this need in our community, thankfully healthcare facilities are starting to recognize the growing body of research supporting the benefits of creative and experiential therapies such as art therapy for a variety of populations to meet both physical and mental needs. My employer Centennial Medical Center provides the service for adult and pediatric oncology patients, Alzheimer's and dementia patients, and adolescent and adult behavioral health patients. The hospital is exploring adding the service to other areas as well, including inpatient units serving complicated OB issues and joint replacement surgeries. In addition, I continually receive inquiries from behavioral health facilities and community non-profits in the area about adding the service of art therapy to their programming, however I have to turn them down due to already having a full-time job. With these points in mind, a masters program in art therapy in the area would help increase the number of art therapists in Tennessee to meet these growing demands.

Not only is there a need for a program such as this to help the current mental health crisis in our state, but there is also a great interest from potential students as well. Since moving to Tennessee in 2008, I have received hundreds of inquires from individuals wanting to know more about the field of art therapy and the education required to practice. These range from students in high school and college to adults considering a second career. Many of these individuals often want to know the same things: 1. How do I become an art therapist and 2. Is there an educational program in Tennessee. Most are disappointed to learn, much like I was, that there is not a program close to home.

When I was considering graduate school for art therapy, I too wanted to stay close to home, but due to the lack of programs available in the area, I ultimately moved to Washington, D.C. to study at the George Washington University. However, during my time in our nation's capital, I knew I wanted to eventually move back to the south to bring a much needed service to the place I called home. Having a graduate degree program in art therapy in Tennessee would not only keep those individuals interested in art therapy in our own state, it would most likely attract individuals from other areas of the south as well.

Hopefully this letter clearly outlines the immense benefit, both for prospective students and the healthcare community, of creating a masters art therapy degree program here in Tennessee. Working in this field, it is beyond exciting for me to think of the foundation of a program such as this right here in middle Tennessee and the profound impact this could have for our community. Please feel free to contact me at any time regarding questions or for further information about the field of art therapy and its practice in Tennessee.

Thank you for your consideration.

Sincerely,

Catherine Harris, MA, ATR-BC

catherineharris13@gmail.com

615.927.6455

Department of Social Work
Peck Hall, Rooms 120-136
MTSU Box 139
Murfreesboro, TN 37132
o: (615) 898-2868 • f: (615) 898-5428



January 10, 2019

Professor Nicole Foran, Chair
Department of Art and Design
Middle Tennessee State University

Professor Foran:

This communication is in support of the work that is underway in the Department of Art and Design to develop an art therapy program at Middle Tennessee State University (MTSU). Faculty and staff in the Department of Social Work are privileged to have the opportunity to assist in this endeavor. We are very enthusiastic about the prospect that MTSU would add such opportunities for our students and community.

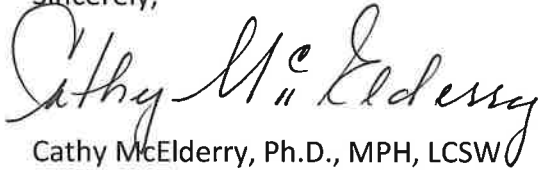
At both the undergraduate and graduate levels, we have learned a great deal about the need for and interest in art therapy. Several members of our faculty have practice experience in Tennessee and are very aware of the need for trained art therapists in helping individuals, families, and communities. The Department of Social Work offer student internships at agencies that have expressed similar needs. Additionally, as a result of ongoing contacts with area agencies through professional organizations, workshops, and conferences, we have often been reminded of the dearth of art therapists and the need for their services.

An art therapy program would not only lead to certified art therapists, but also to social workers and others in the helping professions who we educate at MTSU to gain information and skills in the use of art activities in their professional work. We know that art can be a very useful modality for expression, catharsis, and assessment and any training that helping professionals receive in its use can be valuable. Students in SW 4480: Social Work with Groups and other practice courses are introduced to the premise that art is a powerful therapeutic tool. Students have consistently expressed an interest in and desire to further their understanding of the use of this expressive treatment approach. It would be very beneficial to send students out to the world with a greater understanding and ability to utilize art therapy in their professional career.

General student interest in art therapy as an adjunct to social work has also been evident. A number of students are hopeful that course offerings are made available before their prospective graduation date. Some students have even indicated that they would be willing to come back to take courses after graduation because they have seen a need for therapeutic art activities in the agencies where they intern or work. Some of our best and most aware students have expressed an interest in using art therapy.

We are pleased to be considered as a resource for some of the course content that would be required for a certification in art therapy. Our Masters of Social Work curriculum certainly does include content that would be valuable for art therapists and we are happy to continue working with you to make courses available to your students. Please continue to consider us partners in this process that will be of such great value to MTSU students and to human service agencies and practitioners throughout Tennessee.

Sincerely,

A handwritten signature in cursive script that reads "Cathy McElderry". The signature is written in black ink and is positioned above the typed name.

Cathy McElderry, Ph.D., MPH, LCSW
Professor and Chairperson



December 10, 2018

I am writing to you today in support of the proposed new Art Therapy degree programs at **Middle Tennessee State University**. I am the Director of Education and Interpretation at the Memphis Brooks Museum of Art and our mission is to enrich the lives of our diverse community. For more than 10 years, the Brooks has offered art therapy programs with a credentialed art therapist to a variety of community organizations (including the VA Medical Center, Youth Villages, Alzheimer's and Dementia Services of Memphis, and Juvenile Intervention and Faith-based Follow-up). We have seen firsthand the impact that these programs have on individuals and their families. Through meaningful conversations in the museum's galleries and art-making in our studio, participants in these programs have been able to reflect on personal experience, explore the creative process, develop tools for self-expression, and find healing. I work closely with Paige Scheinberg, ATR-BC on the Brooks' programming, and have seen the fantastic work that she and the rest of the board of the Tennessee Art Therapy Association (TATA) have done to elevate the profession of art therapy across the state. It has come to my attention that Middle Tennessee State University (MTSU) has proposed both undergraduate and graduate level degree programs in art therapy. I know that MTSU has worked with TATA as they have developed these degree programs, and I believe that the programs should be accredited by the American Art Therapy Association Credentials Board.

According to the 2015 Mental Health America Report, 979,000 Tennesseans were diagnosed with a mental illness, which accounts for 20.25% of the state's population. According to an SAMHSA Report in 2014, less than 50% of Tennesseans diagnosed with a mental illness receive treatment. Tennesseans are clearly in need of greater access to services which address and accommodate the needs of individuals with mental health issues. Creating these Art Therapy degree programs will create more jobs as well as train more clinicians to effectively treat mental illness in the state of Tennessee.

There is a clear need for more art therapists across the state, and I believe MTSU would be a great location for an Art Therapy degree program.

Respectfully,

A handwritten signature in blue ink that reads 'Kathy Dumlao'.

Kathy Dumlao
Director of Education & Interpretation

December 13, 2018

I am contacting you to state my support for Middle Tennessee State University's new Art Therapy Program. I am the Executive Director of Juvenile Intervention and Faith-based Follow-up, JIFF. Since 2003 we have received referrals from Memphis and Shelby County Juvenile Court to provide intensive intervention services for at risk youth. This past fiscal year we served 380 youth, ages 10 to 18. The youth we serve are an average of four years behind in school, most live in poverty and 95% are raised in single parent homes. Close to a third of the youth referred have been arrested three times or more and are on a path to a correctional facility or prison if meaningful intervention isn't provided.

JIFF first experienced the benefits of Art Therapy in January of 2017, through a collaborative partnership with the Memphis Brooks Museum of Art. When we were first approached to participate I was frankly skeptical. The program time we have with the youth is valuable and limited to sixteen weeks, mostly in after school hours. The challenge is to weave in effective programming to address the issues that are holding them back from making positive decisions. In a post program debrief with youth, their case manager, the art therapist and Brooks staff, we concluded that art therapy provided a great avenue for exploration and self-discovery. Youth who typically are not encouraged or appreciated, found that art gave them a form of expressing their feelings and gave them a greater sense of self-worth. What often takes weeks to peel back the layers of their issues and who you are really working with, is accelerated through art therapy and the expression of their talent.

In January we meet again with the museum to start planning for our fifth class. If we could afford or find a full-time art therapist, we would have hired one already. I have attached a picture from our third class that had a private showing at the museum. It is unlikely most of our youth have ever been to the museum, much less having their art on display. I strongly support the program and hope MTSU will be an advocate and course provider soon.

Thank you.



Richard Graham
Executive Director
JIFF, Inc.

Subject: Art therapy at MTSU

Date: Monday, July 23, 2018 at 3:05:42 PM Central Daylight Time

From: Tarri Driver

To: Nicole Foran

Tarri N. Driver

135 Orchard Ln.

Oak Ridge, TN 37830

Tarri.driver@gmail.com

Nicole Foran

Chair, Department of Art & Design

Middle Tennessee State University

July 23, 2018

Dear Nicole,

At MTSU, I earned a Bachelor of Fine Arts degree, with a minor in Psychology. I was interested in studying art therapy, but MTSU didn't offer it. In fact, there weren't any art therapy undergraduate programs anywhere in Tennessee at the time. Dr. Gloria Hamilton (Psychology) and Dr. Lon Nuell (Art) helped me schedule appropriate classes, independent studies and internships, so that I would meet prerequisites for graduate study in art therapy.

After graduating from MTSU in 2004, I attended the University of Louisville, (which was the closest graduate art therapy program to middle Tennessee) where I earned my Master of Education degree, with a concentration in art therapy (2006). I then earned my National Board Certification in Art Therapy (ATR-BC) and State Licensure in Counseling (LPC-MHSP), after several years of post-graduate clinical hours, supervision and exams.

I spent the next decade working as a credentialed art therapist and licensed counselor with children and adolescents throughout Middle Tennessee. I worked in Metro Nashville Public Schools and in charter schools for six years before spending nearly four years as the only art therapist at Monroe Carrell Jr. Children's Hospital at Vanderbilt. Meanwhile, I taught an *Introduction to Art Therapy* course for several years at Trevecca University. I served as the Treasurer of the Tennessee Art Therapy Association (TATA) for two terms and was an active member of TATA and the American Art Therapy Association (AATA) for nearly a decade. I've presented on the benefits of art therapy and led art therapy experiential workshops at many academic conferences. In 2017, I wrote, illustrated and published a children's book heavily informed by my experiences working as an art therapist.

It probably won't surprise you that access to quality mental health services is an urgent need for

Tennessee residents. However, it might surprise you that Tennessee ranks among the 10 states in the country with the highest rates of mental illness.* Fortunately, art therapists are helping to meet this tremendous need for mental health support services—in schools, hospitals, senior communities, crisis centers and in many other settings across Tennessee—by providing a unique modality of therapy.

Rather than focusing heavily on words, like in traditional therapies, art therapy relies more on images, symbolism, lines, colors and shapes for faster, at times more effective communication and expression. Participants may not often have adequate words for what they're trying to work through, perhaps due to trauma, repression, memory issues, language barriers or lack of vocabulary. Art therapy often gets to the heart of the matter more quickly, circumventing the brain's tendency to obfuscate through language, defense mechanisms and self-censure.

I have seen first-hand the benefits of art therapy in seemingly impossible cases. I've watched hardened teenage "gang bangers" transform from closed-off, angry and often violent truants to excited, proud and empowered creative artists working together on community murals despite differing gang allegiances. I've helped an aloof and stubborn young man actively dying from cystic fibrosis sculpt a clay rose for his mother, which he finished only a week before his death. I've witnessed a 10-year-old burn victim, who wasn't able to save his infant sister from a house fire, request a portrait, specifying bold, bright rainbow colors to represent his scorched legs, arms and neck. There are many stories to share regarding the power and benefits of art therapy.

Art therapy is a growing field and an increasingly popular career choice. Offering undergraduate and graduate degrees in art therapy at MTSU is sure to offer many benefits, including, but certainly not limited to helping build a larger workforce of qualified mental health professionals in Tennessee and beyond, thus helping to close the gap between the number of individuals diagnosed with mental health issues and the number of individuals receiving adequate treatment. It's important to have a variety of therapies to most effectively address the huge need for mental health services in TN. Traditional therapies aren't as effective for everyone or in every case, and expressive therapies like art therapy can offer effective, alternative options for participants.

These programs will also provide a means of attracting students from out-of-state and from other countries, thus increasing MTSU's revenue and augmenting its already stellar reputation. Body- and brain-scanning technologies are progressing and providing more evidence-based and quantitative research focused on art therapy's benefits with hard data to back it up. Exciting things are happening in this realm, particularly in the field of neuroscience.

I see a bright future for art therapy, from a burgeoning scientific and technological standpoint to its roots in humanism, communication, compassion, artistic expression and education. Offering art therapy degree programs to prospective students is a win-win prospect for MTSU.

Thank you so much for your time and serious consideration of the introduction of art therapy courses of study at MTSU. Please feel free to share this letter with anyone who needs to see it.

Sincerely,

Tarri

Tarri N. Driver

M.Ed., ATR-BC, LPC-MHSP

Substance Abuse and Mental Health Services Administration. (2015). Behavioral Health
Prometer: Tennessee, 2014. *HHS Publication No. SMA-15-4895TN. Rockville, MD: Substance
Abuse and Mental Health Services Administration.*

Dear Reader,

My name is Kate Kelly and I am a practicing Board Certified Music Therapist. I am writing to share key points about my educational experience and show my utmost support of a masters degree program in Art Therapy at MTSU.

I attended and graduated from Belmont University. Upon arriving at the university, there was no Music Therapy program. Seven students, myself included, emerged as advocates of a music therapy program and with our hard work and the consideration of our collegiate mentors, Belmont administration decided to create an accredited Music Therapy undergraduate degree in 2015.

Pioneering this program as the founding class of Music Therapy students was and continues to be a great accomplishment of my life thus far. My classmates and I found profound meaning in learning from our professors, practicing our clinical skills at local/regional sites, and most of all paving the way for more students in the program. Although the music therapy program started with just seven of us in 2015, it now has 100+ students and is continuing to rapidly expand.

Following graduating, I was privileged to immediately take a job at Centennial Hospital's Parthenon Pavilion in Nashville, TN. I work alongside Art Therapists daily and have been genuinely moved by Art Therapy's power to move clients in the direction of their own self-expression, truth, and recovery. Which leads me to the point of this letter: **Tennessee now has its own Music Therapy program via Belmont University, but this region is missing an essential counterpart: an accredited Art Therapy program.**

I couldn't be more supportive of an art therapy degree at MTSU and look forward to seeing action being taken in this direction.

Sincerely,

Kate Kelly, MT-BC

Dear Tennessee Higher Education Commission,

Thank you for reading this letter in support of an Undergraduate and/or Graduate Art Therapy program. It amazes me that the time has finally come where Tennessee may get the first accredited Art Therapy program. This has been a career that I have been relentlessly working toward since I was 14 years old but have always been dismayed that I may have to seek an out-of-state or an unaccredited program. However, I truly felt that our state would soon come to realize the headway that Art Therapy is making in the art and therapeutic world. Especially given our desperation in this state for innovative mental health services. I knew it would only be a matter of time and I couldn't be more proud that the time is here, led by my Alma Mater where I recently received my Bachelor of Science in Psychology with minors in Fine Art and Mental Health Services. I currently run my own business that aims to promote creative wellness and will eventually be a community studio facility for workshops such as family time, college preparation nights, self-care hours, and a place for the homeless to learn a trade and have a gallery space to sell art for case-management services (housing, medical care, transportation, etc). Unfortunately, I cannot offer even more beneficial therapeutic services until I have an accredited Art Therapy licensure.

It is time to join other states such as Florida and our neighbor, Kentucky, to name a couple who currently have very successful and popular expressive therapy programs here in the south. The University of Kentucky's professor, Dr. Jonathan Golding was even featured in Psychology Today's 2016 article, "Art Therapy." I have first-hand experience with Kentucky's programs, as I traveled abroad through Western Kentucky University to study Nonverbal Behavior and The Psychology of Art in Paris France. There, I conducted research and spent time at a state-of-the-art art therapy center that takes place in one of France's first Psychiatric Treatment facilities, where they also have art on display from patients through the decades. Through studying those artworks, among other famous/genius artists, and indigenous/prehistoric art and behavior during my time in Paris, we came to discover one key factor, which is that art is a huge part of human biology.

Every single thing that we have is because of art. We would not have written communication without cave paintings or hieroglyphics for example, we wouldn't have any technology, and we would not have had the ability to create tools, shelter, and clothes to survive. Since things are easily manufactured now in our modern culture, creating with our hands has been disregarded as frivolous, a hobby, and even "stupid." These cultural opinions have severely damaged our view of our own creativity and it has been stifled as a result of this. But it doesn't change the fact that creativity is an inherent part of our being. Suppressing this part of our existence is detrimental and ultimately neglects crucial developmental skills. I see it as a type of illiteracy. Why do we even learn any other subject, when really, art is the basis for all of it?

It makes me wonder if this is why we are seeing so many children struggle with learning and developmental difficulties when their innate way of communication is largely ignored except for the occasional art class, if their school is lucky enough to have one. I have worked with

children and have seen how severely behind they are in basic artistic concepts and tasks. Through art, I have changed the attitudes of an entire classroom of 8 year old boys who would get in fist fights on a weekly basis and taunt me about how art is stupid when I first started. I have given teenagers scrap paper and crayons because they never had art supplies at home, which was all I could give them because the organization I worked for had a typical under-funded art department. I walked into my classroom on a daily basis wondering if there was any hope but I never lost sight. I remembered the time when I was 15 years old and won \$250 as Best in Show over all age groups and counties for a piece of art that was made out of trash. I relied on that memory as I saved trash for materials and learned how to make my own primer (Gesso) to turn any surface into something that could be painted since the organization could not afford canvases. I quickly had a small factory line of children grinding up chalk, mixing everything and making canvases out of what would otherwise be trash. That level of creative philosophy will stay with them through life.

Getting the kids excited about being creative human beings was a completely separate curriculum that I had to develop other than actually teaching art itself. But I pressed on. That is because on the flipside, I have worked with adults suffering from severe substance abuse and the other disorders that come along with that. I have worked in adult education assisting those who couldn't make it through the school system the first time around. I did it for all of those stories of struggle, where I sat and listened to the most gut-wrenching stories wondering why no one found the right intervention for them as children. No one knew how they needed to communicate. Art therapy could have been the answer. Art has always given me an outlet, a way to communicate when I didn't feel like I had a voice, and it evolved with me as I grew, giving me the never ending creative skills to imagine the future and work toward my goals. And I knew it could do the same for those kids. Maybe if they were equipped with their creativity, they would be one less adult in the gutters of society. Even if they landed there, they would have the creative ability to figure a way out and turn it into something beautiful along the way.

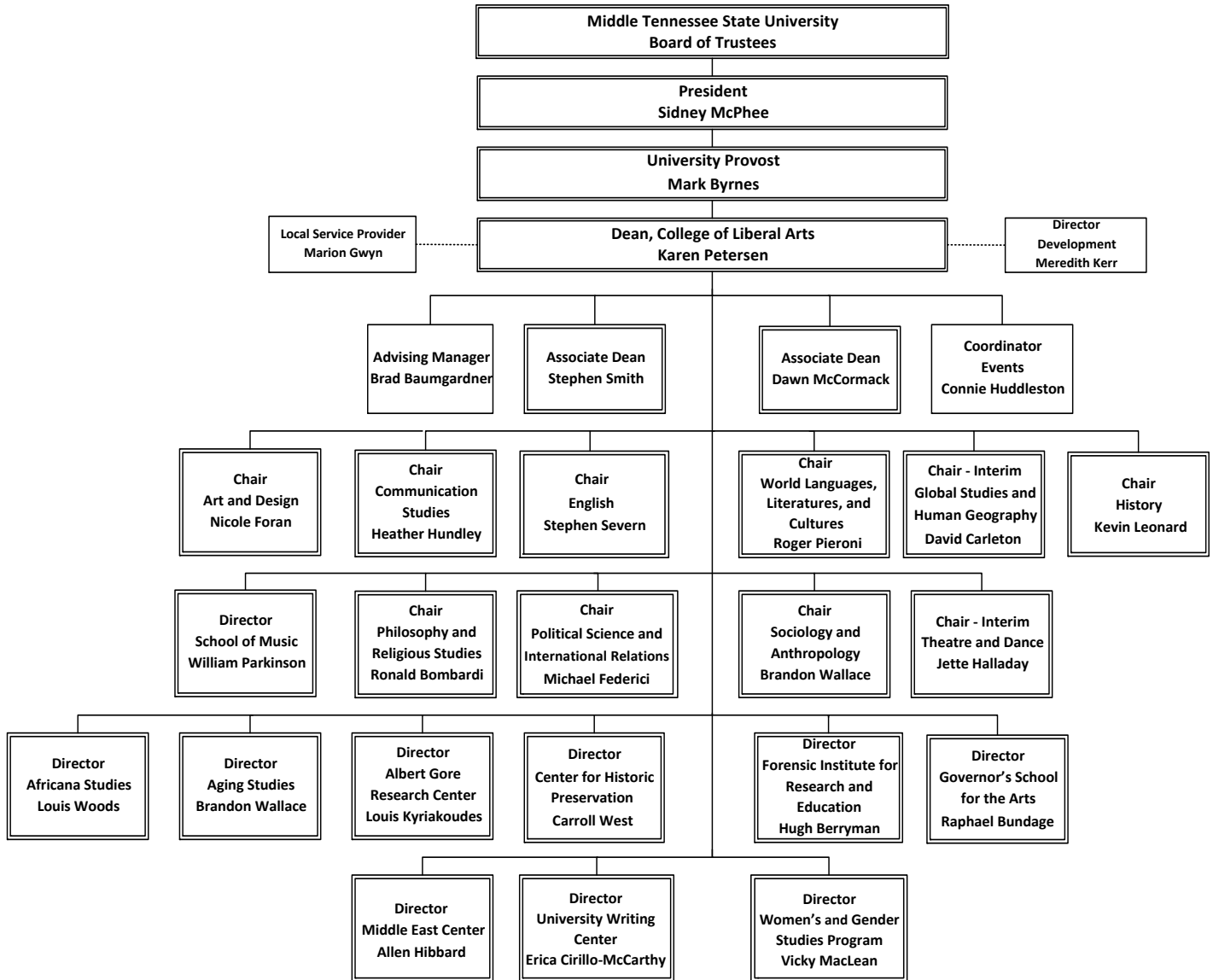
Art therapy can give those adults another chance to be creative, express themselves and relearn how to communicate. Because in the end we all just want to be heard. I hope you are hearing my plea for the future of our state to please provide this state the opportunity to create professionals that will be able to go out in Tennessee and help in an advanced and effective way. I will leave you with this quote by Richard Kamler:

“Art is our one true global language. It knows no nation, it favors no race, and it acknowledges no class. It speaks to our need to reveal, heal, and transform. It transcends our ordinary lives and lets us imagine what is possible.”

Thank you for your dedication to the well-being of Tennessee.

Brianna Carroll- a hopeful future ATR-BC (Art Therapist, Board Certified).

**MIDDLE TENNESSEE STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS
OCTOBER BUDGET 2018-2019**





**Middle Tennessee State University
Board of Trustees**

Academic Affairs, Student Life, and Athletics Committee

Action Item

DATE: August 18, 2020

SUBJECT: **Approval of Academic Degree
under Consideration
M.S., Data Science**

PRESENTER: Mark Byrnes
Provost

BACKGROUND INFORMATION:

Per THEC Policy A1.0 (New Academic Programs: Approval Process), “upon consideration by an institution to develop a new academic program in excess of 24 SCH and notification to the institutional governing board, the institution may submit a Letter of Notification to THEC.”

The following academic program is under consideration. Pending the results of feasibility studies, the university may submit Letters of Notification to THEC.

M.S. in Data Science

In 2018, the Data Science Institute was established at MTSU. It has now engaged multiple partners and received over \$1 million in external research funding. Subsequently, the MTSU Board of Trustees approved the creation of a B.S. in Data Science in September 2019. The University also created a Graduate Certificate in Data Science in January 2020. These interdisciplinary programs of study have been recognized by the Tennessee Higher Education Commission

as examples of timely programs that prepare graduates for employment in high-need fields. Enrollment in both programs already exceeds initial enrollment projections with the graduate certificate having reached its enrollment cap earlier this year. The proposed Master of Science in Data Science is a logical extension of these degrees, preparing graduates for advanced positions in fields such as data mining, predictive analytics and machine learning. It will also provide an avenue for graduates of the certificate to earn a master's degree and a bridge to the existing Ph.D. in Computational Science for those students wishing to continue study and research at the doctoral level.



**Middle Tennessee State University
Board of Trustees**

Academic Affairs, Student Life, and Athletics Committee

Information Item

DATE: August 18, 2020

SUBJECT: **SACSCOC Fifth-Year Interim Report**

PRESENTER: Mary Hoffschwelle, Associate Provost
for Strategic Planning and Partnerships

BACKGROUND INFORMATION:

Middle Tennessee State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC last reaffirmed the University's accreditation in 2016.

Dr. Mary Hoffschwelle, MTSU's SACSCOC Accreditation Liaison, will discuss the planning and preparation of the Fifth-Year Interim Report due March 2022.

SACSCOC Fifth-Year Interim Report
 Year of Record: 2020-2021
 Report due: March 15, 2022

Purpose

The Fifth-Year Interim Report meets U.S. Department of Education requirements “that accrediting bodies continuously monitor institutions to ensure compliance” and review off-campus instructional sites opened after the last reaffirmation.

Fifth-Year Report Committee

President McPhee appointed the Fifth-Year Report Committee in April 2020. Chaired by University Provost Byrnes, coordinators from each of the University units responsible for Fifth-Year standards meet monthly.

Components

5.4 Qualified administrative/academic officers
6.1 Full-time faculty
6.2.b Program faculty
6.2.c Program coordination
8.1 Student achievement
8.2.a Student outcomes: educational programs
9.1 Program content
9.2 Program length
10.2 Public information
10.3 Archived information
10.5 Admissions policies and practices
10.6 Distance and correspondence education
10.7 Policies for awarding credit
10.9 Cooperative academic arrangements
12.1 Student support services
12.4 Student complaints
13.6 Federal and State Responsibilities
13.7 Physical Resources
13.8 Institutional Environment
14.1 Publication of Accreditation Status
14.3 Comprehensive Institutional Reviews
14.4 Representation to other agencies
7.2 Quality Enhancement Plan Impact Report (MT Engage)
Review of selected new Off-Campus Instructional Sites



**Middle Tennessee State University
Board of Trustees**

Academic Affairs, Student Life, and Athletics Committee

Information Item

DATE: August 18, 2020

SUBJECT: **Data Science Initiative Update**

PRESENTER: Charlie Apigian
Co-Director, Data Science Institute

BACKGROUND INFORMATION:

Dr. Charlie Apigian, Professor of Information Systems and Analytics and Co-director of the Data Science Institute, will discuss MTSU's Data Science Initiative.



**Middle Tennessee State University
Board of Trustees**

Academic Affairs, Student Life, and Athletics Committee

Information Item

DATE: August 18, 2020

SUBJECT: [Athletics Update](#)

PRESENTER: Chris Massaro
Director of Athletics

BACKGROUND INFORMATION:

Chris Massaro, Director of Athletics, will give an update on return to play and the 2019-20 grade report.



**Middle Tennessee State University
Board of Trustees**

Academic Affairs, Student Life, and Athletics Committee

Action Item

DATE: August 18, 2020

SUBJECT: [Chicago Statement](#)

PRESENTER: Stephen B. Smith
Chairman
