ACATE POST-GRADUATE MASTER'S DEGREE PATHWAY REVIEW

WHY DOES CAAHEP CONSIDER A POST-GRADUATE MASTER'S DEGREE TO FALL UNDER THE ACATE ACCREDITATION REVIEW PROCESSES FOR AN ART THERAPY PROGRAM?

The CAAHEP accreditation process (managed by ACATE for art therapy programs) oversees educational programs aiming for entry-level professional skills in art therapy. According to Standard II.C., a requirement for any program undergoing accreditation review is that the program must have the following goal defining minimum expectations: "To prepare competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains." What this means is that the goals of the program are to foster entry-level competency in art therapy, which in our profession's case, entails a master's degree. This also means the program goals address areas of knowledge, values and skills in order to foster full entry-level competency.

HOW WILL ATCB HANDLE THESE DEGREES?

Please contact credentialing organizations such as ATCB and state licensing boards for information about how post-graduate master's degrees meet their requirements.

DO POST-GRADUATE MASTER'S DEGREES NEED TO FULLY MEET THE CAAHEP STANDARDS FOR THE ACCREDITATION OF EDUCATIONAL PROGRAMS IN ART THERAPY IF MY ART THERAPY PROGRAM IS ACCREDITED?

Yes. In order to foster effective review of these Post-Graduate master's, a careful and thorough vetting process (audit) of the initial curriculum completed via the prior graduate degree in a related field must be conducted by the receiving art therapy program, and any course content and competencies not covered in the prior degree must be covered by the receiving art therapy program. When taken together, the prior graduate degree and the art therapy program Post-Graduate master's degree will be shown to fully meet the *CAAHEP Standards for the Accreditation of Educational Programs In Art Therapy* (including all content and competency areas of Appendix B).

HOW DOES A PROGRAM *WITH* A FULL ART THERAPY MASTER'S SUBMIT INFORMATION ON AN ADDITIONAL POST-GRADUATE MASTER'S DEGREE PATHWAY, SO THAT ACATE CAN REVIEW IT?

In order to assure consistency and accuracy of ACATE review of Post-Graduate master's degrees, the program's Initial Self Study Report (ISSR) at time of application will contain narrative and data on the full art therapy degree offered at the receiving institution. Information on the Post-Graduate master's will then be provided as an underline addendum to the ISSR (if the 2nd degree is being requested for review at time of ISSR submission) , or will be submitted as a companion report at a later date (if the 2nd degree is developed after the program has received accreditation and being reviewed as part of a Substantial Change.

Typically, we would expect that the only differences between the full master's and the post-graduate master's would be in the areas of degree title and demographics, admissions criteria and the program's audit process of prior coursework being brought in. However, because the possibility exists that other areas of difference may be part of the Post-Graduate master's design (such as faculty), programs are asked to fully complete a companion report, using the ISSR template as a guide, and to describe differences or indicate "no difference" for each area of the Standards.

In short, the ISSR template should be used when creating your addendum or companion report for this additional master's degree pathway in your program. If there is no difference for an area between the primary degree and the Post-Graduate master's degree, simply mark "No Difference. For example, institution sponsorship would be "No Difference", classroom spaces would likely be "No Difference", Library resources would likely be "No Difference", etc.

Please note that this document describes the ACATE requirements for information submission at time of initial application for accreditation. If you are a program that has already been accredited, and which then goes on to develop a Post-Graduate master's degree option, you will submit your material as part of a report on substantial changes occurring within the program. The steps for submitting a Substantial Change companion report are the same as for the ISSR addendum and are detailed below.

WHAT IF WE ARE STILL DEVELOPING THIS DEGREE PATHWAY, OR HAVE ROLLED IT OUT BUT NO STUDENTS ARE YET ENROLLED?

The possibility exists that programs will be in the process of developing a post-graduate master's degree at time of the ISSR submission and site visit for their full degree, but there may not yet be any students enrolled in the option. If a program has a post-graduate master's degree scheduled to begin within one year of it's site visit, the degree must be reviewed under accreditation review. There may not yet be students enrolled but the program is scheduled to begin admitting students into this degree pathway within one year of site visit and would thus submit companion material with it's ISSR application or at time of site visit (if not done with ISSR application). The degree would be considered a second degree being offered by the program and please note that related fees for an additional degree are entailed as well. The fees will be invoiced at time of submission of the companion report submitted as a Substantial Change.

QUESTIONS TO THINK THROUGH AND ADDRESS AS PROGRAMS USE THE ISSR TEMPLATE TO WRITE THE COMPANION REPORT ON A POST-GRADUATE MASTER'S DEGREE OPTION . PLEASE WRITE NARRATIVE DETAILS AND PROVIDE ANY RELATED COMPANION DOCUMENTS FOR EACH OF THESE AREAS.

A. INTRODUCTION AND PROGRAM OVERVIEW: Introduction: Please describe the program design and curriculum delivery methods of the post-graduate master's, using the questions posed in the ISSR template and listed below for **INSTITUTIONAL/PROGRAMMATIC DEMOGRAPHIC INFORMATION**

Provide a response for each question 1-13 for this section of the template.
1. Type of Degree awarded and title of program.
2. Length of the program (include in semesters). Include options for varying completion lengths.
3. Total credit hours for completion.
4. Indicate the months of your academic year and month's new students may enter.
5. Maximum class size (capacity) per total number of students entering between start and end of academic year. The number of students in the defined time period constitutes a cohort for the purpose of calculations.
6. Actual current enrollment per year for which self-study analysis was completed. Please identify by number matriculated during the current year as well as those continuing per the second year or beyond of their enrollment in the program.
7. Number of students admitted each academic year for each of the past three years.
8. Demographic data on student body.
9. Number of full and part-time Art Therapy/Related Professions Faculty for each of the past three years.
10. Number of adjunct Art Therapy/Related Professions Faculty for each of the past three years.
11. Number of Practicum/Internship sites with which the program has/had a formal signed contract or affiliation agreement for each of the past three years (two years prior to and current year of ISSR submission).
12. Year program enrolled first class.
13. Year program graduated first class.

**B. MODALITY AND DISTANCE
EDUCATION**

Note any differences in information as listed out in the ISSR template and "no difference" to areas for which this applies. Be sure to provide this narrative for each of the questions 1-5 as listed in the ISSR Template and below.

1.   Is any portion of the program or courses offered via distance education/online teaching? *Note that teaching and learning practices are increasingly including a blend of online and seated learning. For purposes of the Self-Study Report and ACATE review, distance education is identified as such if the university your program is housed in defines the course as a distance education/online course.* If yes, describe what content is offered through distance modality/online learning.

2.   Explain what percentage of the program is offered through distance education. (Excluding required face-to-face site supervision during Practicum/Internship).

3.   If your program includes distance education/online courses according to the definition given above, describe how interpersonal and relational skill competencies are taught and assessed via online methods.

4.   Describe what training in online teaching methods and curriculum development your faculty have received. What resources and supports do they participate in on an ongoing basis in order to foster effective online teaching?

5.   Describe what technology supports and resources are offered to students who participate in distance education/online learning courses.

C. COMPLIANCE WITH THE STANDARDS

I. Sponsorship

Note any differences in information as listed out in the ISSR template and "no difference" to areas for which this applies.

II. Program Goals Consistency of philosophy and goals of the program: While there would be no differences in institution mission, the program must indicate if there are differences in program goals between their primary degree and post-graduate master's. If no differences exist, this would be indicated. Differences in program goals will impact the Annual Report process.

Having an Advisory Committee ensures strong input from needed stakeholders in the required communities of interest. The named advisory committee and meetings may remain the same as that for the full degree offered by the program. Note any differences in advisory committee membership and meetings if this applies.

Regular evaluation of program goals: Internal and external mechanisms for evaluating program effectiveness/program goals through a formal outcomes assessment plan, may be the same for the overall program, and all degrees within it if overall program goals are the same.

The program must indicate if student learning outcomes are the same or different between their full master's and the post-graduate master's. Cumulative and summative assessments for the post-graduate curriculum must be indicated if different, though the summative assessments, such as the Thesis or Internship evaluations, would likely be the same for all degrees offered. If student learning outcomes are the same for both degrees, this must be stated clearly and the benchmarking and summative assessment processes will thus be explained in the ISSR as the primary full degree is discussed.

III.Resources

Resources and program resource assessments must exist and meet enrollment capacity for any students, regardless of their degree pathway. Provide narrative and evidence documents for any differences in Resources as listed out in your ISSR Report and "no difference" to areas for which this applies.

1. faculty
If there are any differences in faculty teaching the courses which are a part of the Post-Graduate master's, their name, CV, evidence of credentialing and the courses they are teaching must be submitted. If not difference, please state that.

2.clerical and support staff
If no difference, please state that. Etc. below.

3. curriculum

4. finances

5. offices

6. classroom

7. laboratory and ancillary student facilities

8. clinical affiliates

9. equipment; supplies

10. computer resources

11. instructional reference materials

12. faculty/staff continuing education

III.C. Curriculum

1. Curriculum sequence with rationale: The program must describe in narrative the course sequencing for the Post-Graduate master's at the receiving institution and way the prior master's has been taken into account in the sequencing design. In addition to reviewing didactic courses, any differences in terms of clinical experiences and ways readiness for clinical work is assessed must be described.

2.Admissions: The program must describe the application process for the Post-Graduate master's and ways the prior master's coursework has been vetted.

At minimum, the program is responsible for ensuring a thorough review of prior coursework which may include a transcript, grade review, prior course catalogue course descriptions and syllabi, rather than simply reviewing the course titles. Review of these materials assure equivalency to the curricular content and competencies required by the *CAAHEP Standards for Educational Programs in Art Therapy.*

Credits earned via the prior degree must, according to equivalency with the CAAHEP Standards, have been earned at a post-secondary academic institution accredited by an institutional accrediting agency that is recognized by the U.S. Department of Education, and must be authorized under applicable law or other

acceptable authority to provide a post-secondary program, which awards a minimum of a master's degree at the completion of the program.

3. Syllabi: Syllabi reviewed from the prior degree are not required to be submitted to ACATE, although the program must clearly describe the application process for the post-graduate master's and ways the prior master's coursework has been vetted.

Curricular Alignment: The program must provide evidence of the vetting process for reviewing courses taken in the prior master's and how they are determined to have met required areas listed in *CAAHEP Standards and Guidelines for Art Therapy Education* which are not being met by the receiving institution.

Any syllabi for courses taken as part of the Post-Graduate Master's, which were not submitted with your ISSR, must be submitted with your addendum or companion report.

For example, Psychopathology content may have been mastered in the prior mental health degree. According to the CAAHEP Standards, Content Area J: Psychopathology and Diagnosis conveys content to be addressed by board certified art therapists, along with areas that may be taught by related professions. Additionally, competencies listed are indicators of entry-level proficiency. Review of a post-graduate master's degree by ACATE entails that **an additional Course Content Chart must be submitted with clear indications of how areas not addressed at the receiving art therapy program are being assured as having been met by prior coursework. An additional Competencies Matrix must also be submitted to indicate a mapping of what competencies are being addressed as part of the post-graduate master's and indicating how the process for reviewing those not met at the receiving art therapy program have been met and assessed through coursework in the prior mental health degree master's.**

In short, the addendum or companion report must offer narrative and data to ensure all content and competencies, whether earned prior to or during the full Art Therapy program degree, have been achieved by the graduate of the post-graduate master's in order to ensure any graduate of an accredited Art Therapy program has achieved entry-level art therapy competencies in full.
1. Content Chart submission and related narrative
2. Competencies Chart submission and related narrative
3. Any syllabi which are part of the Post-Graduate master's and which were not submitted with your ISSR
3. Related descriptions and materials indicating any differences in faculty teaching or fostering the content and competencies.

III.D Resource Assessment
If there are any differences in ways resources of the program to support the Post-Graduate Masters will be assessed annually, as compared to your primary master's, please describe the differences. If no difference, state so.

IV. Student and Graduate Evaluation/Assessment
Clear performance objectives for clinical experiences in any degrees offered must exist. Note any differences in information as listed out in the ISSR template for the full degree and "no difference" to areas for which this applies per the post-graduate master's in regards to the process for valid and regular assessment of students as they progress through the program. .

In addition, for the Post-Graduate master's degree, a description of how equivalent program outcomes will be measured, assessed and reviewed, as required by Standard IV, must be described. Note any differences in information as listed out in the ISSR template for your program's full degree and "no difference" to areas for which this applies per the Post-Graduate master's.

For example, how will your program conduct a Formal Outcomes Assessment process for the Post-Graduate master's degree for the following outcomes areas as listed in Standard IV. B.:

IV.B.Outcomes assessments must include, but are not limited to:
1. programmatic retention/attrition,

2. graduate satisfaction,

3. employer satisfaction,

4. job (positive) placement, and

5. programmatic summative measures (SLO's) . The program must meet the outcomes assessment thresholds.

V. Fair Practices

All fair practices questions were likely answered with the ISSR for the full art therapy degree and thus your policies/processes are in place. If there are differences when compared with the Post-Graduate master's, note any differences in information from the primary full degree as listed out in the ISSR template and "no difference" to areas for which this applies per the post-graduate master's degree. See the ISSR Template, V. Fair Practices section for description of the following areas.

A.   Publications and Disclosures (see Standards V. A. 1- 4)
     Note that any catalogue or website advertising differences between your full degree and the post-graduate degree must be decribed, indicated clearly and provided as a hyperlink in this section of your addendum/companion report.
B.   Lawful and Non-Discriminatory Practices
C.   Safeguards
D.   Student Records
E.   Substantive Change
F.   Agreements