

Doctor of Art Therapy Degree Requirements

The Doctor of Art Therapy degree requires a total of 40 credits. The doctoral program has six components:

1. Residency Colloquia
2. Learning Plan and Candidacy
3. Required Seminars and Electives
4. Applied Research
5. Culminating Project
6. Pre-graduation Meeting and Final Defense

Low Residency Colloquia and Cohort Model: After admission, the student registers for the 10-day First Colloquium in residence with other peers in the cohort. The colloquium model satisfies residence requirements through intensive, face-to-face exchange with faculty, peers, and committee members; one colloquium is offered each academic year at the Mount Mary campus. Each cohort member has an opportunity to explore his/her initial program plan with faculty and peers for feedback and support.

The First Colloquium: The First Colloquium is comprised of an orientation to the professional doctorate (program structures and technology platform), foundational seminar, and an introduction to art therapy studio practice and inquiry. Students examine successful learning strategies and methods, and discuss their proposed programs and career aspirations in a supportive milieu with other students and faculty members. Prior to and in preparation for attending the first colloquium, students complete a self-guided tutorial on basic computer skills, an outline of their practitioner-researcher career goals and related focal areas of interest, and all reading assignments.

The Doctoral Committee: After matriculation with the First Colloquium, each student forms a doctoral committee comprised of the doctoral advisor and three faculty members. Students maintain frequent contact with their advisor via telephone, the virtual website, video conferencing, and face-to-face contacts at the colloquia, seminars, and other events. One core faculty member functions as a second reader who provides a thorough, detailed, and critical review of each student's major written documents at strategic points in the program. Adjunct committee members are individuals who represent expertise from the greater academic and professional community. They must be willing to contribute to the student's development and to assess competency in the focal area of study. Students frequently engage adjuncts in tutorial sessions, the virtual learning environment, and other individualized learning experiences appropriate to their programs.

The Learning Plan and Candidacy Meeting: The first major document produced in the program is a learning plan that specifies all of the activities and resources used to fulfill learning competencies, professional application (clinical and/or educational), artistic and scientific integration, social significance, practice and research expectations, and culminating project. It details the student's directed study, program timelines, evaluation, descriptions of educational leadership and professional activities to achieve integration, and preliminary plans for the culminating project. The document is reviewed by the doctoral committee and presented at the formal candidacy meeting, which takes place during and/or following the second colloquia (see below). The candidacy meeting focuses on discussion, revision, and eventual approval of the student's learning plan.

Required Seminars and Electives: During the semesters following the first and second colloquia, students participate in a series of online seminars (one per semester) that develop the doctoral cognate and its integration with practice. Seminars are conducted in the milieu of the program's virtual learning community website. Electives are 1-credit courses taught on campus by guest faculty in a variety of topics. Seminars and electives support new learning and the development of doctoral competencies. Seminar learning outcomes are incorporated into the student's individualized learning plan.

Second and Third Colloquia: Students return to campus each year to complete colloquia in residence with faculty advisors and cohort peers. In addition to applied research-related coursework, these annual colloquia provide opportunities to discuss the student's progress within the supportive milieu of the campus community of peers, faculty, and committee members. Prior to the second colloquium, students complete their learning plan and preparations for the candidacy meeting with their committees. Post-residency off campus, students complete their research proposal, preliminary literature review, and field study that fulfill

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practitioner-based research competencies needed to carry out the Culminating Project. At the start of the third colloquium, students will be ready to finalize all learning and be prepared to begin the culminating project in the third and final year in the program.

Culminating Project: The Culminating Project (CP) is the component through which the student demonstrates advanced knowledge to transform practice. In all aspects of the learning process students are encouraged to expand the boundaries of traditional thinking and scholarship both in methodology and content. The CP may take the forms of a traditional research project, creative project, or a significant social action project accompanied by a scholarly essay that anchors the research in scholarly discourse relevant to art therapy theory and practice. All CPs include narrative text placing the work in a historical and critical context. Culminating projects must build upon and go beyond what others have done in the fields of study. Students are expected to demonstrate appropriate adherence to ethical research procedures and Mount Mary College Institutional Review Board policies and procedures.

Pre-Graduation Defense and Final Meeting: The entire doctoral committee in the face-to-face pre-graduation meeting reviews and critiques the Culminating Project (CP) and all major documents for the program. This meeting convenes the committee for review, interaction, and discussion of the program completed by the student. If necessary the pre-graduation meeting is followed by a final meeting after the student has completed any necessary revisions and recommendations from the doctoral committee. The final graduation meeting may be face-to-face or via a telephone or videoconference call.

Doctor of Art Therapy Course Sequence (3 Years)

First Year – Summer Colloquium (6 credits)

ATH 811 Introduction to Doctoral Studies 1 cr.

ATH 812 Integration of Art, Science, and Social Action in Art Therapy I 3 cr.

ATH 813 Art Therapy Studio 2 cr.

First Year – Fall & Spring (8 credits total)

ATH 820 Systems-Based Thinking and Action 3 cr.

ATH 814 Art Therapy Elective, 1 cr.

ATH 821 Principles of Creative Leadership 3 cr.

ATH 815 Art Therapy Elective, 1 cr.

Second Year – Summer Colloquium (6 credits)

ATH 840 Art Therapy Research Methods 3 cr.

ATH 822 Integration of Art, Science, and Social Action in Art Therapy II 3 cr.

Second Year – Fall & Spring (10 credits total)

ATH 823 Conflict Management and Related Skills 3 cr.

ATH 816 Art Therapy Elective 1 cr.

ATH 824 Contemporary Issues and Ethics of Supervision 3 cr.

ATH 817 Art Therapy Elective 1 cr.

ATH 830 Art Therapy Internship 2 cr.

Third Year – Summer Colloquium (6 credits)

ATH 841 Art Therapy Research Applications 3 cr.

ATH 825 Art Therapy Pedagogy in Diverse Settings 3 cr.

Third Year – Fall & Spring (4 credits total)

ATH 850 Culminating Project 4 cr.

Total 40 credits