

IU Herron School of Art and Design

Welcome to Herron School of Art and Design!

Indiana University's Herron School of Art and Design is the only professional art school in Indiana. That means when you come to Herron as an undergraduate, you will be earning a Bachelor of Fine Arts degree (unless you are studying Art History or Art Education)—not a Bachelor of Arts or a Bachelor of Science degree.

Herron does not offer a BA or a BS degree in studio art. Herron follows the requirements for curriculum distribution of the National Association of Schools of Art and Design (NASAD), which differentiates among these degrees by the percentage of time spent in various areas of study.

As a tightly knit community of artists, scholars, art educators, and designers who push their work to its potential, we carefully maintain our focus on the quality education that has fostered the successes of artists and designers for more than a century. Our responsibility to push creative boundaries, to foster the analytical skills necessary for creative problem solving, and to challenge students to be innovative is the foundation for Herron's success. We offer:

Undergraduate Degrees

- Bachelor of Arts (BA) with a major in Art History
- Bachelor of Art Education (BAE)
- Bachelor of Fine Arts (BFA) with majors in: Ceramics; Drawing and Illustration (under development as of December 2013); Furniture Design; Integrative Studio Practice; Painting; Photography; Printmaking; Sculpture; and Visual Communication Design.

Minors

- Art History
- Book Arts

Graduate Degrees

- Master of Arts (MA) in Art Therapy
- Master of Art Education (MAE)
- Master of Fine Arts (MFA) in Visual Communication Design
- Master of Fine Arts (MFA) in Visual Art with emphases in: Ceramics; Furniture Design; Painting and Drawing; Photography and Intermedia; Printmaking; and Sculpture.

Accreditation & Licenses

Accreditation & Licenses

Since 1952, Herron School of Art and Design has been accredited by the National Association of Schools of Art and Design (NASAD). As a school of Indiana University, Herron is also accredited as a school of Indiana University by the Higher Learning Commission of the North Central Association of Colleges and Schools and by the Teacher

Training Licensing Commission of the Indiana State Board of Education.

Last Updated: January 2014

Community Learning Programs

Community Learning Programs

Saturday School - Fall, Spring

Herron's Saturday School, established in 1922, provides quality art instruction to youths in grades two through 12 and adults seeking to learn artistic techniques, improve art and design skills, try new art forms, and build a portfolio of work. Classes take place in spring and fall at Herron's Eskenazi Hall and Eskenazi Fine Arts Center. Class offerings include: drawing; painting; illustration; ceramics; photography; printmaking; and elementary art. Instructors are capable junior and senior Herron students and alumni working under the supervision of Community Learning/Art Education staff. The combination of quality instruction and a university environment encourages exceptional development of creative skills. A limited number of partial scholarships are available through teacher recommendations. For more information, contact (317) 278-0404, sschool@iupui.edu, or visit: www.HerronCommunity.org.

Evenings At Herron - Fall, Spring

Evenings At Herron, started in 2008, provides non-credit art classes that meet one night a week at Herron's Eskenazi Hall. Classes are designed for adults with offerings ranging from oil painting to drawing from life and handbuilding with clay. Class sizes are limited to assure plenty of one-on-one instruction. For more information, contact (317) 278-9404, sschool@iupui.edu, or visit: www.HerronCommunity.org.

Honors Art and Design - Summer

Honors Art and Design is a rigorous, two-week summer program for high school juniors, seniors and recent graduates who want to build their art making skills and portfolio, with the option of guidance in planning a college education in art and design. For more than thirty years, the program has attracted talented high school students who want to experience college level art and design. Each year, two sessions of Honors Art and Design are held in Eskenazi Hall. Workshops in drawing, painting, design, printmaking, and theory—equivalent to those taken by first-year Herron students—are carefully developed to build basic studio and visual communication skills. In addition, field trips provide meaningful exposure to nearby Indianapolis cultural sites. Moderate class sizes lead to quality instruction provided by Herron faculty members and alumni. To qualify for Honors Art and Design, a student must have completed the sophomore year of high school and should write a short statement of interest. For more information, contact (317) 278-9404, sschool@iupui.edu, or visit: www.HerronCommunity.org.

Youth Art Camp - Summer

Launched in 2002, Herron's Youth Art Camp is a summer day camp for young people entering grades two through 10. One- or two-week camp sessions are offered full day, Monday through Friday, June and July at Eskenazi Hall. Teachers guide campers in a fun, productive series of studio art activities where imaginative thinking, creative visual processes, communication problem-solving and expression are emphasized. Campers learn basic art

making skills and concepts, work with visiting artists, and take field trips to nearby cultural sites. Each camp culminates with an art exhibition recognizing participants' successes. Tuition waivers are available on a first come, first served basis for those in need of financial assistance. For more information, contact (317) 278-9404, sschool@iupui.edu, or visit: www.HerronCommunity.org.

Last updated: January 2014

Contact Information

IU Herron School of Art and Design

Sidney and Lois Eskenazi Hall
735 W. New York Street
Indianapolis, IN 46202
(317) 278-9400
www.herron.iupui.edu
Last Updated: January 2014

Facilities

Facilities

Two buildings comprise Herron's nationally-acclaimed facilities; Eskenazi Hall and Eskenazi Fine Arts Center.

Eskenazi Hall

Eskenazi Hall is a 169,000 square-foot building that provides more than 70 art and design studios, separate graduate studios, five galleries, sculpture gardens, a comprehensive art library, a grand hall, a student lounge, conference rooms, current technology and equipment, and other amenities to enhance all of the school's academic and community outreach programs.

Eskenazi Fine Arts Center

Eskenazi Fine Arts Center, on the north edge of the IUPUI campus about a seven-minute drive from Eskenazi Hall, provides additional technology, graduate studios, and exhibition spaces, and is home to Herron's Sculpture and Ceramics programs.

Herron Galleries

Formal Herron gallery spaces consist of the Eleanor Prest Reese, Robert B. Berkshire, Dorit and Gerald Paul, Marsh, and Basile galleries. The Galleries serve Herron's students and provide the community, local high school students, and students, faculty and staff from IUPUI with firsthand exposure to contemporary works of art created by local, regional, national, and international artists. There are additional, informal exhibition spaces throughout both Herron's buildings.

These galleries are committed to exhibits that explore all areas of visual artistic expression. Each exhibit is accompanied by an announcement and a public opening. The yearly schedule is coordinated with the school's lecture series to provide

a broader understanding of the works presented in the galleries. In addition, visiting artists, curators, art historians, designers, and scholars conduct occasional workshops to give students and community members the opportunity to work directly with recognized professionals. The Marsh Gallery is generally reserved for student-led projects while the Basile Gallery usually displays artwork by Herron faculty and alumni. All the galleries are intended to be educational resources for students as well as the community. Interested persons can sign up

to receive notices about upcoming talks, workshops, and other events such as film screenings. The galleries are open throughout the year. Gallery hours may vary. All shows are free and open to the public. Interested persons may call (317) 278-9423 for current gallery hours and an exhibition schedule, or go to the galleries website at: www.Herron.IUPUI.edu/Galleries

Museums, Art Galleries, and Culture

Situated in the heart of Indianapolis' White River State Park Cultural District, Herron's location on the campus of IUPUI enables greater student and community access to cultural programming, gallery exhibitions, lectures, and special events. This ideal location also fosters more partnerships with surrounding nonprofit organizations, including the renowned Eiteljorg Museum of American Indians and Western Art, the Indiana State Museum, the Indiana Historical Society, and the Indianapolis Zoo. The Children's Museum and the Indianapolis Museum of Art are just a few miles away. Downtown galleries are numerous and many are within walking distance of Herron.

Career Counseling and Placement

Careers in art are almost as varied as the artists themselves. Graduates of Herron School of Art and Design can be found in professional positions throughout the United States and the world.

Many fine art graduates go on to graduate schools to continue their art preparation. Many also go directly into art professions, some working full time producing their art, others working as artists and illustrators for private and public agencies, in museums, in galleries, and in many other settings. Graduates of the Visual Communication Design Program have many career options open to them, including design positions in business, industry, and academic settings, as well as advertising agencies and design studios. Art Education graduates from Herron have certification to teach in the public schools in Indiana. Many also teach in private settings or work with museums or public agencies concerned with art and recreational media. Some graduates in Art Education go on to earn master's degrees and become permanently certified. Information about employment in specific careers is available from placement and admissions offices, and [Herron?] department coordinators and student services. IUPUI, in cooperation with Herron School of Art and Design, works on the local and national levels to assist students and alumni in career placement. Counseling coordinators provide recommendations and maintain a schedule of on-campus recruiting visits by prospective employers.

Herron School of Art and Design has a website for all students and graduates who are seeking jobs. It is updated weekly and lists part-time, full-time, and freelance jobs for all fine arts majors. The job line page is located in the student services section of the Herron website at <http://www.herrontalent.com>

Last Updated: January 2014

History

History

Herron School of Art and Design is an outgrowth of the Art Association of Indianapolis, which was incorporated in 1883. The association successfully organized itinerant

exhibitions and art instruction that ran in fits and starts until an unexpected bequest from John Herron in 1895 made it possible for the association to build a permanent gallery and school.

The association allocated the bequest to buying land and building a structure, acquiring art and operating an art school. The enterprise was named the John Herron Art Institute. The school opened at 16th and Pennsylvania streets in 1902. The institute grew and thrived for decades, despite the vicissitudes of war and depression. In 1966, the children of J.K. Lilly gave the association a 42-acre family estate with the condition that it become the site of a new museum. The association's art collection was severed from the school to form the basis of the Indianapolis Museum of Art. The association approved the merger of the school with Indiana University at Indianapolis. In 1969, IU's Indianapolis operations joined forces with local programs run by Purdue University to form IUPUI.

--excerpted from *The Herron Chronicle*

International Travel

International Travel

The experience and wisdom gained through travel abroad is vital to a student's artistic and intellectual growth. Students emerge from their adventures abroad with an expanded knowledge of art, a deeper appreciation for other cultures and ways of life, and a different perspective on how they view art. Herron has long recognized the value of such experiences and offers a variety of travel options. These have included Belgium, China, Italy, England, France, Germany, Greece, Spain, the Netherlands, and Central Europe. Programs typically range from one to three weeks. The school continues to expand on these offerings as resources become available, and as new relationships develop with other schools around the world. Scholarship opportunities are available through Herron on a competitive basis. Programs are administered in cooperation with the IUPUI Study Abroad Office. Please see Herron's website under Academic Programs for specific information, or contact the IUPUI Study Abroad Office.

Last updated: January 2014

The Local Arts Scene

The Local Arts Scene

Museums, Galleries, and Cultural Attractions Near Herron

Situated in the heart of Indianapolis' White River State Park Cultural District, Herron's location on the IUPUI campus enables student access to cultural programming, gallery exhibitions, lectures, and special events. This ideal location also fosters partnerships with surrounding nonprofit organizations, including the renowned Eiteljorg Museum of American Indians and Western Art, the Indiana State Museum, the Indiana Historical Society, and the Indianapolis Zoo. The Children's Museum and the Indianapolis Museum of Art are just a few miles away. Downtown art galleries and cultural districts are numerous and many are within walking distance of Herron via the Indianapolis Cultural Trail.

Last updated: January 2014

Mission

Mission

Herron School of Art and Design's mission is to provide professional education in the visual arts for degree seeking students and offer opportunities for creative exploration for the broader community. Herron's programs add value to our culture and economy, enhance quality of life and contribute to the development of society at all levels.

Overview

Overview

Herron School of Art and Design educates students seeking professional instruction in Art Education, Art History, Art Therapy, Fine Arts, and Visual Communication Design. Herron currently offers the following undergraduate degrees: Bachelor of Arts (BA) in Art History; Bachelor of Art Education (BAE); and Bachelor of Fine Arts (BFA). Graduate degrees currently include: Master of Arts (MA) in Art Therapy; Master of Art Education (MAE); the Master of Fine Art (MFA) in Visual Art; and the Master of Fine Arts (MFA) in Visual Communication Design

Sidney and Lois Eskenazi Hall 735 W. New York Street
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Admission

Undergraduate Programs Admission

Admission to Herron School of Art and Design is based on the student's previous school record and effective Fall 2015 require a visual portfolio, except for those entering the school as Art History majors. All Herron applicants must first be admitted to IUPUI. Students enrolled at other units or divisions of IUPUI may apply for Herron admission the semester before beginning Herron courses. To transfer, students must have at least 12 credit hours that apply toward a Herron degree and a 2.5 cumulative grade point average (GPA). IUPUI students must file an application for priority admission by October 1 for spring admission and March 1 for summer or fall admission. Please contact the Herron Student Services Office at (317) 278-9400 for more information. All students are admitted into Herron as Art History, or pre-art education, or pre-art history majors.

Admission with Transfer Credit

Students with transfer credits from other colleges or universities may be considered for admission to Herron. Transfer students may receive credit for successfully completing academic courses (grade of C or higher) of equivalent content from other regionally accredited institutions. Transfer credit for studio art courses, however, is granted only from institutions with National Association of Schools of Art and Design (NASAD) accreditation. Credits for studio art courses from institutions not accredited by NASAD may be eligible for evaluation toward a Herron degree program. Transfer students ready to register for 300-level studio courses must

submit a portfolio for review. Students who are eligible for advancement will be notified by the Herron Student Services Office after admission to the university. Review dates and guidelines will be determined by the individual degree programs.

Advanced Placement Credit

A score of 5, 4, or 3 on the Art History Advanced Placement (AP) Exam will be counted as either HER-H 101 or HER-H 102. Students should contact their advisors to elect which course they prefer to use the AP credit towards. A score of 5, 4, or 3 on the AP Fine Arts Exam will be counted as a studio elective. Herron will not accept an AP score of 2 or 1.

Readmission of Former Students

Former students who were in good standing in accordance with the regulations of the school when they withdrew and who desire to return after two semesters, must reapply to IUPUI at enroll.iupui.edu/admissions/undergraduate/returning

Students who have been gone for two or more calendar years must follow the current bulletin requirements and meet all departmental curriculum requirements offered at the time of their return. BAE students who interrupt their art education program for more than five years must re-apply to the program and complete the requirements in place at the time of return. For Visual Communication Design students, no major course completed more than five years previously will be accepted toward graduation requirements. Former students whose standing was not satisfactory at the time of withdrawal, former students who withdrew without compliance with the regulations of the school, and former students who were terminated on the basis of performance, must apply in writing to the Herron Student Services Office, 735 West New York Street, Indianapolis, IN 46202, for consideration by the Student Affairs Committee (See section on "Petition for Readmission"). Petitions are due to Herron Student Services Office by October 15 for spring admission and April 15 for fall admission.

Academic Sequencing

The studies at the Herron School of Art and Design are sequential, in that a student moves through definite programs of prescribed and optional studies on a year-to-year basis until all the requirements for a particular degree are fulfilled. Students who fall behind in fulfilling degree requirements at a particular year's level will be expected to fulfill those requirements in sequence, either in conjunction with or in place of courses offered at the next level. Conflicts in scheduling may occur when students try to make up requirements, and they may find that their enrollment must be extended beyond the original graduation date. Students are therefore strongly advised to carefully plan their academic schedule.

Awarding of Credit

Herron School of Art and Design awards credit in accordance with the standards and guidelines of the National Association of Schools of Art and Design.

An undergraduate credit hour corresponds to approximately three hours of work per week for a period of one semester. Thus, a three-credit course corresponds to approximately nine hours per week for a period of one semester. A three-credit lecture/discussion course typically meets with the instructor two and a half to three

hours per week, with the expectation that students will work, on average, six or more hours outside of class per week. A three-credit studio course typically meets with the instructor four and a half to six and a half hours per week, with the expectation that students will work, on average, three to five hours per week in the studio outside of class meeting time.

When a course is offered for a period shorter than or longer than one semester, or when the course is taught in a hybrid or alternative format, the credit hours are calculated on the basis of the norms described above. Since students work at different rates, the amount of time an individual spends preparing the work required for class may differ from the averages on which credit hours are calculated. Credit is only awarded when students complete all course requirements and demonstrate the competencies defined for the course. Ultimately, the amount of credit awarded per course reflects the expectation for students' acquisition of competencies rather than the number of hours required to achieve those competencies.

Advanced courses typically require students to work more independently than introductory courses. Faculty contact for graduate courses may reflect both the expectation of significant independent work and the type of work done during class meetings.

Herron Expenses

A Herron BFA degree student will spend approximately \$1,300 on books and supplies during a school year. Lab fees are charged for materials used in certain studio classes. A Herron program fee is assessed to all Herron students based on the number of credit hours taken each semester. The lab and program fees are subject to change. Current information can be found at the Bursar's website at www.bursar.iupui.edu.

Last updated: January 2014

Graduate Admission

Graduate Programs Admission

The Master of Art Education

Students interested in entering the Master of Art Education program must possess a teaching certificate in art and a 3.0 on a 4.0 scale cumulative grade point average. Students holding an undergraduate degree in visual art, but not certification requirements of the Indiana Department of Education, must complete these requirements through the certification courses in the Bachelor of Art Education degree before pursuing the MAE. In addition to the application, applicants must also submit a portfolio of studio work including lessons/units with examples of student work and a personal statement.

The Master of Arts in Art Therapy

Admission into the Art Therapy graduate program is competitive. Applicants must have (1) an undergraduate degree with transcripts that reflect 18 or more credit hours of studio art and 12 credit hours of psychology, including developmental and abnormal psychologies (2) a minimum GPA of 3.0 on 4.0 scale, and (3) a portfolio of artwork that shows experience with different media and an ability to understand the motivations of one's personal art making process. Current admissions requirements, deadlines for admissions, application procedures, and information

about financial aid are available on the website for Herron School of Art and Design.

The Master of Fine Arts in Visual Art with Emphasis Areas in Ceramics, Furniture Design, Painting and Drawing, Photography and Intermedia, Printmaking, or Sculpture

Admission into the program is competitive. Applicants must demonstrate a commitment and capability to develop sustained creative activity as a visual artist at the professional level and the ability to complete graduate work. Applicants must have: (1) an undergraduate degree, preferably a Bachelor of Fine Arts degree with a studio art emphasis from an accredited institution, but other backgrounds will be considered by the graduate admissions committee, (2) a minimum GPA of 3.0 on 4.0 scale, and (3) a portfolio documenting past visual artwork. Some otherwise qualified applicants may not have all the necessary coursework and background experience to prepare them to fully succeed in their graduate coursework. These persons will be required to make up curricular deficiencies by enrolling in appropriate undergraduate courses prior to taking specific courses in the graduate program. Current admissions requirements, deadlines for admissions, application procedures, and information about financial aid are available on the website for Herron School of Art and Design.

The Master of Fine Arts in Visual Communication

Admission into the Visual Communication graduate program is competitive. The Department of Visual Communication seeks graduate candidates who have strong skills for thinking critically about complex issues and working collaboratively in teams that represent a diversity of perspectives. Applicants ordinarily will be expected to hold baccalaureate degrees from colleges or universities of recognized standing prior to registering as graduate students. Applicants for a master's degree program should have achieved a 3.0 (out of 4.0) grade point average or higher for the baccalaureate degree or have other indicators of outstanding academic performance. Students entering the MFA degree program in Visual Communication are not required to have an established background in design or art. The Visual Communication Design program at Herron encourages cross-disciplinary research approaches and experiences. However, applicants who do not have a prior educational background in design or professional design experience may be required to successfully complete foundational pre-graduate studies in design before being accepted to initiate the MFA curriculum. One or two semesters of foundational pre-graduate studies may be required before full admission into the M.F.A. program in Visual Communication. Foundational pre-graduate courses in design may be offered for graduate credit, but the credit hours do not apply toward completion of the 60-credit hour requirements in the MFA degree. Decisions regarding admission into the Foundational Pre-Graduate program are made on an individual basis.

Contact

Graduate application inquiries should be directed to:

Graduate Admissions c/o Student Services Office
Indiana University Herron School of Art and Design
IUPUI 735 West New York Street
Indianapolis, Indiana 46202-5944
317-278-9400

Last updated: December 2013

Undergraduate Programs

First-Year Foundation Program

The Foundation Program serves as a base for future work at Herron. In the Foundation Program, students develop drawing skills, powers of observation, an understanding of visual principles, and a working knowledge of materials and techniques, while becoming more knowledgeable about art history. The program is constructed so that students, through self-examination and faculty counseling, will be able to select intelligently the area in which they will major when the Foundation Program has been completed. Much of the success of Herron programs has been due to the comprehensive strength of the Foundation Program and the basic preparation that it provides.

The Foundation Program, or its equivalent in previously earned credit (as determined by the Admissions Committee), is a prerequisite for work in the fine arts and education degree programs.

Foundation Program Curriculum

Semester I		Credits
HER-D 101	Drawing I	3
HER-F 121	Two-Dimensional Design	3
HER-F 123	Three-Dimensional Design	3
HER-H 101	History of Art I	3
HER-X 101	Foundation Resources Workshop	1
ENG-W 131	Elementary Composition I	3
Semester II		
HER-D 102	Drawing II	3
HER-F 100	Creative Processes	3
HER-F 122	Color Concepts	3
HER-H 102	History of Art II	3
HER-X 102	Foundation Capstone	1
ENG-L 115 or ENG-L 105	Literature for Today or Appreciation of Literature	3
Total credit hours		32

Degree Programs

Bachelor of Arts

- Art History

Bachelor of Art Education

- Art Education
- Art Education and Bachelor of Fine Arts - dual degree

Bachelor of Fine Arts (BFA)

- Ceramics

- Furniture Design
- Integrative Studio Practice
- Painting
- Photography
- Printmaking
- Sculpture
- Visual Communication Design

Bachelor of Art Education

Bachelor of Art Education

Students who wish to become certified to teach in public schools may pursue either a Bachelor of Art Education or certification within the Master of Art Education at Herron. Herron School of Art and Design's Art Education Program is offered in conjunction with the School of Education and the Indiana Department of Education. These bodies have established certain academic requirements for earning a degree and/or licensure in Art Education in all grades (P-12) in Indiana.

The Bachelor of Art Education Program leads to certification (teaching license) in Art Education in all grades (P-12) in the state of Indiana. The program features a commitment to practical experience integrated with a strong studio program. Throughout the program, students increase skill and knowledge in the content of art education today, including art historical inquiry, critical inquiry, philosophical inquiry, studio, and teaching methodology. Students gain experience by teaching school-age students in a variety of programs and settings including Art Talks (surrounding elementary and secondary schools), Visiting Artist: Art to School (Herron Gallery), Saturday School (Herron campus), Indianapolis Museum of Art, Eiteljorg Museum of the American Indian and Western Art, and student teaching. In addition, students observe and participate in art programs and events citywide.

Students enrolled in the Bachelor of Fine Arts degree program at Herron School of Art and Design may also pursue an All-Grade Indiana State Teachers License in Art. Students wishing to pursue certification need to declare an art education major and follow the requirements for this degree as well as the BFA. Students should meet regularly with advisors from both major areas to ensure efficient completion of both degrees.

Curriculum Requirements for the BAE Degree

Accreditation of teacher education units are met through the Division of Professional Standards within the Indiana Department of Education.

Academic Requirements

Art Education majors must fulfill the IUPUI general education requirements corresponding the IUPUI's Statewide Transferrable General Education Core:

Foundational Intellectual Skills

- Analytical Reasoning (6 cr. of which 3 must be Quantitative Reasoning)
- Core Communication (6 cr.)
- Cultural Understanding (3 cr.)

Intellectual Breadth and Adaptiveness

- Arts/Humanities and Social Sciences (9 cr. total, with at least 3 cr. in each area)

- Life and Physical Sciences (6 cr.)

Art History: 12 cr.

- HER-H 101 (may also count toward General Education arts/humanities requirement)
- HER-H 102 (may also count toward General Education arts/humanities requirement)
- HER-H 103
- 3 additional Art History credit hours

Humanities: 3 cr.

3 credit hours in a writing course beyond those in the General Education core.

See an advisor for a list of current classes that fulfill this oral/written skills requirement.

3 cr. from the following:

- Communication Studies
- Comparative Literature
- English
- Folklore
- Foreign Language
- Journalism
- Music
- Philosophy
- Religious Studies

Life and Physical Sciences: 3 cr.

Three credits beyond those in the Gen Ed core chosen from the following group (a minimum of 3 cr. in biology is required):

- Anatomy
- Astronomy
- Biology (Required)
- Chemistry
- Computer Science
- Food and Nutrition
- Mathematics
- Physics
- Physical Geography
- Physiology

Social and Behavioral Sciences: 9 cr. total, including those in the General Education Core:

From the following group:

- Anthropology
- Business
- Economics
- History
- Nonphysical Geography
- Political Science
- Psychology
- Public and Environmental Affairs
- Social Work

Professional Education: 30-33 cr.*

The following education courses are required in order to fulfill requirements of the Indiana Professional Standards Board:

- EDUC-M 199 CASA: Core Academic Skills Assessment (0 cr)
- Block One
- EDUC-M 322/M301 Diversity and Learning (7 cr.)
- Block Two

- EDUC-M 420/M 469/M 303 Literacy in Middle School (7 cr.)
- Block Three
- EDUC-M 482 Student Teaching: All Grades (16 cr.) (8 weeks each in elementary/secondary.)

Art Education: 10 cr.

The following required courses must be taken in the proper block sequence:

- Pre-Block
- M220 Art Education and Media of the 21st Century
- Block One
- HER-M 371 Foundations of Art Education (4 cr.)
- Block Two
- HER-M 472/M 400 Teaching Art in Elementary Schools (3 cr.) and Lab/Field experience
- Block Three
- HER-M 473/M 401 Teaching Art in Secondary Schools (3 cr.) and Lab/Field experience
- Studio: 47 cr.
- Foundation-Year Program 20
- HER-M 311: Art Education Studio (3 cr.)
- Her-D 201-D 202: Drawing II and IV (6 cr.)
- Three-dimensional studio
- Ceramics, furniture design, sculpture (6 cr.)
- Herron studio course 300/400 level (6 cr.)
- Herron studio electives (6 cr.)

*These courses must be taken with a grade of C or higher. Failure to pass these courses or the CASA will prohibit student from further study in the Art Education Program. Please see your academic advisor before registering for classes.

A minimum total of 131 credit hours is required. Students may exceed this amount depending on courses selected. Please see an Art Education advisor before registering for classes. All Art Education students must maintain a grade point average of 2.8.

Last updated: December 2013

Dual Degree - BAE and BFA

Dual Degree - BAE and BFA

Adding the BFA degree certifies students to teach art K-12 and provides a strong studio foundation. The BFA requires more than 30 additional hours in studio/history. Students wishing to pursue the double major should consult with both advisors for the BFA and BAE each semester. Electives in one degree may be met by fulfilling requirements in the other degree; advisors can counsel on the most efficient path for completion of the program. The double major takes five and one half years to complete, including summer school. Students must successfully pass both portfolio reviews (Art Education and Fine Arts Reviews).

- Admission into the Art Education Program
- Maintain a 2.8 GPA at all times and no lower than a C in all methods courses.
- Complete and pass all sections of the Core Academic Skills Assessment (CASA) before the fall of sophomore year.

- Pass the Sophomore Review into the Art Education Program in the fall semester of the sophomore year.
- Apply to the Teacher Education Program, School of Education by February 1 of sophomore year.
- Admission into the Teacher Education Program
- Maintain a minimum GPA of 2.8.
- Complete formal application to the Teacher Education Program by February 1 of the sophomore year. This online application can be accessed through the IUPUI School of Education website; select the All Grade application option.

Timeline Requirements

Freshman Year

- Obtain and read both the Herron and School of Education sections of the IUPUI Campus Bulletin concerning Art Education programs and student teaching for students in all grades. Planning your academic progress in this school is your responsibility. Please meet with your advisors prior to registration each semester to be sure all your requirements are being fulfilled.
- Register online to take the CASA: Core Academic Skills Assessment (<http://www.in.nesinc.com/>) Information on testing sites and practice tests are available at this website. Even by computer, the written component takes six weeks to score. Students may retake any test not meeting passing score, but must wait 30 days to retake so plan accordingly. Failure to pass this test by February 1 of sophomore year will delay your advancement into Art Education/School of Education programs for one year. Study guides and workshops are available. Students will not be advanced into Art Education/School of Education programs until this test is passed. (Keep a record of your scores.)
- Maintain a minimum GPA of 3.0 in all major area courses and professional education courses, and a 2.0 in Speech COMM-R 110, English Composition ENG-W 131, and second written English requirement.

Sophomore Year

(completion of at least 36 hours of course work)

- Be sure all parts of the CASA have been passed with scores by February 1
- Prepare a portfolio of work, submit artist statement on Oncourse, and sign-up for the sophomore review session in late fall.
- Complete formal application online to School of Education February 1 after acceptance into the Art Education Program.
- Upon acceptance into the Teacher Education Program, sign up and attend the orientation program.

Junior Year

(completion of at least 56 hours of course work)

- Register for student teaching in the fall ONE FULL ACADEMIC YEAR PRIOR to the academic year in which you plan to student teach. Failure to register in time will detain student teaching for one full year, no exceptions. Consult the section on student teaching for All-Grade Education (P-12 license) in the School of Education section of the IUPUI Campus Bulletin or website.
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Senior Year

(completion of at least 86 hours of course work)

- Register online for the *P-12 Development Pedagogy Test* and the *Content Area Assessment (Art Education)* at the Indiana Core Assessments website (<http://www.in.nesinc.com/>) the semester prior to student teaching. Results from this exam take several months to receive and can delay hiring. Teachers cannot be hired in Indiana without proof of passing test scores on this exam. Study guides are available at the website.
- Apply for the BAE degree in the Herron Office of Student Services by October 15 of the academic year in which you plan to graduate.
- If you plan on teaching in Indiana, apply online for a teaching certificate to the Indiana Licensing Verification and Information System. The application process is clearly identified on the School of Education homepage under Licensing. Students are responsible for understanding all requirements for graduation and for completing them by the time they expect to graduate. Please call the Education Student Services Office for more information about the School of Education programs and keep in close contact with your Art Education advisor.

Last updated: December 2013

BA in Art History

B.A. in Art History

Herron School of Art and Design offers both a major and a minor in art history. The Bachelor of Arts major in Art History gives the undergraduate student an opportunity to study the visual culture of humankind from prehistoric times to the art of today and to understand the significant role played by visual art in societies worldwide. The minor in Art History enables students majoring in other areas to expand their knowledge of Art History and gain valuable career-building experience.

Unlike the studio BFA degrees at Herron, the BA in Art History parallels a liberal arts major program leading to the BA degree. Art history majors take 36 credit hours of surveys and seminars in their major field, covering at least three of the following areas: ancient and medieval, Early Modern (Renaissance through Neoclassicism), Modern (1800-1950), Post 1950, World Art, and Art Theory, analysis & criticism. The 36 credit hours in art history include the following types of courses: introductory level surveys at the 100-level, designed to introduce students to the broad sweep of art history over time; 300-

level lecture/discussion courses intended to provide in-depth examination of particular periods and topics; and 400-level seminars that bring together small groups of upper-level students to engage in research on specialized topics. The seminars are limited to enrollments of no more than 15 students so that each student has the opportunity to actively participate in research, discussions, and presentations under the mentorship of the instructor.

In addition, majors must take at least 6 credit hours of studio art as well as a variety of core requirement courses in the humanities and sciences, including at least one foreign language. Specific requirements for the Art History major are outlined later in this section.

Through the study of Art History, students develop skills in key areas: visual analysis, critical thinking, research, and writing. These abilities enhance visual literacy, enrich life experiences, and provide a foundation for a variety of rewarding career opportunities. Fields such as teaching, museum work, art conservation and restoration, historic preservation, architecture, art dealership, auctioneering and collecting, art criticism and journalism, advertising, filmmaking, exhibition design and preparation, historical research and writing, interior and commercial design, art librarianship, consulting, and publishing can build on an education in Art History. Art history also enriches the life of the practicing artist.

- Academic Requirements
- Minor in Art History

Academic Requirements

Academic Requirements for a B.A. in Art History

A minimum of 120 credit hours is required to complete the Bachelor of Arts in Art History degree.

A minimum cumulative grade point average of 2.0(C) is required for graduation.

Art History majors must fulfill the IUPUI general education requirements corresponding to IUPUI's Statewide Transferrable General Education Core:

Foundational Intellectual Skills

- Analytical Reasoning (6 cr. of which 3 must be Quantitative Reasoning)
- Core Communication (6 cr.)
- Cultural Understanding (3 cr.)

Intellectual Breadth and Adaptiveness

- Arts/Humanities and Social Sciences (9 cr. total, with at least 3 cr. in each area)
- Life and Physical Sciences (6 cr.)

Additional General Education Requirements for a B.A. in Art History

- 1 credit hour in a first-year seminar
- 3 credit hours in English Composition II (ENG-W270)
- 8 credit hours in foreign language
- 3 credit hours in natural science
- 6 credit hours in history
- 6 credit hours in arts and humanities
- 3 credit hours in social and behavioral sciences
- 6 credit hours in studio art
- 9 credit hours in advanced courses

- A minimum of 36 credit hours of Art History courses are required. HER-H 100 Art Appreciation and HER-H 221 Art Past and Present may not be counted for the Art History major or minor requirements, but may be used for general elective credit. However, HER-H 100 and HER-H 221 may count toward elective credit in the major only if taken before HER-H 101, HER-H 102, and HER-H 103. No course in Art History in which a student receives a grade below C (2.0) may be used to fulfill the 36 credit hour requirement.
- A minimum of 18 credit hours of electives is required.
- A minimum of 26 credit hours of 300- and/or 400-level courses must be completed at Herron/IUPUI.
- A maximum of eight courses may be taken Pass/Fail but no more than two Pass/Fail courses may be taken in any one academic year. Pass/Fail courses can be used only as electives or no major 300- or 400-level requirements.
- A maximum of 12 credit hours may be taken by correspondence through the Indiana University School
- of Continuing Studies. Authorization from the Art History Program faculty and the Student Services Office at Herron School of Art and Design is required prior to registration.
- Once a course has been applied toward one requirement, it cannot be used again to satisfy a second requirement except where explicitly stated otherwise. In addition, except in cases of variable title courses, internships, and other special topics courses, no course number can be counted more than once toward graduation.
- Credit hours from the following courses will not count toward the 122 hours needed for graduation: English G009, G010, G011, G012, G013, G015, and W001; Mathematics M13000, M13100, M13200, M13600, and any mathematics course lower than M118 (e.g., MATH 00100, 11000; 111000).

Last updated: December 2013

Distribution Requirements

Distribution Requirements

First-Year Seminar: 1 credit

This course introduces students to the university's culture and values; familiarizes them with campus resources, including academic uses of technology; and provides them with skills for dealing with life at Herron/IUPUI. This requirement may be waived for transfer students or returning students, with the permission of the Art History faculty. This requirement may be satisfied by completing one of the following courses:

- HER-X 101 Foundation Resources Workshop or UCOL-U 110 First-Year Seminar

Communication Core: 19 credits

The communication core provides work in written and spoken English and foreign language study to prepare students for organizing and presenting their thoughts effectively. Further, skills in one or more foreign languages are necessary for a liberally and broadly educated person and are especially important to the professional art

historian. Students should enroll in these courses as early in their college careers as possible.

English Composition (6 credits)

Written and oral communication is crucial to art history and related disciplines. Grades in writing and speech classes must be C or better (2.0) in order to count for the Art History degree, regardless of whether the courses are also used to count for the General Education Core requirements.

The Art History degree requires the completion of the IUPUI General Education Core communication requirements (ENG W131 or Honors W150 and COMM-R110), ENG W270, and completion of the first year competency in a foreign language.

Foreign Language (8 credits)

First-year competency is required, and second-year competency is strongly recommended. This requirement may be satisfied in one of the following ways:

- by completing first-year courses (8 credit hours) with passing grades;
- by completing a second-year course with a grade of C (2.0) or higher; or
- by attaining a satisfactory score on a placement test.

Students for whom English is not a first language may be exempted from this requirement, without credit, by completion of ENG-W 131 and ENG-W 270 with the required grade of C or higher. Note: Special English-as-a-second language sections of ENG-W 131 have been designated for students whose first language is not English.

Native speakers of languages other than English are not permitted to receive credit for 100- and 200-level courses in their native language. Similarly, native speakers of English who have achieved elementary or intermediate proficiency in a foreign language by living or studying in country where the language is spoken ordinarily will not receive credit for taking 100- and 200-level courses in that foreign language.

In all cases, individual foreign language departments are responsible for determining a student's placement and for recommending a specific number of credit hours for prior work. Before registering for foreign language courses, native speakers of languages other than English should confer with the academic advisor in the relevant department.

General Education Studies required for the B.A. in Art History

Natural Sciences (3 credits)

This area allows for choice of courses treating the "natural" phenomena of the world according to models of scientific thought. The 3 credits are to be selected from at least two of the following subjects:

- Astronomy
- Biology (including anatomy, botany, microbiology, physiology and zoology)
- Chemistry
- Geography (up to 3 credits may count: G107, G303, or G307 may be counted toward this requirement)

- Geology
- Physics
- Psychology PSY-B 105

History (6 credits)

Courses exploring patterns and processes of history are essential for making decisions in the present, giving the background necessary for students to more capably assume societal responsibility. This requirement is fulfilled by completing two semesters of the following courses:

- HIST-H 108 or HIST-H 113 and HIST-H 109 or HIST-H 114
- HIST-H 108/HIST-H 109 Perspectives on the World to 1800 and since 1800
- HIST-H 113/HIST-H 114 History of Western Civilization I and II
- Transfer students who have taken history courses other than those listed above should consult with the Art History faculty about transfer credit.

Arts and Humanities (6 credits)

Courses lead to viewing the world from more than one perspective and learning something about its social, cultural, intellectual, and spiritual dimensions. Grades of C (2.0) or better are required whether or not the courses are counted toward the General Education Core. The 6 credits must be divided between two of the following four areas:

- English Literature ENG-L 105 or ENG-L 115
- Fine Arts: Music MUS-M 174 or Communication Studies COMM-T 130
- Philosophy PHIL-P 110 or PHIL-P 120
- Religious Studies REL-R 133

Transfer credits in the arts and humanities that are not the content equivalent to the courses listed above may be used to fulfill this requirement as follows:

- Subject to review and approval of the Art History faculty, introductory courses in any of the arts and humanities may count toward this requirement.
- With approval of the Art History faculty, where it seems appropriate to the breadth of the course, survey courses may count toward this requirement.
- Other arts and humanities courses will be counted toward this requirement on a 2-for-1 basis (6 credit hours satisfying 3 credit hours of this requirement).
- The following will not satisfy this requirement: creative writing, drawing, performance, or studio courses.

Social Sciences (3 credits)

An examination of the complexities of human behavior, society, and human interaction, this area uses procedures and information developed in social and behavioral studies.

The degree requires 3 credits beyond the General Education Core. The additional 3 credits must come from one of the following areas other than that which was used to fill the General Education Core requirement:

- Anthropology ANTH-A 103 or ANTH-A 104
- Economics ECON-E 201 or ECON-E 202
- Geography GEOG-G 110

- Political Science POLS-Y 101 or POLS-Y 103
- Psychology PSY-B 104
- Sociology SOC-R 100

Transfer credits in the social sciences that are nonequivalent to the courses listed above may be used to fulfill this requirement as follows:

- With the approval of the Art History faculty, introductory survey courses in any of the social sciences may count toward this requirement.
- With approval of the Art History faculty, where it seems appropriate to the breadth of the course, survey courses may count toward this requirement.
- Other social science courses will be counted toward this requirement on a 2-for-1 basis (6 credit hours satisfying 3 credit hours of this requirement).

Studio Art Courses (6 credits)

Studio art courses enable Art History majors to gain valuable firsthand understanding of the formal, technical, and conceptual skills involved in the creation of works of art and design. This requirement may be satisfied by any Foundation Program or beginning Fine Arts or Visual Communication courses or by Elective Arts courses. Students must meet any prerequisites for these courses.

Advanced Courses (300-400 level): 15 credits outside Art History

In addition to cultivating expertise in Art History, the degree student should conduct in-depth study of other appropriate subject areas. Offerings on the 300- and 400-levels of at least four departments or programs of the School of Liberal Arts, the School of Science, the Department of Music and Arts Technology in the School of Engineering and Technology, or Herron School of Art and Design may count toward satisfying this requirement. In order to register for any 300- or 400-level course, the student must meet prerequisite requirements. Advanced courses may include those that involve significant cross-disciplinary input, e.g., appropriately designed honors courses or specially designed liberal arts topics courses. Herron advanced courses outside Art History may be counted toward satisfying the advanced courses requirement. Please contact the Herron Student Services Office for more information regarding prerequisites for upper level courses at Herron outside Art History.

Major Requirements (100-400 level): 36 credits

Includes both HER-H 101-HER-H 102 History of Art I-II, no fewer than 12 credits at the 300 level, and no fewer than 12 credits at the 400 level. The 300- and 400-level courses should be distributed among at least three different areas of Art History selected from the following: Ancient and Medieval, Early Modern (Renaissance through Neoclassicism), Modern (1800-1950), Post 1950, World Art, or Art Theory, Analysis & Criticism. At least 3 credit hours must be taken in Art History after 1900. HER-H 103 Introduction to Contemporary Art may be taken to satisfy this requirement.

At least 15 of the 36 credits must be completed in-residence at IUPUI; of these 15 credits, two courses at the 300 level and two courses at the 400 level must normally be completed to fulfill this requirement. With permission of the Art History faculty, a 200-level course may substitute for a 300-level course.

Any course in which the student receives a grade below C (2.0) may not be used to fulfill this requirement. However, courses in which C-/D+/D/D- is received may be counted toward the total 120 credits required for graduation.

Electives: 18 credits

Elective subjects allow students to adjust their curricula to satisfy additional personal needs and interests. These subjects may be used to add an even greater diversity to a program or provide opportunity for in-depth reinforcement of required studies. Art history and studio art courses not used to satisfy previously listed requirements may be counted as electives.

Other Requirements

Diversity/World Cultures

All Art History majors should take at least 3 credits of course work that enhances their understanding of cultural diversity, dealing with experiences outside the European and Euro-American tradition or with minority experiences in the United States. This requirement does not add to the total 120 credits required for graduation, but can be satisfied by any course in diversity/world cultures within the distribution requirements, major requirements, or electives described above. Credits earned through

international travel experiences may be used to satisfy this requirement provided the international program takes place outside Europe or subject to individual approval.

Capstone Experience. As the culminating experience of their studies, all Art History majors are required to write a substantial research paper or complete a capstone project designed in consultation with a faculty mentor during their final two years of study (typically during the senior year). A special capstone seminar is generally scheduled during spring semester and is highly recommended as the venue for completing the capstone requirement.

The capstone seminar may count as a 400- level course toward the major requirements. Alternatively, a student may undertake the capstone paper or project within the context of a 300- or 400-level Art History course or as an independent study.

Last updated: December 2013

Ceramics

Ceramics

The B.F.A. in Ceramics is a professional undergraduate degree for students desiring extensive studio experience with an emphasis in Ceramics. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of the ceramicist's craft.

The Ceramics curriculum develops an understanding of ceramics as an expressive artistic medium in contemporary society. The study of ceramic materials and techniques is balanced with the study of historical tradition and contemporary trends. The ceramic studio is well equipped so that students experience the variety of technologies used by contemporary artists. The program provides a solid foundation for students pursuing graduate studies or a studio art career.

Degree requirements

General Education

30 credits corresponding to IUPUI's Statewide Transferrable General Education Core, distributed as follows:

Foundational Intellectual Skills

- Analytical Reasoning (6 cr. of which 3 must be Quantitative Reasoning)
- Core Communication (6 cr.)
- Cultural Understanding (3 cr.)

Intellectual Breadth and Adaptiveness

- Arts/Humanities and Social Sciences (9 cr. total, with at least 3 cr. in each area)
- Life and Physical Sciences (6 cr.)

Foundation Studies

20 credits distributed as follows:

- HER-D101 Drawing 1 (3 cr.)
- HER-D102 Drawing 2 (3 cr.)
- HER-F100 Creative Processes (3 cr.)
- HER-F121 Two-Dimensional Design (3 cr.)
- HER-F122 Color Concepts (3 cr.)
- HER-F123 Three-Dimensional Design (3 cr.)
- HER-X101 Foundation Resources (3 cr.)
- HER-X102 Foundation Capstone (3 cr.)

Art History, Theory, and Criticism

credits distributed as follows:

- HER-H101 History of Art I (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H102 History of Art 2 (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H103 Introduction to Contemporary Art (3 cr.)
- HER-HXXX Art History electives (6 cr.)

Major Studio Requirements

39 credits distributed as follows:

- HER-D201 Drawing 3 (3 cr.)
- HER-D202 Drawing 4 (3 cr.)
- HER-C204 Ceramics Hand Building (3 cr.)
- HER-C206 Ceramics Wheel Throwing (3 cr.)
- HER-C304 Ceramics III or C308 Wheel Throwing II (3 cr.)
- HER-C 305 Ceramics IV (3 cr.)
- HER-C307 Clay and Glaze (3 cr.)
- HER-C400 Individual Research in Ceramics (6 cr.)
- HER-C400 Individual Research in Ceramics (3 cr.)
- HER-C405 or C400 Individual Research in Ceramics (3 cr.)
- HER-C405 Individual Research in Ceramics (3 cr.)
- HER-J410 Senior Capstone Requirement (3 cr.)

Studio Art Electives

21 credits

Non-Studio requirements

6 credits

- Academic elective (3 cr.)
- ENG-L 105 or L115 English Literature (3 cr.)

Total: 125 credits

Last updated: December 2013

Furniture Design

Furniture Design

The B.F.A. in Furniture Design is a professional undergraduate degree for students desiring extensive studio experience with an emphasis in Furniture Design. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of the furniture designer's craft.

Herron School of Art and Design has established a tradition of providing a rich and stimulating environment for aspiring studio art furniture makers. The Furniture Design Program curriculum provides students the framework for their development as designers and makers. The Furniture Design Program's commitment to excellence is reflected in the high standards of professionalism achieved by its graduates.

Courses are taught by experienced and accomplished faculty. Students have the use of a well-equipped and maintained woodworking shop/studio. Introductory courses stress the importance of drawing, conceptualizing skills, design research and development, construction techniques and technologies, model making, art furniture history, and the completion of full-size furniture prototypes.

Intermediate and advanced courses challenge students to continue to develop their technical skills and begin to forage personal design aesthetic. Career goals and strategies are explored and developed. Classes are augmented with visiting artists, field trips, student/professional design competitions and shows, and other pertinent professional activities.

Degree requirements

General Education

30 credits corresponding to IUPUI's Statewide Transferrable General Education Core, distributed as follows:

Foundational Intellectual Skills

- Analytical Reasoning (6 cr. of which 3 must be Quantitative Reasoning)
- Core Communication (6 cr.)
- Cultural Understanding (3 cr.)

Intellectual Breadth and Adaptiveness

- Arts/Humanities and Social Sciences (9 cr. total, with at least 3 cr. in each area)
- Life and Physical Sciences (6 cr.)

Foundation Studies

20 credits distributed as follows:

- HER-D101 Drawing 1 (3 cr.)
- HER-D102 Drawing 2 (3 cr.)
- HER-F100 Creative Processes (3 cr.)
- HER-F121 Two-Dimensional Design (3 cr.)
- HER-F122 Color Concepts (3 cr.)
- HER-F123 Three-Dimensional Design (3 cr.)
- HER-X101 Foundation Resources (3 cr.)
- HER-X102 Foundation Capstone (3 cr.)

Art History, Theory, and Criticism

15 credits distributed as follows:

- HER-H101 History of Art I (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H102 History of Art 2 (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H103 Introduction to Contemporary Art (3 cr.)
- HER-HXXX Art History electives (6 cr.)

Major Studio Requirements

39 credits distributed as follows

- HER-D201 Drawing 3 (3 cr.)
- HER-D202 Drawing 4 (3 cr.)
- HER-J410 Senior Capstone Requirement (3 cr.)
- HER-Q241 Furniture Design 1 (3 cr.)
- HER-Q242 Furniture Design 2 (3 cr.)
- HER-Q341 Furniture Design 3 (6 cr.)
- HER-Q342 Furniture Design 4 (6 cr.)
- HER-Q441 Furniture Design 5 (6 cr.)
- HER-Q442 Furniture Design 6 (6 cr.)

Studio Art Electives

21 credits

Non-Studio requirements

6 credits

- Academic elective (3 cr.)
- ENG-L 105 or L115 English Literature (3 cr.)

Total: 125 credits

Last updated: December 2013

Integrative Studio Practice

Integrative Studio Practice

The B.F.A. in Integrative Studio Practice (ISP) is a professional undergraduate degree for students desiring the flexibility to pursue studies in more than one area to achieve their individual, artistic goals. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of artistic practice.

The ISP Program allows students to participate in a wide range of studies without the need to specify a single medium. Through careful counseling, individual goals and directions are established, and the students assisted in setting up a well-coordinated program of arts studies. The flexibility of this program enables the student to combine studies in Ceramics, Drawing, Painting, Printmaking, Sculpture, Furniture Design, etc., to achieve objectives in keeping with specific goals. Opportunities following graduation are essentially the same as for students identifying with a single program.

Degree requirements

General Education

30 credits corresponding to IUPUI's Statewide Transferrable General Education Core, distributed as follows:

Foundational Intellectual Skills

- Analytical Reasoning (6 cr. of which 3 must be Quantitative Reasoning)
- Core Communication (6 cr.)
- Cultural Understanding (3 cr.)

Intellectual Breadth and Adaptiveness

- Arts/Humanities and Social Sciences (9 cr. total, with at least 3 cr. in each area)
- Life and Physical Sciences (6 cr.)

Foundation Studies

20 credits distributed as follows:

- HER-D101 Drawing 1 (3 cr.)
- HER-D102 Drawing 2 (3 cr.)
- HER-D101 Drawing 1 (3 cr.)
- HER-D102 Drawing 2 (3 cr.)
- HER-F100 Creative Processes 3 cr.)
- HER-F121 Two-Dimensional Design (3 cr.)
- HER-F122 Color Concepts (3 cr.)
- HER-F123 Three-Dimensional Design (3 cr.)
- HER-X101 Foundation Resources (3 cr.)
- HER-X102 Foundation Capstone (3 cr.)

Art History, Theory, and Criticism

15 credits distributed as follows:

- HER-H101 History of Art I (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H102 History of Art 2 (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H103 Introduction to Contemporary Art (3 cr.)
- HER-HXXX Art History electives (6 cr.)

Major Studio Requirements

Students must select two areas of concentration, designated here as "major studio" areas. Students divide their major studio courses between the two areas, typically enrolling in one course in each area each semester. Students must complete 6 credits of 400-level coursework in each of the two major studio areas, with all prerequisites for those courses.

39 credits distributed as follows

- HER-D201 Drawing 3 (3 cr.)
- HER-D202 Drawing 4 (3 cr.)
- 200-level major studio (3 cr.)
- 200-level major studio (3 cr.)
- 300-level major studio (6 cr.)
- 300-level major studio (6 cr.)
- 400-level major studio (6 cr.)
- 400-level major studio (6 cr.)
- HER-J410 Senior Capstone Requirement (3 cr.)

Studio Art Electives

21 credits

Non-Studio requirements

6 credits

Total: 125 credits

Last updated: December 2013

Painting**Painting**

The B.F.A. in Painting is a professional undergraduate degree for students desiring extensive studio experience with an emphasis in Painting. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of the painter's craft.

The Painting Program features balanced instruction and a diverse faculty presenting a wide range of viewpoints. This well-rounded educational preparation provides students with the opportunity to acquire the knowledge and ability essential to creative activity.

For the most current curriculum, please see the Herron website. For the recommended four-year plan of study, please refer to the IUPUI degree map. The B.F.A. degree requirements meet the standards established by the National Association of Schools of Art and Design for professional undergraduate degrees in the Fine Arts.

Degree requirements**General Education**

30 credits corresponding to IUPUI's Statewide Transferrable General Education Core, distributed as follows:

Foundational Intellectual Skills

- Analytical Reasoning (6 cr. of which 3 must be Quantitative Reasoning)
- Core Communication (6 cr.)
- Cultural Understanding (3 cr.)

Intellectual Breadth and Adaptiveness

- Arts/Humanities and Social Sciences (9 cr. total, with at least 3 cr. in each area)
- Life and Physical Sciences (6 cr.)

Foundation Studies

20 credits distributed as follows:

- HER-D101 Drawing 1 (3 cr.)
- HER-D102 Drawing 2 (3 cr.)
- HER-F100 Creative Processes (3 cr.)
- HER-F121 Two-Dimensional Design (3 cr.)
- HER-F122 Color Concepts (3 cr.)
- HER-F123 Three-Dimensional Design (3 cr.)
- HER-X101 Foundation Resources (3 cr.)
- HER-X102 Foundation Capstone (3 cr.)

Art History, Theory, and Criticism

15 credits distributed as follows:

- HER-H101 History of Art I (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H102 History of Art 2 (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H103 Introduction to Contemporary Art (3 cr.)
- HER-HXXX Art History electives (6 cr.)

Major Studio Requirements

39 credits distributed as follows

- HER-D201 Drawing 3 (3 cr.)
- HER-D202 Drawing 4 (3 cr.)
- HER-P201 Painting 1 (3 cr.)
- HER-P202 Painting 2 (3 cr.)
- HER-P301 Painting 3 (3 cr.)
- HER-P302 Painting 4 (3 cr.)
- HER-P303 Concepts in Figuration 1 (3 cr.)
- HER-P304 Concepts in Figuration 2 (3 cr.)
- HER-P401 Painting 5 (6 cr.)
- HER-P402 Painting 6 (6 cr.)

- HER-J410 Senior Capstone Requirement (3 cr.)

Studio Art Electives

21 credits

Non-Studio requirements

6 credits

- ENG-L 105 or L115 English Literature (3 cr.)
- Academic elective (3 cr.)

Total: 125 credits

Last updated: December 2013

Photography

Photography

The B.F.A. in Photography is a professional undergraduate degree for students desiring extensive studio experience with an emphasis in Photography and associated media. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of the photographer's craft.

As digital technology effectively blurs the line between films, periodicals, television, and photographs, students of photography are constantly challenged to define and reexamine the photographer's role in contemporary art practices.

A photography student will approach the study of Photography beginning with traditional black and white materials and progress to color processes with a concentrated examination of contemporary still and moving digital medias. By examining the history of photography, students will understand the roles photography played in culture throughout the past and its current position as an art form and cultural phenomena. Technical proficiency, personal growth, as well as conceptual and aesthetic development are emphasized equally.

Herron's photography facilities are among the best in the nation. With our facilities on the campus of IUPUI, the department has multiple black and white labs, individual color and advanced darkrooms, a computer lab, shooting studio, a dedicated finishing area, and gallery. This permits students to work in a variety of formats and media, including basic black and white printing, Type color and Ilfochrome color printing, advanced black and white printing and developing, mixed and alternative processes, digital media, and video. Students will have access to professional equipment, including medium format, 4x5, Polaroid, and video cameras, studio lighting kits, light meters, tripods, and state of the art digital equipment.

Mastering technical processes and developing your own artistic vision prepares you for a choice of multiple careers in photography and related fields. Employment opportunities include working perhaps as a studio artist and exhibiting work in fine art galleries and museums; being employed as a documentarian, publishing work in newspaper and other print venues or working in museum documenting works of art; as a commercial photographer; or as a portraitist. Many of our graduates work in emerging digital media, still, moving, and the worldwide web.

For the most current curriculum, please see the Herron website. For the recommended four-year plan of study, please refer to IUPUI degree maps. The B.F.A. degree requirements meet the standards established by the National Association of Schools of Art and Design for professional undergraduate degrees in the Fine Arts.

Degree requirements

General Education

30 credits corresponding to IUPUI's Statewide Transferrable General Education Core, distributed as follows:

Foundational Intellectual Skills

- Analytical Reasoning (6 cr. of which 3 must be Quantitative Reasoning)
- Core Communication (6 cr.)
- Cultural Understanding (3 cr.)

Intellectual Breadth and Adaptiveness

- Arts/Humanities and Social Sciences (9 cr. total, with at least 3 cr. in each area)
- Life and Physical Sciences (6 cr.)

Foundation Studies

20 credits distributed as follows:

- HER-D101 Drawing 1 (3 cr.)
- HER-D102 Drawing 2 (3 cr.)
- HER-F121 Two-Dimensional Design (3 cr.)
- HER-F122 Color Concepts (3 cr.)
- HER-F123 Three-Dimensional Design (3 cr.)
- HER-F100 Creative Processes (3 cr.)
- HER-X101 Foundation Resources (3 cr.)
- HER-X102 Foundation Capstone (3 cr.)

Art History, Theory, and Criticism

15 credits distributed as follows:

- HER-H101 History of Art I (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H102 History of Art 2 (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H103 Introduction to Contemporary Art (3 cr.)
- HER-HXXX Art History electives (6 cr.)

Major Studio Requirements

39 credits distributed as follows

- HER-D201 Drawing 3 (3 cr.)
- HER-D202 OR D211 OR K211 (3 cr.)
- HER-K201 Photography 1 (3 cr.)
- HER-K202 Photography 2 (3 cr.)
- HER-K301 Photography 3 (3 cr.)
- HER-K302 Photography 4 (3 cr.)
- HER-K303 Color Photography (3 cr.)
- HER-K304 Advanced Color Photography OR K300 Advanced Digital Imaging (3 cr.)
- HER-K401 Photography V (6 cr.)
- HER-K 402 Photography VI (6 cr.)
- HER-K311 OR K411 Individual Research in Photography (3 cr.)
- HER-J410 Senior Capstone Requirement (3 cr.)

Studio Art Electives

18 credits

Non-Studio requirements

6 credits

- ENG-L 105 or L115 English Literature (3 cr.)
- Academic elective (3 cr.)

Total: 125 credits

Last updated: December 2013

Printmaking

Printmaking

The BFA in Printmaking is a professional undergraduate degree for students desiring extensive studio experience with an emphasis in Printmaking. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of the printmaker's craft.

The Printmaking curriculum provides a broad and intensive experience for printmaking majors and studio elective opportunities for other fine arts, Visual Communication, and Art Education students. Course work in lithography and etching is offered at beginning, intermediate, and advanced levels every semester.

Processes covered include plate and stone lithography and the intaglio processes of etching, engraving, and aquatint. Additional courses include printing in monotype, woodcut, and silkscreen. Spacious, well-equipped, accessible facilities for the study of these traditional approaches to printmaking are augmented by additional facilities for the investigation of digital and photomechanical processes.

Basic courses establish a solid, comprehensive foundation of traditional technical skills unique to the printed image, while instruction emphasizes the development of drawing, self-expression, and concept. At the intermediate and advanced levels, students continue to acquire new technical skills. There is extensive work in color, as the emphasis shifts to imagery, concept, and critical thinking.

Advanced students are given considerable autonomy, working largely in self-defined directions in consultation with faculty while focusing on printing technologies most appropriate for individual development. Group critiques, field trips, portfolio projects, student exhibition opportunities, and workshops and lectures by visiting artists complement the studio experience by providing critical discussion, participation, incentives, and role models.

For the most current curriculum, please see the Herron website. For the recommended four-year plan of study, please refer to IUPUI degree map. The BFA degree requirements meet the standards established by the National Association of Schools of Art and Design for professional undergraduate degrees in the Fine Arts.

Degree requirements

General Education

30 credits corresponding to IUPUI's Statewide Transferrable General Education Core, distributed as follows:

Foundational Intellectual Skills

- Analytical Reasoning (6 cr. of which 3 must be Quantitative Reasoning)
- Core Communication (6 cr.)
- Cultural Understanding (3 cr.)

Intellectual Breadth and Adaptiveness

- Arts/Humanities and Social Sciences (9 cr. total, with at least 3 cr. in each area)
- Life and Physical Sciences (6 cr.)

Foundation Studies

20 credits distributed as follows:

- HER-D101 Drawing 1 (3 cr.)
- HER-D102 Drawing 2 (3 cr.)
- HER-F121 Two-Dimensional Design (3 cr.)
- HER-F122 Color Concepts (3 cr.)
- HER-F123 Three-Dimensional Design (3 cr.)
- HER-F100 Creative Processes (3 cr.)
- HER-X101 Foundation Resources (3 cr.)
- HER-X102 Foundation Capstone (3 cr.)

Art History, Theory, and Criticism

15 credits distributed as follows:

- HER-H101 History of Art I (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H102 History of Art 2 (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H103 Introduction to Contemporary Art (3 cr.)
- HER-HXXX Art History electives (6 cr.)

Major Studio Requirements

39 credits distributed as follows

- HER-D201 Drawing 3 (3 cr.)
- HER-D202 Drawing 4 (3 cr.)
- HER-G201 Etching I (3 cr.)
- HER-G202 Lithography I (3 cr.)
- HER-G301 Etching 2 (3 cr.)
- HER-G302 Lithography 2 (3 cr.)
- HER-G303 Etching 3 (3 cr.)
- HER-G304 Lithography 3(3 cr.)
- HER-G401 Printmaking 3 (6 cr.)
- HER-G402 Printmaking 4 (6 cr.)
- HER-J410 Senior Capstone Requirement (3 cr.)

Studio Art Electives

21 credits

Non-Studio requirements

6 credits

- ENG-L 105 or L115 English Literature (3 cr.)
- Academic elective (3 cr.)

Total: 125 credits

Last updated: December 2013

Sculpture

Sculpture

The B.F.A. in Sculpture is a professional undergraduate degree for students desiring extensive studio experience with an emphasis in Sculpture. Students in the program develop critical thinking skills, refine their intellectual

and creative processes, and learn both traditional and contemporary aspects of the sculptor's craft.

Herron's Sculpture Program encourages consistent growth, from the introductory three-dimensional experience through the fourth and final year of advanced work. The multimedia fabrication and foundry facilities provide a level of sophisticated technical experience unique to the undergraduate level.

As sophomores, Sculpture students are introduced to a wide spectrum of techniques and processes, which include metal fabrication, casting, woodcarving, construction, resins, plastics, and stone carving, as wells work in nontraditional materials. Through a team teaching approach, students are exposed to a broad base of practical information, critical analysis, and creative discourse.

As juniors and seniors, students continue investigations and creative pursuits begun in their sophomore year. Juniors and seniors work more independently as they sharpen their individual focus and prepare for graduate school or professional work. Graduates of the sculpture program have had the opportunity to investigate all three-dimensional media and are prepared to continue independent development.

For the most current curriculum, please see the Herron website. For the recommended four-year plan of study, please refer to IUPUI degree maps. The B.F.A. degree requirements meet the standards established by the National Association of Schools of Art and Design for professional undergraduate degrees in the Fine Arts.

Degree requirements

General Education

30 credits corresponding to IUPUI's Statewide Transferrable General Education Core, distributed as follows:

Foundational Intellectual Skills

- Analytical Reasoning (6 cr. of which 3 must be Quantitative Reasoning)
- Core Communication (6 cr.)
- Cultural Understanding (3 cr.)

Intellectual Breadth and Adaptiveness

- Arts/Humanities and Social Sciences (9 cr. total, with at least 3 cr. in each area)
- Life and Physical Sciences (6 cr.)

Foundation Studies

20 credits distributed as follows:

- HER-D101 Drawing 1 (3 cr.)
- HER-D102 Drawing 2 (3 cr.)
- HER-F121 Two-Dimensional Design (3 cr.)
- HER-F122 Color Concepts (3 cr.)
- HER-F123 Three-Dimensional Design (3 cr.)
- HER-F100 Creative Processes (3 cr.)
- HER-X101 Foundation Resources (3 cr.)
- HER-X102 Foundation Capstone (3 cr.)

Art History, Theory, and Criticism

15 credits distributed as follows:

- HER-H101 History of Art I (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H102 History of Art 2 (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H103 Introduction to Contemporary Art (3 cr.)
- HER-HXXX Art History electives (6 cr.)

Major Studio Requirements

39 credits distributed as follows

- HER-D201 Drawing 3 (3 cr.)
- HER-D202 Drawing 4 (3 cr.)
- HER-S201 Sculpture 1 (3 cr.)
- HER-S202 Sculpture 2 (3 cr.)
- HER-S301 Sculpture 3 (6 cr.)
- HER-S302 Sculpture 4 (6 cr.)
- HER-S401 Sculpture 5 (6 cr.)
- HER-S402 Sculpture 6 (6 cr.)
- HER-J410 Senior Capstone Requirement (3 cr.)

Studio Art Electives

21 credits

Non-Studio requirements

6 credits

- ENG-L 105 or L115 English Literature (3 cr.)
- Academic elective (3 cr.)

Total: 125 credits

Last updated: December 2013

Bachelor of Fine Arts

Bachelor of Fine Art Degree Programs Ceramics, Furniture Design, Integrative Studio Practice, Painting, Photography, Printmaking, Sculpture, Visual Communication Design

General Academic Requirements

Students in Herron B.F.A. degree programs must successfully complete a program of general academic courses, as well as more concentrated studies within their specialties, to earn their degrees. Students are required to have 9-15 credit hours of art history and 30 credit hours of general education courses divided into the broad domains of Foundational Intellectual Skills (Core Communication, Analytical Reasoning, and Cultural Understanding) and course work that promotes Intellectual Breadth and Adaptiveness (Life and Physical Sciences; and Arts, Humanities, and Social Sciences). This general education course work is aligned with the Indiana Statewide Transferable General Education Core competency domains and once completed, will subsequently transfer to another Indiana state educational institution.

Distribution of credits is as follows:

Foundational Intellectual Skills

Students must take 15 credit hours related to Foundational Intellectual Skills. This includes 6 credits related to Core Communication skills, 6 credits in Analytical Reasoning, and 3 credits related to Cultural Understanding.

- Core Communication (Principle of Undergraduate Learning 1): 6 credits
- Analytical Reasoning (Principles of Undergraduate Learning 1 and 2): 6 credits

- Cultural Understanding (Principle of Undergraduate Learning 6): 3 credits

Intellectual Breadth and Adaptiveness

Courses pertaining to Intellectual Breadth and Adaptiveness help to foster the "ways of knowing" that are characteristic of particular fields ranging from science and the social sciences through humanities and arts. This includes 6 credits in the Life and Physical Sciences, and 9 credits distributed across the Arts/Humanities and the Social Sciences.

- Life and Physical Sciences (Principle of Undergraduate Learning 4): 6 credits
- Arts/Humanities and Social Sciences (Principle of Undergraduate Learning 4): 9 credits total, with at least 3 credits in each area

Academic Electives

An additional 6 credits must be taken from one or more of the following subject areas: humanities; life and physical sciences; social and behavioral science. Art history may not be used to satisfy this academic elective requirement. Total: 6 credits

B.F.A. First-Year Foundation Program

The Foundation Program serves as a base for future work at Herron. In the Foundation Program, students develop drawing skills, powers of observation, an understanding of visual principles, and a working knowledge of materials and techniques, while becoming more knowledgeable about art history. The program is constructed so that students, through self-examination and faculty counseling, will be able to select intelligently the area in which they will major when the Foundation Program has been completed. Much of the success of Herron programs has been due to the comprehensive strength of the Foundation Program and the basic preparation that it provides.

The Foundation Program, or its equivalent in previously earned credit (as determined by the Admissions Committee), is a prerequisite for work in the fine arts and education degree programs.

Foundation Program Curriculum

Semester I Credits

- HER-D 101 Drawing I (3 cr.)
- HER-F 121 Two-Dimensional Design (3 cr.)
- HER-F 123 Three-Dimensional Design (3 cr.)
- HER-X 101 Foundation Resources Workshop (1 cr.)

Recommended: Art History 101 History of Art I (3 cr.)

Semester II Credits

- HER-D 102 Drawing II (3 cr.)
- HER-F 100 Creative Processes (3 cr.)
- HER-F 122 Color Concepts (3 cr.)
- HER-X 102 Foundation Capstone (1 cr.)

Recommended: Art History 102 History of Art II (3 cr.)

B.F.A. Degree Programs

- Ceramics
- Furniture Design
- Integrative Studio Practice
- Painting
- Photography
- Printmaking

- Sculpture
- Visual Communication Design

Last updated: December 2013

Visual Communication Design

Visual Communication Design

The B.F.A. in Visual Communication Design is a professional undergraduate degree for students desiring theoretical and studio experience with an emphasis in design. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn contemporary aspects of design and design thinking. Degree programs in the Department of Visual Communication Design prepare design leaders to proactively manage change and innovation processes toward improving the civic, cultural, and commercial experiences that people encounter in their daily lives. The programs focus on a collaborative design process for identifying root problems and facilitating meaningful solutions to complex issues. This approach is intended to harness the power of design to clarify, humanize, and energize the issues that are central to life in a pluralistic society.

As members of a professional art and design school on the IUPUI campus, Visual Communication Design majors prepare for a design career by integrating learning in visual studies with coursework in the liberal arts and sciences. The learning experience is structured to equip students with the knowledge and skills necessary to compete in a field that requires both highly specialized skills and the ability to make intellectual connections within a broad range of general knowledge. Successful students achieve all the learning outcomes that have been defined by the National Association of School of Art and Design and AIGA (the professional association for design) as essential competencies for design professionals. These include: the ability to not only solve problems, but to frame and contextualize design problems through consideration of practical and social values; an historical perspective on communication theories, principles and processes; research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes; the ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions; the ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful messages; knowing how to learn ever evolving tools and technology, including their roles in the creation, reproduction, and distribution of visual messages.

Relevant tools and technologies include, but are not limited to, drawing, offset printing, photography, and time-based and interactive media (film, video, computer multimedia); the ability to perform basic business practices, including organizing design projects and working productively as a member of teams.

Degree requirements

General Education

30 credits corresponding to IUPUI's Statewide Transferrable General Education Core, distributed as follows:

Foundational Intellectual Skills

- Analytical Reasoning (6 cr. of which 3 must be Quantitative Reasoning)
- Core Communication (6 cr.)
- Cultural Understanding (3 cr.)

Intellectual Breadth and Adaptiveness

- Arts/Humanities and Social Sciences (9 cr. total, with at least 3 cr. in each area)
- Life and Physical Sciences (6 cr.)

Foundation Studies

20 credits distributed as follows:

- HER-D101 Drawing 1 (3 cr.)
- HER-D102 Drawing 2 (3 cr.)
- HER-F121 Two-Dimensional Design (3 cr.)
- HER-F122 Color Concepts (3 cr.)
- HER-F123 Three-Dimensional Design (3 cr.)
- HER-F100 Creative Processes (3 cr.)
- HER-X101 Foundation Resources (3 cr.)
- HER-X102 Foundation Capstone (3 cr.)

Art History, Theory, and Criticism

9 credits distributed as follows:

- HER-H101 History of Art I (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-H102 History of Art 2 (3 cr.) (may be used to fill Arts/Humanities General Education requirement)
- HER-V214 History of Design (3 cr.)

Major Studio Requirements

Students must select two areas of concentration, designated here as "major studio" areas. Students divide their major studio courses between the two areas, typically enrolling in one course in each area each semester. Students must complete 6 credits of 400-level coursework in each of the two major studio areas, with all prerequisites for those courses.

39 credits distributed as follows

- HER-V 210 VC 1: Elements & Principles (4 cr.)
- HER-V201 Making Meaning (2 cr.)
- HER-V220 VC 2 (6 cr.)
- HER-V211 Typography (3 cr.)
- HER-A341 Production for Design (3 cr.)
- HER-V310 VC 3: Identifying Problems (6 cr.)
- HER-V311 Type & Image (3 cr.)
- HER-V320 VC 4: Facilitating Solutions (6 cr.)
- HER-V453 Internship (3 cr.)
- HER-V410 VC 5: Designing for Innovation (6 cr.)
- HER-V421 or other VCD Studio elective in declared track (3 cr.)
- HER-V420 VC 6 Portfolio (3 cr.)
- HER-V422 or other VCD studio class (6 cr.)

Studio Art Electives

18 credits

Academic elective (3 cr.)

Total: 125 credits

Recommended Associated Subjects for Academic Electives:

- Anthropology and cultural studies
- Business
- Communication and rhetoric
- Engineering
- History
- Psychology and human factors

Recommended Associated Subjects for Studio Electives:

- Book Arts
- Design for the web
- Illustration
- Painting and drawing
- Photography
- Printmaking

Last updated: December 2013

Minors

Undergraduate Minors

Art History Minor

Procedure

Students intending to pursue the Art History Minor should contact Herron Student Services to register, review the requirements, and plan their program of study.

Requirements

15 credits in Art History as follows:

- Any two of the following three introductory survey courses:
 - HER-H 101, H 102, H 103 (6 cr.)
- Upper-level courses (200-level optional, 300-and 400-level) 9 cr.
 - At least one 400-level course recommended.
 - The 9 credits must include courses in at least two of the following five historical periods or subject categories:
 - Ancient & Medieval
 - Early Modern (Renaissance through Neoclassicism)
 - Modern (1800-1950)
 - Post-1950
 - World Art
- Only courses completed with a grade of C (2.0) or higher will count toward the minor.
- In the case of transfer students, at least 6 credits at the 200-level or higher must be taken at Herron.
- Consult the bulletin and Schedule of Classes for regular and cross-listed courses.
- HER-H 100 Art Appreciation and HER-H 221 Art Past and Present are not eligible to be counted toward the minor (or major) requirements.

Book Arts Minor

The emphasis of this minor is to provide students with a focused course of study to develop skills and conceptual understanding specific to the Book Arts. The objectives are: to help students build fundamental skills in each

of the areas that comprise the Book Arts, bookbinding, letterpress, typography, book design, and papermaking; to familiarize and integrate historic and contemporary aspects of the Book Arts. The minor aims to develop a level of technical and conceptual proficiency that will give students a professional platform from which to proceed to more sophisticated engagements with the medium. While the course of study is committed to developing excellence in work by hand, it provides opportunities for integrating digital tools.

Procedure

The Book Arts minor is open to all IUPUI students. Students intending to pursue the minor should contact Herron Student Services to register, review the requirements, and plan their program of study.

Requirements

15 credits total

At least 6 credits must be taken at the 300 or 400 level.

Required core courses:

9 credits/3 courses (Courses are open to all students.)

Choose 3 from the following:

- HER-G 206 Bookbinding
- HER-G 208 Letterpress Typesetting
- HER-G 308 The Visual Book
- HER-G 310 The Printed Book

Paper technologies:

3 credits/1 course (Courses are open to all students.)

Chose one of the following:

- HER-G 210 Paper Engineering

Electives:

3 credits/ 1 course (Eligibility for courses varies. Elective Arts courses are open to non-Herron majors; many VC and Fine Arts courses are limited to majors.)

Choose 1 from the following:

- Any 200 or 300 level Printmaking course: Intaglio, Lithography, Silkscreen, Monotype, or Relief Printing
- Any 200 or 300 level Visual Communication Design course focusing on typography or image
- Any 200 or 300 level Fine Arts or Elective Arts course
- HER-G 405 Individual Research in Book Arts

If approved in advance by Printmaking faculty, a 300 level experiential learning internship (applicable to the RISE initiative) in the field, for example at the National Bindery in Indianapolis, or apprenticing with a local book artist, or working in the Main Library (IUPUI or IU Bloomington) book conservation lab, or in the Historical Society/IMA book conservation lab, may count as one 3-credit elective course.

Last updated: December 2013

Student Learning Outcomes

Undergraduate Student Learning Outcomes

- Bachelor of Arts in Art History
- Bachelor of Art Education
- Bachelor of Fine Arts*

- Bachelor Fine Arts in Visual Communication Design

*Includes Ceramics, Integrative Studio Practice, Painting, Furniture, Design, Printmaking, Sculpture, Photography

Bachelor of Arts in Art History

Graduates of the Art History program will demonstrate the following:

1. Students will describe connections between art and social and cultural contexts across history and throughout the world.
2. Students will evaluate and critique works of art from a range of methodological perspectives.
3. Students will conceive and carry out research involving: formulating a question; gathering information using a variety of tools and techniques; critically evaluating information; making an argument; and defending a conclusion in speech and writing.
4. Students will compare and contrast the underlying value systems that inform the aesthetic decisions of art makers and viewers in different cultures.
5. Students will recognize perspectives from a range of disciplines in the arts and sciences.
6. Students will apply their visual literacy to make informed and ethical judgments in their own lives.
7. Students will interpret works of art using visual analysis, historical research, and defined theoretical perspectives.
8. Students will describe and discuss a substantial body of knowledge about and understanding of their own art historical traditions and the traditions of others.

Bachelor of Art Education

Upon completion of the **Bachelor of Art Education** at Herron students will demonstrate the following competencies:

Philosophy

Demonstrate critical reflection on the aesthetic and artistic purposes of art in P-12 learners; articulate and apply personal philosophy in classroom practice.

Communication

Communicate ideas clearly through speech, writing, and visual forms about issues of personal importance and human significance in local and global communities; and apply this to classroom practice.

Content Knowledge - Studio Art

Demonstrate expertise in basic expressive, technical, procedural and organization skills in a wide variety of media and demonstrate mastery in conceptual insights and visual thinking developed through studio experiences; and make these aspects of the discipline accessible and meaningful for P-12 learners.

Content Knowledge - Art History and Analysis

Understand the major styles and periods of art history, the analytical methods and theories of criticism; understand development of past and contemporary art forms, including visual culture, and, understand contending philosophies of art and the relationship of all of these

to the making of art; and, make these aspects of the discipline accessible and meaningful for P-12 learners.

Content Knowledge - Innovation/Ideation

Understand and apply processes of idea generation, imagination, and innovative thinking from a range of disciplines to problems in their artwork and their lives; and develop abilities of creative problem solving and critical inquiry and authentic meaning making in P-12 learners.

Learner Development

Understand the developmental needs and diverse social and cultural constructions of identity in all learners and implement a variety of appropriate visuals, tools, media, technology, and other disciplines to differentiate learning in inclusive, multicultural, and urban classrooms.

Learning Environment

Construct a learning environment that promotes student achievement, utilizes social learning and group dynamics, promotes respect and collaboration among of all learners, and incorporates multiple contexts where art exists outside the classroom including museums, galleries, homes, and public sites.

Instructional Strategies

Understand and implement curriculum and a variety of instructional strategies that develop in-depth, complex student skills and knowledge in art content, and integrate art across disciplines.

Bachelor of Fine Arts

Graduates of a Fine Arts program will achieve the following:

1. Students will develop a personal aesthetic that will be demonstrated in the characteristics of their artwork, writings, and speech.
2. Students will demonstrate a mastery of visual thinking and the technical demands and craft appropriate to their discipline and artwork.
3. Students will be able to describe historic and contemporary art directions, movements, and theory and place their own artwork in a contemporary context.
4. Students will write and speak effectively about their artwork and ideas.
5. Students will do research and construct their own aesthetic problems utilizing creative process strategies and critical thinking to provide multiple solutions to the problems.
6. Students will exhibit an openness to different or new ideas and a willingness to examine and reconsider familiar ways of thinking.
7. Students will be able to critique their own and others art work in a theoretically and historically informed manner.
8. Students will apply ideas and methods of thinking from a range of disciplines to problems in their artwork and their lives.
9. Students will be able to engage with diverse communities through personal and creative activities.
10. Students will apply their knowledge of art in a professional context, and will utilize the best practices and ethics held by their profession.

Includes Ceramics, Integrative Studio Practice, Painting, Furniture Design, Printmaking, Sculpture, Photography

Bachelor of Fine Arts in Visual Communication Design (B.F.A.)

Graduates of the Visual Communication Design program will achieve the following:

1. Students will be able to *identify, describe,* and *summarize* communication problems through user-centered research and analysis.
2. Students will be able to *generate* and *evaluate* solutions to communication problems by creating alternative solutions, prototyping and conducting user testing.
3. Students will *recognize, describe,* and *respond* to social, cultural, physical and cognitive issues embedded within audiences and contexts.
4. Students will be able to *demonstrate* an understanding of visual form in response to communication problems through visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics and the construction of meaningful messages.
5. Students will *understand* and *apply* appropriate tools and technology in the *creation,* reproduction and distribution of visual messages, including but not limited to, drawing, offset printing, photography and time-based media and interactive media.
6. Students will be able to *address* and *discuss* design from a variety of historical, theoretical, social, cultural, technological and economic perspectives.
7. Students will be able to *discuss* and *demonstrate* basic business practices, including the ability to organize design projects and work productively as a member of teams.

Admissions

Graduate Admissions

- Master of Art Education
- Master of Arts in Art Therapy
- Master of Fine Arts in Visual Art
- Master of Fine Arts in Visual Communication Design

M.A. in Art Education

Art Education Admissions Guidelines

Students interested in entering the MAE program must possess a teaching certificate in art and a 3.0 cumulative grade point average. Students holding an undergraduate degree in visual art, but not certification requirements of the Indiana Department of Education, must complete these requirements through the certification courses in the Bachelor of Art Education degree before pursuing the MAE.

How to Apply

Submit the IUPUI [Graduate Online Application](#). Please include the following items and information within the application:

1. A personal goals statement explaining academic and career objectives.
2. The contact information (including names, street addresses, phone numbers and email addresses)

of two people who will submit your letters of recommendation via the online application system. You can enter this information in the "Department Information" tab. The online recommendations should address your potential for academic success in a graduate program.

Mail the following the items and information to the Herron School of Art and Design:

1. Official transcripts from all colleges and universities attended (except Indiana University).
2. A portfolio of studio work.

The portfolio should demonstrate the following:

- Visual sensitivity: ability to effectively organize structure/composition in two and three dimensional media.
- Technical skill: ability to control media in ways that convincingly communicate.
- Ability to generate, refine, and execute ideas that show inventiveness and personal meaning.
- Lessons/units with examples of student work produced under your teaching.

The portfolio represents your view of yourself and your work. We encourage inclusion of documentation of your ongoing involvement with art and teaching such as: sketch book/journal, awards, exhibitions or articles on your work, honors, or teaching publications.

Student Services MAE Application Review Committee

Herron School of Art and Design, IUPUI

*735 W. New York Street
Indianapolis, IN 46202*

Last updated: December 2013

M.A. in Art Therapy

Art Therapy Admission Guidelines

1. Complete the [Online Application](#)

You must provide the following information in the online application:

- Two to three page personal statement and a resume outlining professional and volunteer experiences. The personal statement should speak to how you developed an interest in art therapy, what led you to the art therapy program at Herron, and what your future goals are as an art therapist.
- The contact information (including names, street addresses, phone numbers and email addresses) of three faculty members or professional contacts who will submit your letters of recommendation via the online application system. The online recommendations should address your potential for academic success in the art therapy graduate program.

2. Submit Your Portfolio Online Submit your portfolio online at www.herron.slideroom.com. When submitting the portfolio online, be sure to select the MA in Art Therapy program. The portfolio should represent 10-15 pieces of artwork that show experience with different media and an ability to understand the motivations of one's personal art making process. If you are selected to participate in an in-

person interview, your portfolio will be reviewed with you as a part of the interview process.

3. Pay the Application Fees

The cost for submitting the application for the MA in Art Therapy is \$70. The \$70 application fee is comprised of a \$60 fee paid upon submission of the online application and a \$10 fee paid upon submission of the online portfolio. The application fees are non-refundable

4. Mail Your Transcripts

Mail official transcripts from all of your undergraduate institutions attended, as well as from any graduate programs (if applicable). The transcript must demonstrate a minimum cumulative GPA of 3.0 on a 4.0 scale. Your transcripts must reflect 18 or more credit hours of studio art. It must also reflect 12 credit hours of psychology, including developmental and abnormal psychologies. For international students, if the original documents are not in English, a verified translation must be sent with your official transcripts in your native language. If you are in the process of completing a Bachelor's degree when you apply, a transcript showing your first three years of study is acceptable. If admitted to Herron, you must submit a final, official transcript verifying the completion and award of your degree directly to Herron prior to your matriculation.

Mail transcripts to:

*Graduate Admissions c/o Student Services Office #126
Herron School of Art and Design
735 W. New York St. Indianapolis, IN 46202-5222*

5. Submit Your TOEFL Results (International students only)

Test of English as a Foreign Language (TOEFL) scores are required for international students unless the applicants undergraduate degree is from a university in an English-speaking country. Applicants must request that an official copy of their test results be sent directly to IUPUI by the Educational Testing Service. The IUPUI reporting code for the TOEFL is 1325. Other tests or ELS coursework may be accepted in order to verify English proficiency. For a list of all options and minimum scores required, please visit the IUPUI International Admissions webpage.

6. Interview Semi-finalists will be contacted for an on-campus interview as the final step of the application process. Candidates should be prepared to discuss their portfolio during the interview.

Application deadline: Submit all of the following application components by January 30

Notification of admission decision: April 15

Last updated: December 2013

M.F.A. in Visual Art

Master of Fine Arts in Visual Art and Public Life Admission Guidelines

The application steps below are for students interested in pursuing an MFA in Visual Art with an emphasis in one of the following areas: Ceramics, Furniture Design, Painting and Drawing, Photography and Intermedia, Printmaking, and Sculpture.

Your application must demonstrate a strong commitment and potential for developing sustained creative activity as a visual artist at the professional level and the ability to complete graduate work.

1. Complete the [Online Application](#)

You must provide the following information in the online application:

- A personal statement describing your intentions for applying to this program, including a concise description of your past experiences qualifying you for this program. Please also describe your future career goals. The statement must be 500 words in length. Please clearly indicate in your personal statement the program you intend to pursue: sculpture, furniture design, printmaking, photography and intermedia, painting and drawing or ceramics.
 - The contact information (including names, street addresses, phone numbers and email addresses) of two people who will submit your letters of recommendation via the online application system. The online system will then email your contacts with instructions on how to submit their references online. The online recommendations should address your potential for academic success in a graduate program.
 - When asked to indicate your Academic Plan, please select "Visual Art" in the drop down menu.
- #### 2. Submit Your Portfolio Online
- Submit your portfolio online at www.herron.slideroom.com. When submitting the portfolio online, click on the blue "Start a New Submission" button. Then click on "Graduate Programs" under the "Categories" heading. Finally, click on the blue "Apply Now" button next to the emphasis in which you are interested to access the application. It is possible to submit time-based work using Slideroom.com. The cost to submit your portfolio online is \$10. The portfolio should contain 18-20 images.
- #### 3. Pay the Application Fees
- The cost for submitting the application for the MFA in Visual Art is \$70. The \$70 application fee is comprised of a \$60 fee paid upon submission of the online application and a \$10 fee paid upon submission of the online portfolio. The application fees are non-refundable.
- #### 4. Mail Your Transcripts
- Mail official transcripts from all of your undergraduate institutions attended, as well as from any graduate programs (if applicable). The transcript must demonstrate a minimum cumulative GPA of 3.0 on a 4.0 scale. For international students, if the original documents are not in English, a verified translation must be sent with your official transcripts in your native language. If you are in the process of completing a Bachelor's degree when you apply, a transcript showing your first three years of study is

acceptable. If admitted to Herron, you must submit a final, official transcript verifying the completion and award of your degree directly to Herron prior to your matriculation.

Mail transcripts to:

*Graduate Admissions c/o Student Services Office
Herron School of Art and Design*

*735 W. New York St.
Indianapolis, IN 46202-5222*

5. Submit Your TOEFL Results *(International students only)*

Test of English as a Foreign Language (TOEFL) scores are required for international students unless the applicants undergraduate degree is from a university in an English-speaking country. Applicants must request that an official copy of their test results be sent directly to IUPUI by the Educational Testing Service. The IUPUI reporting code for the TOEFL is 1325. Other tests or ELS coursework may be accepted in order to verify English proficiency. For a list of all options and minimum scores required, please visit [IUPUI's International Admissions page](#).

NOTE: The Graduate Record Examination (GRE) is not a requirement.

M.F.A. in Visual Communication Design

Master of Fine Arts in Visual Communication Design Admission Guidelines

Herron's graduate program in Visual Communication Design is focused on preparing leaders who can proactively manage processes for change and innovation to improve the experiences of businesses, institutions, organizations, communities and individuals.

Admission to the graduate program is competitive. There is no specific standard type of ideal applicant; we encourage diversity and evaluate each applicant on an individual basis. We do seek a mixed group of people with varied backgrounds and experiences.

Application Checklist

1. online application form and fee
2. TOEFL scores
3. GRE scores (optional)
4. official academic transcript, submitted by mail
5. personal statement of intent, submitted online
6. contact information of three references, submitted online
7. professional resume, submitted online
8. portfolio of work, submitted online

Application Process

STEP 1

Read the [Admissions Q + A](#) document.

STEP 2

Complete the [online application](#). In the online application, please provide the contact information of three professional references. The application system will contact your references via email and request that they submit their recommendations through the online system. The fee for the application is \$60. You will be asked to submit payment online upon the completion of your application.

STEP 3

Submit GRE or GMAT scores if you feel the score will help your application. The IUPUI reporting code for standardized tests is 1325. GRE (General Test) or GMAT scores are optional. Scores submitted to the admission committee must be for tests completed within the last four years.

TOEFL is required for applicants from countries whose native language is not English. TOEFL scores must be from tests taken within the last two years. The TOEFL requirement is waived for applicants with a degree from a university in an English-speaking country.

Contact Information**Herron School of Art and Design****Eskenazi Hall**

735 W. New York St.
Indianapolis, IN 46202
Main: (317) 278-9400
Fax: (317) 278-9471

Galleries: (317) 278-9423

Basile Center: (317) 278-9423

Community Learning: (317) 278-9404

Eskenazi Fine Arts Center (Sculpture and Ceramics Bldg). 1410 Indiana Ave. Indianapolis, IN 46202

Master of Art Education

The Masters of Art Education Degree

The Masters of Art Education (MAE) Program strengthens and revitalizes student artistic and professional experience. The underlying philosophy of the program is a strong belief in the artist-teacher. Course work for this degree is divided equally between art content (studio, history, criticism, and aesthetics) and professional methodology. Degree requirements must be completed within five years from the time the first classes are taken. Graduates are expected to maintain a 3.3 GPA or higher in graduate course work. Any graduates with a GPA of lower than 3.0 are subject to probation and dismissal.

Students wanting to enter the graduate program at the Herron School of Art and Design must apply online or by mail. A statement of professional goals, two professional recommendations may be submitted in the online application. A portfolio of studio work should be mailed to Graduate Admissions at the Herron School of Art and Design. Students holding an undergraduate degree in visual art, but not certification requirements of the Indiana Professional Standards Board, must complete these requirements through the certification courses in the BAE. To be accepted to the MAE program, the student must

have a teaching certificate in art or be working toward this concurrently with the MAE, a 3.0 cumulative grade point average, and must pass the portfolio review

Academic Requirements Distributive**Art**

Select from 500-level courses in:

- Studio Art
- Art History/Criticism

Total: 18 cr. hrs.

Note: All graduate students must consult with the appropriate faculty advisor to determine the distribution of credit.

Advanced Art Education

Choose four classes from:

- HER-Z 500 Advanced Art Education
- HER-Z 510 Art for Teachers of Exceptional Children
- HER-Z 511 Non studio Approaches to Art Instruction
- HER-Z 512 Improving Studio Instruction in Art
- HER-Z 513 Special Topics in Art Education
- HER-Z 532 Curriculum and Assessment in Art Education
- HER-Z 590 Directed Independent Study in Art Education
- HER-Z 700 Practicum in Art Education
- HER-R 511 Research in Art Education

Total: 12 cr. hrs.

Choose two classes from:

Educational Psychology

- EDUC-P 510 Psychology in Teaching
- EDUC-P 516 Adolescent Development
- EDUC-P 540 Learning and Cognition in Education
- EDUC-P 515 Child Development
- EDUC-P 525 Psychological Issues in Education

Educational History and Theory

- EDUC-H 504 History of American Education
- EDUC-H 520 Education and Social Issues
- EDUC-H 530 Philosophy of Education
- EDUC-H 538 Critical Thinking and Education

Educational Inquiry

- EDUC-Y 501 Statistical Methods Applied to Education
- EDUC- Y507 Testing in the Classroom

Total: 6 cr. hrs.

Total: 36 cr. hrs.

*Most Professional Art Education courses are offered in the summer sessions.

Last Update: December 2013

Degree Programs**Master's Degree Programs**

Master of Art Education (MAE)

Master of Fine Arts in Visual Art and Public Life (MFA)

- [Ceramics](#)
- Furniture Design
- [Painting and Drawing](#)
- [Photography and Intermedia](#)
- Printmaking
- Sculpture

Master of Fine Arts in Visual Communication Design (MFA)

Master of Arts in Art Therapy (MA)

MFA in Visual Art

The Master of Fine Arts in Visual Art is a 60-credit hour program of study that provides students with an in-depth, professional-level understanding of visual art planning, production, and presentation. Students may pursue one of six emphasis areas for this program: Ceramics, Furniture Design, Painting/Drawing, Photography/Intermedia, Printmaking, or Sculpture. The program consists of a systematic sequence of educational opportunities for students to gain fluency in the practices and issues involved in creating original works of visual art and developing their careers within contemporary society. The Master of Fine Arts degree is recognized by the art and design professions as the terminal degree in the studio arts.

The objectives of the program are: (1) to create coursework and experiences in which students examine and learn to shape the formal, thematic, theoretical, social, cultural, cognitive, and technological aspects of visual art; (2) to develop university and community based collaborations that facilitate learning and research opportunities; (3) to provide opportunities for developing leadership in the professional practice of visual art and to prepare graduates for a range of specialized careers, from university-level teaching to creative entrepreneurship to employment by urban arts organizations to work as independent artists; (4) to foster an exploration of visual art as an intellectual and experimental practice that is rooted in a specific time and place; (5) to engage students in studio activity that is placed in a professional context, from making work to its presentation, installation, marketing, and critical analysis; and (6) to provide students with the intellectual flexibility to research, plan, design, fabricate, and complete work utilizing a variety of processes in a variety of settings for a variety of purposes.

To complete the degree, students are required to present a final, substantial body of original art in an exhibition (or other significant public presentation of a major body of work), documentation of the exhibition, and completion of a written thesis, all demonstrating professional-quality achievement. The thesis project is a culmination of the graduate experience in which students develop professional expertise in their field as active studio artists including professional practice and research.

Areas of Emphasis

- Ceramics
- Furniture Design

- Painting and Drawing
- Photography and Intermedia
- Printmaking
- Sculpture

MFA Thesis Advisory Committee

The MFA Thesis Advisory Committee will provide regular, systematic feedback to the graduate student about her/his development of professional-level skills, cognitive development, specific assessment of the body of artwork being created, and will provide guidance for the thesis project/exhibition and written thesis statement.

1. Each graduate student in the MFA in Visual Art program will be assigned an academic advisor. The academic advisor will be a full-time faculty member from the student's area of studio emphasis and will oversee all aspects of tracking the student's progress through all phases of the curriculum. The academic advisor will also serve as Chair of the graduate student's MFA Thesis Advisory Committee. Students are assigned academic advisors at the start of the program. Academic advisors are appointed by the Chair of Fine Arts and Associate Dean.

2. The full committee should be formed immediately after the completion of a student's first 15 credit hours applicable to the degree. The selection is made by the student with the approval of the Chair of the Advisory Committee. Students must complete the MFA Advisory Committee Membership Form and obtain the signatures of all faculty on the committee. The form must be submitted to the Associate Dean.

3. The Thesis Advisory Committee is comprised of:

- **ACADEMIC ADVISOR/CHAIR:** A full-time, tenure-track or tenured Herron faculty member from the grad student's major area of emphasis.
- **COMMITTEE MEMBER:** A full-time Herron faculty member who is NOT from the area of emphasis. Selected by the grad student working in consultation with his/her academic advisor.
- **COMMITTEE MEMBER:** A full-time Herron faculty member who can be from the area of emphasis or not, selected by the grad student working in consultation with his/her academic advisor.
- **OPTIONAL COMMITTEE MEMBER:** An optional fourth member of the Graduate Advisory Committee may be someone from another academic unit at IUPUI /or/ from the professional field. Selected by the grad student working in consultation with his/her academic advisor.

4. The committee will meet with the student a minimum of three times during the course of study to complete the degree in order to advise and make recommendations on the student's development. The student must pass all three reviews in order to remain eligible for continuation in the program and completion of the degree requirements. The reviews will take place at the following times:

- a. At the completion of 30 credit hours (midpoint): Consists of a committee review.

b. At the completion of 45 credits hours: Consists of a committee review. Certifies student is ready to complete work for final exhibition/project. Approves plans for culminating Thesis exhibition/project. Advice on written thesis statement.

c. The Final Review consist of acceptance of the graduate student's culminating Thesis project (an exhibition of artwork completed as the final culminating body of work / or/ a substantial public art project completed as the final culminating project) and written thesis at the completion of the full 60-credits required for the degree.

Grade Requirements

Only grades of a minimum of "C" will count towards the completion of the MFA degree. Only a minimum of a "B" grade will count in courses in the student's major area of studio emphasis. Each graduate student must maintain an overall minimum g.p.a. of 3.0 to remain in the MFA program. A minimum grade of "B+" must be achieved in the course "Studio Emphasis IV: Thesis Exhibit/Project."

Note: Additional information about policies and procedures, including further information about the MFA Advisory Committee, the review process, and the MFA Culminating Experience, is available in the MFA Handbook, provided to each entering graduate student in the MFA in Visual Art and Public Life program.

Additional policies

Students should consult the MFA Graduate Student Handbook given to them at orientation for additional policies, procedures, documents, and forms.

Last Updated: December 2013

Admission

Admission into the program is competitive. Applicants must demonstrate a commitment and capability to develop sustained creative activity as a visual artist at the professional level and the ability to complete graduate work.

Applicants must have

1. An undergraduate degree, preferably a Bachelor of Fine Arts degree with a studio art emphasis from an accredited institution, but other backgrounds will be considered by the graduate admissions committee,
2. A minimum GPA of 3.0 on a 4.0 scale,
3. A portfolio documenting past visual art work.

Some otherwise qualified applicants may not have all the necessary coursework and background experience to prepare them to fully succeed in their graduate coursework. These persons will be required to make up curricular deficiencies by enrolling in appropriate undergraduate courses prior to taking specific courses in the graduate program.

Complete, current admissions requirements, deadlines for admissions, application procedures, and information about financial aid are available on the website for Herron School of Art and Design.

Financial Assistance and Fellowships

Graduate Fellowships may be assigned in the following categories of responsibility: Teaching Assistant, Instructor, Technician, Gallery Assistant, and Graduate Assistant

to Center for Art, Design and Public Life, and other assignments. Graduate students may be awarded scholarships based on their qualifications documented in their applications to the program.

MFA in Visual Communication Design

Herron's graduate program in Visual Communication Design emphasizes applied research in design thinking and design methods. The program advances mastery (and the invention, development, and refinement) of design research methods as a path for any and all of the following outcomes:

1. to prepare professional designers for valuable (and valued) roles as collaborative leaders of creative problem-solving in organizations, institutions, and communities;
2. to advance excellence in the processes and practices of designing as a set of professional activities;
3. to prepare design leaders for evolving (and challenging) roles as design mentors and educators to future generations; and
4. to expand the disciplinary knowledge of designing through scholarship.

Research activities in the program are interdisciplinary in nature and focus inquiry in the following areas:

1. Designing as a set of creative problem solving processes including identifying patterns & framing insights, exploring ideas and conceiving plans, prototyping & optimizing proposals, and implementing solutions.
2. Designing as a set of innovation creation processes including breaking patterns (inventing) and optimizing patterns (improving).
3. Designing as a set of human-centered understanding processes including modeling experiences, advocating empathy, untangling complexity, and visualizing relationships.

All research occurs within a defined territory that investigates, defines, and advances the role of design thinking, and design action for driving business innovation, stewarding organizational leadership, shaping public policy, and enhancing direct democracy.

In the first year, students focus on the mastery of design research methodologies with particular emphasis on understanding audiences and contexts. Students conduct primary research using advanced design research methods. Students apply user-centered research findings by participating in real-world community-based projects. All students engage in the design process using a creative problem-solving framework that requires collaborative and cross-disciplinary approaches.

In the second year, students focus on the mastery of design leadership skills for managing processes for change and innovation to improve the experiences of businesses, institutions, organizations, communities, and individuals. Students define, develop, and defend an applied action research thesis project to serve as a case study demonstration of the power of design to clarify, humanize, and energize the issues that are central to life in a pluralistic society.

The interdisciplinary, collaborative nature of the program requires students to participate in the program as a cohort of colleagues. Thus, the majority of the work in the program is performed within a shared learning community that requires students to be present throughout the graduate residency experience.

The program of study is 60 credit hours distributed equally across four semesters. Fifteen credit hours of course work each semester will be coordinated and co-requisite. The MFA graduate program in Visual Communication Design requires full-time study within an academic residency.

Contact

Graduate application inquiries should be directed to:

Graduate Admissions c/o Student Services Office
Indiana University Herron School of Art and Design IUPUI
735 West New York Street
Indianapolis, Indiana 46202-5944
(317) 278-9400

- Admission
- Financial Assistance and Fellowships
- Plan of Study
- Thesis

Admission

Admission into the Visual Communication Design graduate program is competitive. The Department of Visual Communication Design seeks graduate candidates who have strong skills for thinking critically about complex issues and working collaboratively in teams that represent a diversity of perspectives.

Applicants ordinarily will be expected to hold baccalaureate degrees from colleges or universities of recognized standing prior to registration as graduate students. Applicants for a master's degree program should have achieved a 3.0 (out of 4.0) grade point average or higher for the baccalaureate degree, or have other indicators of outstanding academic performance.

Students entering the MFA degree program in Visual Communication Design are not required to have an established background in design or art. The Visual Communication Design Program at Herron encourages cross-disciplinary research approaches and experiences. However, applicants who do not have a prior educational background in design or professional design experience may be required to successfully complete foundational pre-graduate studies in design before being accepted to initiate the MFA curriculum.

One or two semesters of foundational pre-graduate pre-graduate studies may be required before full admission into the MFA program in Visual Communication Design. Foundational pre-graduate courses in design may be offered for graduate credit but the credit hours do not apply to completing the 60-credit hour requirements in the MFA degree. Decisions regarding admission into the Foundational Pre-Graduate program are made on an individual basis.

Financial Assistance and Fellowships

Plan of Study

YEAR ONE course work- 30 credits

- Focus on design research for innovation (with particular emphasis on understanding users and contexts)
- Focus on design analysis for innovation (with particular emphasis on identifying patterns and framing insights)
- Focus on design synthesis for innovation (with particular emphasis on exploring ideas and conceiving plans)
- Focus on design optimization for innovation (with particular emphasis on prototyping and creating solutions)

FALL SEMESTER

1st 8 weeks

HER-V 501	Introduction to Design Thinking	1.5
HER-V 502	Introduction to Human Factors in Design	1.5
HER-V 511	Design Methods: People-Centered Design Research	1.5
HER-V 510	Collaborative Action Research in Design 1	3

2nd 8 weeks:

HER-V 521	Methods for Design Analysis	1.5
HER-V 520	Collaborative Action Research in Design 2	6

Total credits for semester

15

SPRING SEMESTER

1st 8 weeks:

HER-V 531	Methods for Design Synthesis	1.5
HER-V 530	Collaborative Action Research in Design 3	3

2nd 8 weeks:

HER-V 541	Methods for Design Evaluation	1.5
HER-V 540	Collaborative Action Research in Design 4	6
	Interdisciplinary elective	3

Total credits for semester

15

YEAR TWO course work- 30 credits

- Focus on design leadership as agent for transformation

- Transitioning from graduate school to new professional contexts
- Focus on design thesis formulating the research problem / opportunity

FALL SEMESTER

HER-V 601 Leadership in Design Practice	1.5
HER-V 602 Leadership in Design Education	1.5
HER-V 650 Collaborative Action Research in Design 5	1.5
HER-V 660 Collaborative Action Research in Design 6	1.5
HER-V 690 Thesis Writing 1	3
HER-V 690 Thesis Studio 1	3
Interdisciplinary Elective	3
Total credits for semester	15

SPRING SEMESTER

HER-V 670 Collaborative Action Research in Design 7	1.5
HER-V 680 Collaborative Action Research in Design 8	1.5
HER-V 692 Thesis Writing 2	6
HER-V 693 Thesis Studio 2	6
Total credits for semester	15

Thesis

To complete the degree, students are required to define, develop, and defend a written thesis and companion capstone project. A master thesis is a document authored by a student that describes results of original research undertaken by that student and asserts a position that is defensible in an academic context.

This position should not be construed to prohibit joint or collaborative research endeavors. It is expected, however, that in such a situation, unique aspects of the broad problem will be explored by each individual and that the thesis written and presented to the final examining committee will be a personal document describing the student's creative effort and contribution.

Students should speak with their advisor early in their graduate careers when considering a collaborative thesis project. A downloadable version of the Visual Communication Design Thesis Guideline is available from the department.

Master of Arts in Art Therapy

The **Master of Arts in Art Therapy** degree is a two-year program that prepares students with academic, clinical, and research experience in preparation for the credentials of Registration as an Art Therapist (ATR) according to the

educational guidelines established by the American Art Therapy Association (AATA) and Licensure as a Mental Health Counselor (LMHC) in Indiana.

Positioned within the urban campus Indiana University Purdue University-Indianapolis (IUPUI), this two-year, full-time residential program is the only one of its kind in the state of Indiana. The program provides a foundation in art therapy where the general concepts of science, art, and the creative process are understood and applied in a therapeutic context.

Students are required to engage in clinical training within the IU Health system and surrounding Indianapolis community as a part of their coursework and are required to complete 1000 hours of supervised practicum and internship experience.

Honoring the dynamic nature of the psyche, the art therapist calls upon the theoretical and practical application of psychotherapeutic principles through a variety of interventions and in myriad settings including mental health, medical, educational, and forensic facilities.

Students will be trained from didactic and experiential models that encourage personal art making within Herron's studios. The use of imagery to conceptualize symbolic communication and expression of the unconscious is taught through the application of present-day assessment and intervention strategies in areas such as neuroscience and trauma, and through research methodologies including art-based and evidence-based practices.

Policies

Students should consult the handbook given to them at orientation for policies and procedures pertaining to their degree progress.

Admissions

Students seeking admission to the MA in Art Therapy degree program should demonstrate commitment to the professional goal of helping others as art therapists. Prerequisites for admission to the program meet the requirements mandated for all programs approved by the American Art Therapy Association. Herron requires that students have all these prerequisites completed before starting the program. If all prerequisites have not been met at the time of application, acceptance to the program can only be made pending successful completion of the prerequisites before the start of fall classes.

- A bachelor's degree
- 18 credits of studio art
- 12 credits of psychology including developmental psychology and abnormal psychology
- A portfolio of artwork demonstrating experience with different media and an ability to understand the motivations behind one's personal art making process

Details of the admissions process are described on Herron's website: <http://herron.iupui.edu>

Suggested plan of study (Any revisions to this curriculum made after this bulletin goes to press will be posted on the Herron website.)

Year 1 Fall Semester

- Lifespan Development
- Counseling Theory and Practice for Art Therapists
- Art Therapy with Children and Adolescents
- Introduction to Group Counseling
- Psychopathology and Advanced Diagnosis Practicum and Group Supervision

Year 1: Spring Semester

- Assessment and Evaluation in Art Therapy
- Art Therapy with Families and Adults
- Ethical and Legal Issues in Counseling and Art Therapy
- History, Theory and Practice of Art therapy
- Art Therapy Internship

Summer Semester

- Career Counseling Theory and Practice

Year 2: Fall Semester

- Cultural and Social Diversity in Counseling and Art Therapy
- Studio Art for Art Therapists
- Strategies for Educational Inquiry
- Advanced Clinical Internship and Group Supervision

Year 2: Spring Semester

- Art Therapy and Counseling with Specialized Populations
- Professional Issues Capstone II
- Art Therapy Advanced Internship and Group Supervision

Last updated: December 2013

Graduate Programs

Graduate Program

The Herron School of Art and Design educates students seeking professional careers in the fine arts, visual communication design, art history, and art education.

Graduate degrees currently offered are the

- Master of Art Education
- Master of Arts in Art Therapy
- Master of Fine Art in Visual Art
- Master of Fine Art in Visual Communication Design

Last updated: December 2013

Student Learning Outcomes

Graduate Student Learning Outcomes

Students will achieve the objectives set for the following graduate degrees:

- Master of Art Education
- Master of Fine Arts in Visual Arts
- Master of Fine Arts in Visual Communication Design
- Master of Arts in Art Therapy

Master of Art Education

Master of Art Education

Upon completion of the Masters of Art Education students will:

1. Develop a comprehensive, critical understanding of the field of art education by investigating the ways in which art education has evolved and continues to change in response to cultural, economic, social, political, and technological conditions.
2. Examine and explore critical approaches to new media and directions in contemporary art practices, understanding innovative methodologies of professional artists in order to develop new approaches to elementary and secondary art instruction.
3. Understand the importance and roles of diverse learning environments appreciating both formal and informal art learning sites and studio environments in order to construct learning spaces that promote creative production, social learning and collaboration, as well as incorporate multiple contexts including museums, galleries, homes, and other pertinent public sites.
4. Develop in-depth conceptually based curricula with an understanding of local and global communities, and of the benefits and challenges of promoting democratic values in our culturally diverse society.
5. Demonstrate the ability to cultivate critical and creative thinking skills in others and to assert art's role in fostering multi-cultural, intercultural, and interdisciplinary understandings.
6. Demonstrate breadth of knowledge and skills in art history emphasizing contemporary art forms and visual culture, in analytical methods and theories of criticism, and in contending philosophies of art, and understand the foundational relationship of these components to authentic studio practice; and make these accessible and meaningful to P-12 learners.
7. Develop leadership roles and become an active participant in peer seminars, classroom tutorials, presentations, and reflective processes.
8. Understand, articulate, and continue to nurture the roles of Artist/Teacher/Researcher in their own professional practice and demonstrate increased breadth and depth of competence in studio skills, knowledge, and application.
9. Conduct professional research that demonstrates advanced levels of analysis, insight, design, and methods appropriate for art education settings and audiences. Utilize relevant applications for such research and professional publications.
10. Demonstrate reflective, critical thought, and scholarship as well as a commitment to ongoing professional development, and; contribute to the growth of the profession through disseminating scholarly activity as artist/teacher/researcher at local, state and national professional venues.

Master of Fine Arts in Visual Art

Master of Fine Arts in Visual Art

Upon graduation from the Master of Arts in Visual Art degree program, students will:

1. Be able to analyze and explain in writing and speech the meaning and effectiveness of works of art including their formal, thematic, theoretical, social, cultural, cognitive, and technological aspects.
2. Be able to conduct original creative research by controlling the formal, thematic, theoretical, social,

cultural, cognitive, and technological aspects of works of visual art the student makes.

3. Be able to conduct original creative research that results in a cohesive group of art works produced at a professional level of quality in terms of formal, technical, and thematic consistency.
4. Have acquired knowledge of the professional factors, including the ethical responsibilities, of developing artworks in university and community-based collaborations.
5. Be able to critically analyze and communicate the analysis of works of visual art as an intellectual and experimental practice that is rooted in a specific time and place.
6. Have acquired knowledge of how to maintain a creative studio practice in a professional context, from making work to its presentation, installation, marketing, and critical analysis.
7. Be able to research, plan, design, fabricate, and complete their own art works (alone and in collaboration with others) utilizing a variety of technical processes in a variety of public and private settings for a variety of aesthetic and intellectual purposes.

Master of Fine Arts in Visual Communication Design

Master of Fine Arts in Visual Communication Design

Upon graduation from the Master of Arts in Visual Communication Design, students will demonstrate the ability to:

1. Identify, comprehend, and analyze multiple diverse theoretical perspectives that designing is a set of human-centered understanding processes including modeling experiences, advocating empathy for users, and visualizing relationships to untangle complexity and generate shared perspectives of issues in situations.
2. Identify, comprehend, and analyze multiple diverse theoretical perspectives that designing must respond to the audiences and contexts which design solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
3. Identify, comprehend, and apply specific synthetic methodologies to yield specific types of data sets to support various phases of a people-centered design process including design research, design analysis, design synthesis and design evaluation.
4. Evaluate the appropriateness of the selection and application of specific synthetic methodologies within a specific design context by analyzing the relevance of research outcomes.
5. Identify, comprehend, and apply design processes & design process skills for interdisciplinary collaborative action research by identifying patterns & framing insights, exploring ideas and conceiving plans, prototyping & optimizing proposals, and implementing solutions.
6. Analyze, synthesize, and evaluate design processes & design process skill for interdisciplinary collaborative action research by facilitating, coaching and mentoring others to apply processes and process skills while reflecting in action.

7. Comprehend and apply scholarly research processes including the performance of literature reviews, interviewing, fieldwork and reporting.
8. Analyze, synthesize, and critically evaluate published work and source materials, through thesis research, practice and writing, with an appreciation of the relationship of the thesis theme to the wider field of knowledge.
9. Synthesize, through the thesis paper and design project, a distinct contribution to a body of knowledge through an original investigation or testing of ideas, worthy in part of publication.

Master of Art Therapy

Master of Art Therapy

Upon completion of the Masters of Art Therapy students will:

1. Students will be able to synthesize and critically evaluate research in art therapy.
2. Students will be able to describe the distinction between empirically supported and applied art therapy interventions and will develop an advanced research skill set comprised of theory, methodology, and data analytical skills in the preparation for future study in the field of art psychotherapy.
3. Students will be able to demonstrate knowledge of the historical and theoretical underpinnings of art therapy and its development as a medical and healthcare profession.
4. Students will be able to clearly articulate and demonstrate how the art making process and products are used to elicit verbal associations and responses to accomplish treatment goals within the context of the therapeutic relationship.
5. Students will develop the knowledge and skills in art therapy assessment, diagnostic formulation, treatment plan development and intervention for psychological and psychosocial disorders.
6. Students will develop an ethical approach of professionalism, maturity, responsibility and self-presentation in all aspects of art therapy and verbal psychotherapy assessment and intervention that is accordance with the Art Therapy Credentials Board (ATCB) and the American Art Therapy Association (AATA).
7. Students will be able to design, implement and evaluate art therapy services and art therapy programs in a variety of medical, healthcare, community, and educational settings and will apply individual and group dynamics to interactions with staff and administration.
8. Students will demonstrate sensitivity and understanding of how human diversity impacts art therapy treatment and intervention.
9. Students will be able to establish and maintain a dignified and safe holding environment in which to facilitate the therapeutic process by understanding both client and therapist feelings, perceptions, and responses within the therapeutic relationship.

Non-Majors

Non-Majors Elective Arts Program

An important component of the Herron School of Art and Design is the Elective Arts Program. As part of our mission to provide an educational experience in the visual arts for the university and community, Herron offers a wide range of studio courses in this program.

Elective Arts serves a varied constituency; the basic objective is to provide a studio experience to students who do not wish to pursue a degree in visual arts. These courses also provide a setting for students to be introduced to the visual arts before beginning their study at Herron or to fulfill requirements for other degree programs. Beginning level classes in two-dimensional and three-dimensional media are offered each semester to fulfill this mission.

Generally, the courses have either no prerequisites or modest prerequisite requirements. Students can develop an appreciation for the visual arts through drawing, painting, photography, or ceramics. Enrollment in any of these elective courses does not in itself constitute admission to any of the Herron School of Art degree programs.

Whether for personal enrichment or as a required component of a major outside of Herron, Elective Arts students develop artistic skills and gain a keen understanding of aesthetics through their own artwork. For complete information, including detailed course listings and admissions procedures, please contact the Herron Student Services Office at (317) 278-9400.

Last Updated: December 2013

Community Learning

Community Learning Programs

Saturday School - Fall, Spring

Herron's Saturday School, established in 1922, provides quality art instruction to youth ages 7-17 and adults seeking to learn artistic techniques, improve art skills, try new art forms, and build a portfolio of work. Classes take place during 7-week semesters and are held at Herron's Eskenazi Hall and at Herron's Sculpture and Ceramics building. Class offerings include drawing, painting, illustration, sculpture, ceramics, photography, printmaking, computer imagery, and elementary art. Instructors are capable junior and senior Herron students and alumni working under supervision of Community Learning / Art Education. The combination of quality instruction and an art school environment encourages exceptional development of creative skills. Partial scholarships are available through local high school teachers. For more information, contact (317) 278-9404, sschool@iupui.edu or visit

<http://www.herron.iupui.edu/community/classes>.

Tuesday Night Classes - Fall, Spring, Summer

Tuesday Night Classes, started in 2008, are 10-week, non-credit art classes that meet on Tuesday evenings at Herron's Eskenazi Hall. Classes target adult students with offerings ranging from oil painting to drawing from life. In the summer, a new offering includes Tuesday Night for Teens. Class sizes are limited. For more information, contact (317) 278-9404 or visit <http://www.herron.iupui.edu/community/classes>.

Honors Art Program – Summer

Herron's Honors Art is a rigorous, 2-week summer program of instruction for high school juniors, seniors, and recent graduates who want to build their art making skills and portfolio, plus receive guidance in planning an education in art. Each summer, two sessions of Honor Art are held at Herron's Eskenazi Hall. Lessons in drawing, painting, design, printmaking, and theory - equivalent to those given to first-year Herron students - are carefully designed to build basic studio skills. In addition, a series of planned field trips provides meaningful exposure to Indianapolis' cultural sites. Moderate class sizes lead to quality instruction provided by Herron faculty members, alumni, and graduate students. To qualify for Honors Art, a student must have completed the sophomore year of high school and write a short statement. For more information, contact (317) 278-9404 or visit www.herron.iupui.edu/community/classes.

Weekend Workshops – Fall

Herron's Weekend Workshops provide an intensive, two week end course of study for high school students and adults to sharpen skills in drawing from life or strengthen their portfolio for admission to art school and for applying for art school scholarships. Workshops are held at Herron's Eskenazi Hall. For more information, contact (317) 278-9404 or visit <http://www.herron.iupui.edu/community/classes>.

Youth Art Camp – Summer

Launched in 2002, Herron's Youth Art Camp is a weekly summer day camp for youth ages 5 to 16 held at Herron's Eskenazi Hall. Participants actively engage in a productive series of studio art activities geared toward personal and artistic development. Instructors instill the value of art as a means of personal and cultural expression, communication, and problem solving. Each week of Youth Art Camp culminates with an art exhibition where families, friends, and teachers are invited to view work created at art camp. Tuition waivers are available for those in need of financial assistance. For more information, contact (317) 278-9404 or visit <http://www.herron.iupui.edu/community/classes>.

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Continuing Education

Continuing Education

Noncredit adult education courses at IUPUI are open to adults regardless of age or educational background. These courses are intended for persons who, for personal or professional enrichment purposes, want to expand their knowledge. Formal admission to the university is not required for enrollment in the continuing education programs. For complete information, please call the IUPUI Division of Continuing Studies, Noncredit Programs, (317) 274-4501.

Undergraduate Policies

Undergraduate Policies

Attendance

The work of the school is intensive; therefore, prompt and regular attendance is required. If at any time a student

has a legitimate reason for not attending class, immediate notification should be made to the instructor. Attendance requirements are set by individual instructors. Students should stay informed of these requirements and are held responsible for fulfilling them.

Dean's List

Degree-seeking students in good standing who have a GPA of 3.50 or higher with a course load of 12 or more credit hours for a given semester will be placed on the Dean's List for that semester. Students carrying 12 credit hours and a grade of Incomplete in one or more classes will not be placed on the Dean's List. Student's carrying 12 credit hours and taking a course as Pass/Fail will not qualify for the Dean's List.

Technical Standards Policy

Herron School of Art & Design applicants and enrolled students must be able to fulfill the requirements and demands of the courses for the degree program they have chosen. Reasonable accommodations will be made for students who are registered with IUPUI Adaptive Educational Services.

Research Compliance

Students and faculty conducting research, including the making of art, must comply with Indiana University policies on the use of human or animal subjects. For research involving human subjects, investigators must receive final approval from the Indiana University Institutional Review Board (IRB) before starting a research study. For research involving animals, investigators must receive approval from the IU School of Medicine's Institutional Animal Care and Use Committee (IACUC).

Academic Probation

Students in the Herron School of Art and Design are expected to maintain a cumulative GPA of at least a 2.0. If they do not, the Dean will give them formal written notice of probation. Students will be placed on academic probation for the academic session following the one in which they failed to attain the 2.0 cumulative GPA. They will also be placed on academic checklist, which will prohibit them from registering for future semesters until they meet the requirements set out by the Student Services Office.

Academic Dismissal

A student in the Herron School of Art and Design maybe dismissed from the school when, in the judgment of the faculty, the student has ceased to make satisfactory progress toward a degree. When an undergraduate student fails to attain a C (2.0) cumulative GPA in any two academic semesters, the student is automatically considered to be making unsatisfactory progress toward a degree and is therefore eligible for dismissal. The student will be informed in writing by the Dean of the school. The student will be withdrawn from any courses in which he or she is currently enrolled and will be placed on academic checklist, which will prevent registration for future semesters. Any student who has been dismissed under these provisions may be readmitted only after one year has passed.

Petition for Readmission

Students who have been dismissed may appeal in writing to the Herron Student Affairs Committee. The committee may readmit the student if it decides that evidence of changed circumstances indicates the probability

of improved academic performance. Each petition is considered individually, and a decision is based on the student's academic history and personal circumstances. Petitions are due to Herron Student Services Office by October 15 for spring admission and April 15 for fall admission. Students readmitted through this appeal process must earn a minimum cumulative semester GPA of 2.3 or above for the returning semester. Readmitted students failing to achieve the cumulative 2.3 GPA are permanently dismissed from the Herron School of Art and Design.

Academic Forgiveness

The Herron School of Art and Design academic forgiveness policy applies to former IUPUI students pursuing a first undergraduate degree who have been away from IUPUI and have not attended any other college or university, including any campus of IU, for at least three years. Only students who meet the three-year requirement and have a GPA not greater than 2.0 will be considered for the forgiveness policy. If the student's petition is approved, all previously taken courses will remain on the permanent record but will not count toward the student's GPA. Only course credits with grades of A through C, P, and S will count toward degree completion but again will not count towards the student's GPA. If a student's petition for forgiveness is approved, the student enters Herron with a recalculated cumulative GPA of 0.0, after which all the rules of academic probation and dismissal for Herron School of Art and Design will apply. After approval, the student must complete a minimum of 32 credit hours at IUPUI. All eligible students will be admitted under the Herron School of Art and Design curriculum in place at the time of admittance. If the petition is approved, the Herron Student Affairs committee has the authority to impose stipulations or conditions upon the enrollment of the student. Herron School of Art and Design reserves the right to deny the acceptance of credits from obsolete courses when the student has been away from Herron for three or more years. Forgiveness may be invoked only once.

Pass/Fail Option

The Pass/Fail option is available to Herron undergraduate students in good standing for a maximum of 12 credit hours of academic elective study within the total degree requirements. This option may not be used for studio courses or the required freshman English courses, and it is limited to two courses per year, including summer instruction. Under the Pass/Fail option, a grade of P (Pass) will not be used in computing the GPA, but an F grade will be so used. A grade of P will not be subsequently changed to an A, B, C, or D. Students electing to take the Pass/Fail option in an elective course must complete the required form in the Herron Student Services Office before the deadline published each semester in the IUPUI Schedule of Classes.

Graduation

Students expecting to complete a course of study leading to the degree of Bachelor of Fine Arts, Bachelor of Art Education, Bachelor of Arts, Master of Fine Art, Master of Arts, or Master of Art Education must be in good standing and file an application with the Herron Student Services Office by October 15 during the academic year in which they wish to graduate, which includes graduates of December, May, June, and August. After they file this

application, their records will be reviewed, and they will be notified of graduation status.

General Requirements for a Baccalaureate Degree

- Complete the minimum credit hours as required by degree program.
- Achieve a minimum overall GPA of 2.0.
- Achieve a minimum Herron studio GPA of 2.0.
- Be in residence at Herron for at least two semesters, and complete, while at Herron, at least 24 credit hours of studio work at the 300 level or higher.

Requirements for a Second Degree

Holders of bachelor's degrees who have additional academic objectives may, if admitted by the Herron School of Art and Design, pursue a second bachelor's degree. The student must earn a minimum of 24 additional credit hours in residence and meet the requirements of the Herron School of Art and Design and of the program in which they are enrolled.

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Faculty

Faculty & Staff

The Herron School of Art and Design faculty is made up of artists, designers, and scholars engaged in the integrated activities of teaching and research. Faculty in the school believe a high level of professional activity not only enhances teaching, but also provides students with models upon which to pattern their own careers.

The faculty is consistently recognized with awards, commissions, exhibitions, and publications, both regionally and nationally. The expertise of the Herron faculty is further extended by a program of visiting artists and lecturers from the Indianapolis community and beyond.

Resident Faculty and Staff

Resident Faculty and Staff

Herron School of Art Administrative Officers

- VALERIE EICKMEIER, *Dean of the School*
- CRAIG McDANIEL, *Associate Dean for Faculty Affairs*
- JENNIFER LEE, *Associate Dean of Academic and Student Affairs*
- PEG FREY, *Assistant Dean of Fiscal and Administrative Affairs*
- SHANNON MCCULLOUGH, *Director of Admissions and Student Services*
- PAM HACKER, *Academic Advisor*
- ABBEY PINTAR CHAMBERS, *Graduate Coordinator and Academic Advisor*
- STACY FILES, *Student Services Specialist*
- KIM HODGES, *Director of Development*
- ROB BULLOCK, *Executive Assistant to the Office of the Dean and the Office of Development and External Affairs*
- TELENE EDINGTON, *Assistant for External Affairs and Development*
- KIM GIBSON, *Human Resources Specialist*
- JASON McCLELLAN, *Technology Manager*
- JUSTIN ESCUE, *Video Production Specialist*
- KATHY CARMER, *Administrative Support Specialist*

- JODIE HARDY, *Community Learning Coordinator*
- PAULA KATZ, *Director of Galleries*
- KATHRYN ARMSTRONG, *Director, Basile Center for Art, Design and Public Life*
- LUKAS SCHOOLER, *Assistant Gallery Director*
- GLENDDA McGANN, *Assistant Dean for Development and External Affairs*
- MARSHALL JONES, *Communications Design Specialist*

RAY DUFFEY, *Director of Safety Curriculum/Shop Manager*
 ANDREW DAVIS, *Ceramics Technician*
 BEN MARTINKUS, *Photography and Intermedia Technician*
 LAUREN KUSSRO, *Printmaking Technician*
 EMILY STERGAR, *Sculpture Technician*

Resident Faculty

- Ahga, Anila, *MFA, University of North Texas, 2004; BFA, National College of Art, Lahore, Pakistan, 1989; Assistant Professor of Drawing*
- Baker, Lesley, *MFA, Rhode Island School of Design, 2000; BED, Texas A & M University, 1986; Assistant Professor of Ceramics*
- Borgmann, Cindy Bixler, *Ed.D., Indiana University, 1981; MS, Indiana University, 1976; BS, Purdue University, 1973; Associate Professor of Art Education*
- Differding, Paula, *BFA, Indiana University Herron School of Art, 1979; BS, Purdue University, 1976; Associate Professor of Visual Communication*
- Doty, Stephanie, *MFA, Indiana State University, 1994; BFA, Indiana State University; Coordinator of Art Appreciation and Lecturer*
- Eickmeier, Valerie, *MFA, Washington University, 1982; BFA, Kansas City Art Institute, 1979; Dean and Professor of Sculpture*
- Farrow, Vance, *MFA, University of Cincinnati, 1996; BFA, Murray State University, 1993; Associate Professor of Foundation Studies and Drawing*
- Furqueron, Reagan, *MFA, Rochester Institute of Technology, 2004; AOS, Rochester Institute of Technology, 1999; BFA, Texas Tech University, 1991; Director of Foundation Studies and Assistant Professor*
- Ganci Aaron, *MFA, Ohio State University, 2011; BFA Eastern Illinois University, 2006; Assistant Professor of Visual Communication Design*
- Giddings, Anita, *MFA, Indiana State University, 1995; BFA, Indiana University Herron School of Art, 1983; Elective Art Coordinator and Senior Lecturer*
- Goodine, Linda Adele, *MFA, Florida State University, 1983; MS, Ithaca College, 1981; BA, University of Rochester, 1977; Professor of Photography*
- Holzman, Laura, *PhD, University of California, Irvine, 2012; MA, University of California, Irvine, 2009; BA, Swarthmore College, 2006; Assistant Professor and Public Scholar of Curatorial Practices and Visual Art*
- Hong, Young Bok, *MFA, The School of the Art Institute of Chicago, 2001; BA, Ewha University 1993; Associate Professor of Visual Communication*
- Hudnall, Katie, *MFA Virginia Commonwealth University, 2005; BFA Corcoran College of Art and*

- Design, 2001; Assistant Professor of Furniture Design*
- Hull, Greg, *MFA, University of Delaware, 1991; BFA, Kansas City Art Institute, 1985; Associate Professor of Sculpture*
 - Jacobson, Marc, *MFA, University of Wisconsin, Milwaukee, 1985; BFA, University of Wisconsin, Milwaukee, 1976; Professor of Foundation Studies and Painting and Coordinator, Division I of Fine Arts*
 - Jefferson, Corey, *MFA, University of Cincinnati, 2001; BFA Miami University, 1998; Senior Lecturer in Ceramics and Foundation Studies*
 - King, Juliet, *MA, Hahnemann University, 1998; BA, Bloomsburg University, 1994; Director of Art Therapy and Assistant Professor*
 - Kinsman, R. Patrick, *Ph.D., Indiana University, 2000; MA, Indiana University, 1998, BA, Trinity College, 1993; Lecturer in Art History*
 - Lee, Jennifer, *Ph.D., Emory University, 2003, MA, Archaeology, University of Sheffield, U.K., 1994, BA, Wesleyan University, 1990; Associate Professor of Art History*
 - McDaniel, Craig, *MFA, Ohio State University, 1986; M. S., Urban Mgmt., Drexel University, 1976; MFA, University of Montana, 1975; BS, University of Pennsylvania, 1970; Associate Dean and Professor of Fine Art*
 - Misluk, Eileen, *MA Pratt Institute, 2005; BA, Gettysburg College, 2001, Visiting Clinical Assistant Professor of Art Therapy*
 - Morrison, David L., *MFA, University of Wisconsin, 1985; BFA, University of South Dakota, 1981; Professor of Printmaking*
 - Murdock, Jason, *BFA, Indiana University Herron School of Art and Design, 2003, Lecturer in Visual Communication*
 - Napier, Pamela, *MFA, Herron School of Art and Design, 2009; BFA, Herron School of Art and Design, 2005, Assistant Professor of Visual Communication Design*
 - Nemeth, Jeanne, *Ph.D., Indiana University, 2007, MFA, University of Cincinnati, 2000, MS, Indiana University, South Bend, 1983, BS, Indiana University, 1976, Assistant Professor of Art Education*
 - Nordgulen, Eric, *MFA, Indiana University, 1985; BFA, East Carolina University, 1982; Associate Professor of Foundation Studies and Sculpture*
 - O'Connell, Kathleen, *MFA, Syracuse University, 1988; BFA, Indiana University Herron School of Art, 1982; BA, Indiana University, 1976; Associate Professor of Illustration*
 - Petranek, Stefan, *MFA, Rochester Institute of Technology, 2006; BA, Bowdoin College, 1999; Assistant Professor of Photography*
 - Potter, William, *MFA, University of Cincinnati, 1997; BFA, Columbus College of Art and Design, 1995; Associate Professor of Foundation Studies*
 - Richardson, Mark, *MFA, Indiana University, 1980; BFA, University of Massachusetts, 1976; Associate Professor of Ceramics*
 - Riede, Danielle, *MFA, Virginia Commonwealth, 2005; BA, The University of Virginia, 1998; Assistant Professor of Painting*
 - Ristau, Jacob, *MFA, School of the Art Institute of Chicago, 2005; BFA, Abilene Christian University, 2000; Assistant Professor of Visual Communication Design*
 - Roberts, Eva, *MA, North Carolina State University, 1976; BS, North Carolina State University, 1973; Visual Communication Department Chair and Professor of Visual Communication*
 - Robertson, Jean, *Ph.D., The University of Pennsylvania, 1983; MA, The University of Pennsylvania, 1973; BA, The University of Pennsylvania, 1971; Professor of Art History and Professor, Women's Studies*
 - Robinson, Cory, *MFA, San Diego State University, 2002; BFA, Herron School of Art, 1999; Associate Professor of Furniture Design and Fine Arts Department Chair*
 - Sanematsu, Helen, *MFA, School of Art, Yale University, 1998; BA Occidental College, 1989; Assistant Professor of Visual Communication*
 - Setser, Meredith, *MFA, University of Wisconsin-Madison, 2004, BFA, Herron School of Art, 1997, Assistant Professor of Fine Arts*
 - Stone, Sherry, *BFA, Indiana University Herron School of Art, 1981; Senior Lecturer in Foundation Studies*
 - Winship, Andrew, *MFA, The School of the Art Institute of Chicago, 1998; BFA, University of Michigan School of Art and Design, 1995; Associate Professor of Painting and Printmaking*

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Faculty Emeriti

Faculty Emeriti

- Aguet, Henry V., *MFA, University of Illinois, 1970; BFA, University of Florida, 1968; Professor of Visual Communications*
- Burns, Sarah, *BFA, Herron School of Art, 1955; Assistant Professor of Foundation Studies*
- Eagerton, Robert, *BFA, Atlanta School of Art, 1967; Professor of Painting and Director of International Programs*
- Fierke, Peg, *MFA, University of Illinois, 1968, BFA, University of Illinois, 1966; Professor of Fine Arts*
- Fraser, Ian, *MA, Indiana University, 1970; BS, Butler University, 1963; Diploma, London University, 1950; Associate Professor of Art History*
- Freeman, Gary, *MFA, Tulane University, 1963; BFA, Kansas City Art Institute, 1961; Professor Emeritus of Sculpture*
- Law, Aaron, *MFA, Indiana University, 1971; BFA, University of Florida, 1969; Professor of Fine Arts*
- Nickolson, Richard Emery, *MFA, Indiana University, 1972; BFA, Maryland Institute, College of Art, 1968; Professor of Painting*
- Tenenbaum-Aguet, Jan, *MFA, University of Illinois, 1970; BFA, University of Tennessee, 1968; Associate Professor of Printmaking and Foundation Studies*
- Tennant, Phillip, *BFA, New York University at Alfred, 1971; Professor of Furniture Design*
- Weber, Arthur, *Diploma, Cincinnati Art Academy, 1956; Dean Emeritus*

Last updated: December 2013

Library

Library Staff

- **Davis, Dee Dee**, B.F.A., *Herron School of Art; Visual Resources Assistant*
- **Staum-Kunie, Sonja**, M.L.S., *Indiana University; M.F.A., University of Georgia; B.A., Indiana University; Head Librarian*
- **Myers, Becky**, M.L.S., *Indiana University; M.A., Indiana University; Circulation Supervisor*

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Courses

Art Courses for Nonmajor

HER-E 101 Beginning Drawing I (3 cr.) Introduction to drawing, exploring a wide range of techniques. Study from nature and still-life objects and sketching from the model.

HER-E 102 Beginning Drawing II (3 cr.) Introduction to drawing, exploring a wide range of techniques. Study from nature and still-life objects and sketching from the model.

HER-E 103 Two-Dimensional Design Theory (3 cr.) Comprehensive study of design elements and principles through the investigation of two-dimensional space. Students explore basic two-dimensional concepts such as figure/ground, grouping principles, grid, symmetry, rhythm, and pattern. As a result of this course, students develop a visual language for analyzing, organizing, and communicating two-dimension principles.

HER-E 105 Beginning Painting I (3 cr.) Introduction to the techniques of painting. Aspects of pictorial composition; wide range of media. Painting from still life and live model.

HER-E 106 Beginning Painting II (3 cr.) Introduction to the techniques of painting. Aspects of pictorial composition; wide range of media. Painting from still life and live model.

HER-E 109 Color and Design for Non-Art Majors (3 cr.) Introduction to basic design and color theory through the manipulation of imagery in two-dimensional media. Equal emphasis on thought process and manual skills.

HER-E 111 Metalsmithing and Jewelry Design (3 cr.) Introduction of metalsmithing techniques used to create fine art jewelry and metal sculpture. Course will cover metalsmithing processes, materials, tools and equipment, as well as historic and contemporary jewelry design. Topics include: sawing, cold connecting sheet metal, stone setting, craftsmanship, and studio safety.

HER-E 113 Introduction to Sculpture (3 cr.) Provides an overview of basic skills used to create three-dimensional art to explore traditional and contemporary sculpture materials. Emphasis is on both additive and subtractive methods of working. Goals include acquiring technical skills, understanding the physical and expressive possibilities of sculpture, and learning safe, appropriate use of tools and materials.

HER-E 201 Photography I for Non-Art Majors (3 cr.) Introduction to the basics of black-and-white fine art

photography for non-art majors only. Students provide their own fully manual 35mm camera.

HER-E 202 Photography II for Non-Art Majors (3 cr.) Introduction to the basics of black-and-white fine art photography for non-art majors only. Students provide their own fully manual 35mm camera.

HER-E 205 Portrait Painting I (3 cr.) Includes the study of features and basic construction of the head. Exploration of various media. Emphasis on rendering flesh tones, form, and colors with respect to the model.

HER-E 209 Drawing for Interior Design (3 cr.) P: HER-E 101, INTR 103, ART 117. Applied drawing with an emphasis on communicating ideas and developing schematic drawing skills. Students will learn to define their ability to think in three dimensions and to represent ideas for three-dimensional space in drawing.

HER-E 214 Visual Learning: From The Simpsons to the Guerrilla Girls (3 cr.) Designed for the novice, this class facilitates viewers in interpreting powerful images from our contemporary world, starting with art and moving across popular culture and academic disciplines. Classes involve making and interpreting images. Essential questions help students examine how visual images impact their lives. Convenes at Herron with off-site visits to museums and public spaces.

HER-E 220 Exploring Art (1-3 cr.) Introduction to materials, techniques, and uses of a specific art media. Course will focus on a material or artistic approach to introduce students to art making. Demonstrations, lectures, and critiques support art assignments. Topics change to coordinate with current faculty expertise and interest in the community.

HER-H 100 Art Appreciation (3 cr.) An understanding and appreciation of outstanding works of art through analysis of artistic purposes and techniques, and knowledge of historical style and subject matter. Not counted as credit toward the B.F.A. or B.A.E. degree, nor toward the major or minor requirements in art history.

HER-H 101 History of Art I (3 cr.) Historical and contextual survey of selected works and cultures from the history of art. Selected regions of the world will be covered, though the Western tradition will be studied in greater depth. Defines historical terms, processes, contexts and principles of a range of media from Prehistoric through Late Gothic. Required of all Herron degree students.

HER-H 102 History of Art II (3 cr.) Historical and contextual survey of selected works and artistic movements from the history of art. Selected regions of the world will be covered, though the Western tradition will be studied in greater depth. Defines historical terms, processes, contexts, and principles of a range of media from the Renaissance through World War I. Required of all Herron degree students.

HER-H 200 Understanding Contemporary Art (3 cr.) This course is an introduction to understanding contemporary art and the methods and issues within the discipline of art history. It offers a chronological overview of the history of contemporary art beginning with 1945 to

the present. This course will look at artworks, the social contexts in which they are produced and presented, and the different theoretical models through which they have been interpreted.

HER-H 210 The Art of Art History (3 cr.)

This course provides an introduction to theories and methods of art history, with emphasis on developing skills of visual analysis, research, and oral and written communication. Recommended for art history majors and minors who are preparing to take upper level classes. Open to anyone interested in thinking and writing about art.

HER-H 221 Art Past and Present (3 cr.) An introduction to the methods and issues within the discipline of Art History. Offers a chronological overview of the history of art. Students will learn to look critically at art, learn about its place in society and history, and develop an understanding of art. This is a course for non-majors and does not count toward a Herron degree.

HER-T 200 Introduction to Art Therapy (3 cr.)

The purpose of this course is to introduce students to the profession of art therapy. Students will learn the definition of art therapy, how and where it is practiced, with whom, and why. Students will explore the interface between art and various theories of psychotherapy and will begin to understand the relationship between the creative process and the unconscious. Students will see how art therapy is used to visually communicate thoughts, feelings, emotions and inner conflicts in the effort to understand self and other. Students will be exposed to first hand experience of the creative process as both a form of visual expression and as a therapeutic tool. Didactic and experiential methods of teaching, along with field trips and guest lectures, will provide the teaching mechanisms for this course.

Art Education

HER-M 220 Art Education and New Media in the 21st Century (3 cr.) This course will provide Art Education students with a theoretical and practical framework for integrating new media into teaching and learning in Art Education. Examples of new media will be examined and how they are reshaping teaching, and learning in Art Education. This course includes a significant lab component.

HER-M 311 Art Education Studio Survey (3 cr.) A course intended to ensure broad knowledge of the type and scope of media likely to be encountered in elementary and secondary art programs with consideration of inclusion students. Required for all art education majors.

HER-M 371 Foundations of Art Education (3 cr.)

Historical, sociological and philosophical foundations of art education; curriculum development; individualized and interdisciplinary learning; instructing K-12 audiences; K-12 school organization; and general processes and practices of teaching art including the creative problem solving process. School and museum field experiences included.

HER-M 400 Laboratory/Field Experience: Elementary School (0-3 cr.) C: M471. Supervised laboratory or field experience in elementary school(s).

HER-M 401 Laboratory/Field Experience: Secondary School (0-3 cr.) C: M473. Supervised laboratory or field experience in secondary school(s).

HER-M 472 Teaching Art/Elementary School (3 cr.)

Develops understanding and appreciation of teaching, with emphasis on teaching in the elementary schools. Includes curriculum and lesson planning, organization of materials and ideas, and techniques of classroom management.

HER-M 473 Teaching Art: Secondary Schools (3 cr.)

P: M371 C: M401 This course is designed to develop an understanding for teaching art in secondary school settings. Readings and discussions about characteristics of secondary art education, curriculum development, teaching strategies, and classroom management will be emphasized. Observations of middle school and high school art classes and teaching a curriculum art unit will be part of the practicum component.

HER-Z 200 The Artist Within: Art Making for Teachers (3 cr.)

Art making for the art novice/general educator, nurturing the artist within. Introspective, creative meaning making, exploring big ideas through introductory materials and processes in drawing, painting, collage, sculpture, and digital printing. Instruction in adaptations for general classroom use. Studio lab. Will not count for fine arts or art education majors.

HER-Z 508 Issues in Art Education (3 cr.)

This course examines contemporary issues concerned with art and education. Art Education literature will be examined that pertains to: 1) Recent Approaches to Art Education, 2) Modernism and Postmodernism, 3) Cultural Identities and Multicultural and Global Education, 4) Visual Culture and New Technologies, 5) Identity and Gender Issues, 6) Interdisciplinary study, Learning Design, Creative Process, Semiotics, and other current developments in contemporary art and education. In this class students consider diverse perspectives and develop key questions and responses to important issues in the field.

HER-Z 511 Nonstudio Approaches to Art Instruction (3 cr.)

Exploration of critical approaches to newer media, including film, video, and television, directed toward an art context. Emphasis on the development of critical skills and approaches to new media in the classroom.

HER-Z 512 Improving Studio Instruction in Art (3 cr.)

Designed to examine major directions in art and the points of view of professional artists in order to develop new approaches to elementary and secondary art instruction.

HER-Z 513 Special Topics in Art Education (1-3 cr.)

A variable topic course designed to cover current issues in art curriculum and assessment. Designed for the K-12 art specialist.

Art History

HER-H 100 Art Appreciation (3 cr.) An understanding and appreciation of outstanding works of art through analysis of artistic purposes and techniques, and knowledge of historical style and subject matter. Not counted as credit toward the B.F.A. or B.A.E. degree, nor toward the major or minor requirements in art history.

HER-H 101 History of Art I (3 cr.) Visual analysis of selected works from the history of Western art. First semester defines historical terms, processes, and principles of architecture, painting, and sculpture and covers the history of art from Prehistoric through Late Gothic. Second semester examines problems of style and subject matter from Early Renaissance to the twentieth century. Required of all Herron degree students.

HER-H 102 History of Art II (3 cr.) Visual analysis of selected works from the history of Western art. First semester defines historical terms, processes, and principles of architecture, painting, and sculpture and covers the history of art from Prehistoric through Late Gothic. Second semester examines problems of style and subject matter from Early Renaissance to the twentieth century. Required of all Herron degree students.

HER-H 103 Introduction to Contemporary Art (3 cr.) This course introduces the vocabulary of visual arts in the twentieth century. Major movements are briefly introduced with characteristic works. Painting, sculpture, photography, printmaking, computer graphics, video, and environmental and performance art in the past three decades are emphasized. Required of all Foundation Program students. Required for all Foundation Program students other than those planning to major in Visual Communication. For art history majors, H103 is not required, but if taken, may be counted for the required 20th/21st century requirement.

HER-H 203 Topics in Art History (3 cr.) Study of selected topics or issues in the history of the visual arts. Topics change in order to coordinate with current exhibitions, special events, or faculty expertise. Refer to the current Schedule of Classes for specific course descriptions.

HER-H 210 The Art of Art History (3 cr.) This course provides an introduction to theories and methods of art history, with emphasis on developing skills of visual analysis, research, and oral and written communication. Recommended for art history majors and minors who are preparing to take upper level classes. Open to anyone interested in thinking and writing about art.

HER-H 221 Art Past and Present (3 cr.) An introduction to the methods and issues within the discipline of Art History. Offers a chronological overview of the history of art. Students will learn to look critically at art, learn about its place in society and history, and develop an understanding of art. This is a course for non-majors and does not count toward a Herron degree.

HER-H 300 Black Visual Artists (3 cr.) A survey of the artistic traditions of Africans in the New World, from the period of slavery in North and South America through contemporary and expatriate African American artists. Equivalent to Afro-American Studies A352; students may not receive credit for both courses.

HER-H 302 Post-Impressionism to Cubism: 1886-1919 (3 cr.)

From the last impressionist group show of 1886 until the end of World War I, the foundation was laid for new visual expressions by both painters and sculptors. Course topics include postimpressionism,

HER-H 304 Advanced Topics in Art History (1-6 cr.) Lecture/discussion of selected topics in history of art. No prerequisites. Some art history experience recommended. Topics change to coordinate with special exhibitions or other opportunities.

HER-H 310 Classical Archaeology (3 cr.) This course explores the material remains of the classical lands from prehistoric through Roman times and a variety of approaches by which they are understood. Archaeological theory and methods are illustrated through select sites, monuments, works of art, and other remains of cultural, artistic, and historical significance. (Equivalent to Classical Studies A301; students may receive credit for only one of these courses.)

HER-H 323 History of Printmaking I (3 cr.) This course explores the artistic evolution and cultural significance of printmaking from the invention of printing through the eighteenth century. Emphasis is given to the development of the woodcut, engraving, and etching processes and to the works of major printmakers such as Durer, Rembrandt, and Hogarth.

HER-H 325 Islamic Art (3 cr.) The course surveys the art, architecture, and culture of key periods in Islamic history. Students become familiar with styles, contexts, and functions of the arts in the Islamic world.

HER-H 326 Romanesque and Gothic Art (3 cr.) Romanesque and Gothic art covers the period from about 1000 until 1550, from the artist-craftsman tradition of monasteries and cathedrals to the end of the Age of Faith in Europe. Painting, sculpture, and stained glass will be considered in their social and architectural context.

HER-H 331 Italian Renaissance Art (3 cr.) This course covers the painting, architecture, sculpture and graphic arts of Renaissance Italy with emphasis on the changing role of artists in society, major stylistic movements, the use and reception of art, the work of major artists, and their cultural context.

HER-H 333 Art of the Renaissance (3 cr.) Introduction to the architecture, painting, sculpture, and graphic media of Renaissance Europe. Emphasis is placed on the political and social climate prevailing from 1400 to 1600, and its effect on the arts of Italy, Flanders, Spain, Holland, France, Germany, and England.

HER-H 334 Baroque Art (3 cr.) Exploration of the characteristics of Baroque art and its development in the seventeenth century. Special emphasis on selected Baroque artists such as Bernini, Rubens, Rembrandt, Velazquez, and Poussin, and on their personalities, styles, and positions in seventeenth-century society.

HER-H 304 Women in Art (3 cr.) This course analyzes the roles of women in the history of art. Topics may include women as patrons, viewers, and subjects of art as well as representations of women. The lives and work of women artists past and present will be featured.

HER-H 341 Nineteenth-Century Art (3 cr.) Focus is on the major movements and artists in European painting and sculpture from the French Revolution to postimpressionism. Topics include neoclassicism, romanticism, realism, and impressionism. Artists such as

David, Ingres, Goya, Delacroix, Courbet, Manet, Monet, and Degas will be covered.

HER-H 342 From Dada to Abstract Expressionism: 1915-1950 (3 cr.) International movements in painting and sculpture from World War I until the emergence of the New York School after World War II including Dada activities in Europe and New York, the Bauhaus, European surrealism, and American art.

HER-H 343 Nineteenth-Century Architecture and City Planning (3 cr.) An analysis of significant architecture and city planning in Europe and North America from 1790 to 1886. Emphasis on aesthetic, spatial, and theoretical concepts of key architects and their solutions, technological advances, and social implications.

HER-H 344 Modern Architecture (3 cr.) Emphasis is given to European and American modern architecture since 1892 and to contemporary architecture in Indiana since 1942. Selected modern movements such as art nouveau, Chicago school, prairie, the Bauhaus, international style, and postmodernism will be studied. Special attention is directed to the American architects Henry Hobson Richardson, Louis Henri Sullivan, and Frank Lloyd Wright and to their contemporaries in Europe: Walter Gropius, Le Corbusier, and Ludwig Mies van der Rohe.

HER-H 345 American Art to 1913 (3 cr.) A multicultural and interdisciplinary stylistic approach will be used to study selected examples of American architecture, painting, and sculpture from the seventeenth century to the Armory Show of 1913. Some consideration will be given to Indiana architecture and painting.

HER-H 347 Art from 1950 to the Present (3 cr.) Deals with European and American painting and sculpture from abstract expressionism to the present. Topics include post-painterly abstraction, pop art, minimal art, conceptual art, body and performance art, photorealism, site and architectural sculpture, and installations.

HER-H 348 History of Photography (3 cr.) This course is a critical examination and in-depth study of photography from 1839 until the present. The general approach is from an artistic and cultural viewpoint, stressing the development of photography as a medium of personal artistic expression as well as its relationship to broader artistic ideas and sociocultural issues.

HER-H 351 African Art 1 (3 cr.) Course explores the styles, functions, and contexts of art in a selection of African cultures. Pre-colonial, post-colonial, and contemporary art may be considered, along with the varying perspectives from which African art has been studied.

HER-H 361 Asian Art 1 (3 cr.) Major art forms from regions in western and central Asia, considered in their cultural and historical contexts.

HER-H 362 Asian Art II (3 cr.) Major art forms from regions in east Asia, considered in their cultural and historical contexts.

HER-H 375 Visual Artists and Film (3 cr.) The study of films produced by art movements of the 20th century in North America and Europe. These are often outside mainstream studio production and are radically

experimental films. The course is a history of "avant-garde" film practice.

HER-H 400 Topics and Methods in Art History (1-3 cr.) Critical examination of important topics and methods from the history of art, using the seminar approach. Content may vary according to the specialty of the instructor. May be repeated up to three times for a maximum of 9 credits.

HER-H 402 The Roots of Modernism: 1905-1915 (3 cr.) This seminar deals with the decade in the early twentieth century that saw the rise of drastically new attitudes and styles in painting and sculpture. From the first group exhibit of the fauves in 1905 until the arrival of Marcel Duchamp in New York in 1915, the foundations for future developments in art were laid for the twentieth century.

HER-H 404 Art of the Past Two Decades (3 cr.) A seminar focusing on directed research into themes, artists, critical writing, and conceptual attributes of current art. The seminar emphasizes reflection, discussion, and writing about topics and issues in contemporary art, seen in a global perspective.

HER-H 410 Art Theory and Criticism (3 cr.) This course examines a cross-section of theories that underpin current discussions and developments in the visual arts. This course also examines the nature and goals of art criticism, including how different theories help frame the primary concerns and controversies within art criticism.

HER-H 413 Art and Archaeology of Greece (3 cr.) Art and archaeology of Greece from about 1000 B.C. through the Hellenistic period. Special attention given to the development of Greek architecture, sculpture, and vase painting. Equivalent to Classical Studies C413; students may receive credit for only one of these courses.

HER-H 414 Art and Archaeology of Rome (3 cr.) Development of Roman architecture, sculpture, and painting from the beginning through the fourth century A.D. Consideration given to the major archaeological sites. Continuation of H413, but H413 is not a prerequisite. Equivalent to Classical Studies C414; students may receive credit for only one of these courses.

HER-H 418 Myth and Reality in Greek Art (3 cr.) An introduction to Greek iconography (the study of images) that explores contemporary approaches to narration and representation. The course examines the illustration of myth, history, and everyday life in relation to ancient society. Equivalent to Classical Studies A418; students may receive credit for only one of these courses.

HER-H 420 The Artist in the Renaissance (3 cr.) This course examines the changing role of artists in Renaissance cities, from anonymous craftsmen in the late Middle Ages to celebrity personalities in the sixteenth century. Workshop structure, relationships with patrons, and competition between artists provide contexts for interpreting Renaissance art and exploring questions central to Renaissance art history.

HER-H 431 The Gothic World (3 cr.) Seminar in the Gothic art of the high and late Middle Ages. Focus will be on the cultural, theoretical, and intellectual context of art and architecture of the twelfth through fifteenth centuries.

HER-H 460 Visual Culture (3 cr.) The study of visual culture investigates how we see and make sense of

images, emphasizing vision's social dimensions. Students will use an interdisciplinary lens to look at diverse visual events, such as advertising, architecture, painting, photography, public art, maps, craft objects, exhibitions, and graphics.

HER-H 495 Problems in Art History (1-3 cr.) Directed study in art history for independent research and/or special external programs. May be repeated three times for a maximum of 9 credit hours. Research proposal and permission of Instructor required.

HER-H 497 Educational Opportunities Abroad (1-6 cr.) A variable-credit course designed to allow credit for exceptional opportunities in art history study and travel outside the United States.

HER-H 531 The Artist in the Renaissance (3 cr.) Graduate course examining the changing role of artists in Renaissance cities, from anonymous craftsmen in the late Middle Ages to celebrity personalities in the sixteenth century. Workshop structure, relationships with patrons, and competition between artists provide contexts for interpreting Renaissance art and exploring questions central to Renaissance art history.

HER-H 555 Art of the Past Two Decades (3 cr.) A graduate seminar focusing on reading, discussion, research, and writing about themes, media, issues, and trends of visual art over the past 20 years. Students use an interdisciplinary and global lens to examine current practices and intellectual and social contexts for the creation and reception of new art.

HER-H 560 Visual Culture: A Visual Studies Approach (3 cr.) P: graduate student or consent of instructor. This course uses the methods and theories of visual studies, an interdisciplinary approach to the study of visual culture that emphasizes the social ramifications of the visual. Specific topics vary according to the expertise of the instructor.

HER-H 590 Topics in Art History (3 cr.) Special topics in the history and study of the visual arts and visual culture. May be repeated with a different topic for a total of 9 credit hours.

HER-H 610 Art Theory and Criticism (3 cr.) This course examines a cross-section of theories that underpin current discussions and developments in the visual arts. This course also examines the nature and goals of art criticism, including how different theories help frame the primary concerns and controversies within art criticism.

Art Therapy

HER-T 200 Introduction to Art Therapy (3 cr.) The purpose of this course is to introduce students to the profession of art therapy. Students will learn the definition of art therapy, how and where it is practiced, with whom, and why. Students will explore the interface between art and various theories of psychotherapy and will begin to understand the relationship between the creative process and the unconscious. Students will see how art therapy is used to visually communicate thoughts, feelings, emotions and inner conflicts in the effort to understand self and other. Students will be exposed to first hand experience of the creative process as both a form of visual expression

and as a therapeutic tool. Didactic and experiential methods of teaching, along with field trips and guest lectures, will provide the teaching mechanisms for this course.

HER-T 501 Art Therapy Practicum (3 cr.) A supervised practicum that prepares students for the internship and advanced internship experiences. Students observe and practice counseling, group counseling, and art therapy techniques in different settings. Minimum of 100 hours, including 40 hours in direct service with clients with at least 10 hours in group settings.

HER-T 502 Counseling Theory and Practice for Art Therapists (3 cr.) This is an introductory course on counseling and psychological theory and practice involving the history of mental health care services, the role of professional counselors, the basic skills of counseling and psychotherapy (basic interviewing, assessment and counseling skills), different theoretical perspectives on counseling and psychotherapy, treatment plans, ways of engaging the client, and an overview of the professional code of ethics for the American Counseling Association, American Psychological Association, and American Art Therapy Association. The class will require personal reflection by the students on their views of counseling, themselves and the role of theory in practice. Student will also engage in role playing to practice.

HER-T 503 History Theory and Practice of Art Therapy (3 cr.) Course on the history, theory and practice of art therapy. Course includes role playing and practice in art therapy, the development of art therapy as a therapeutic practice, and an overview of relevant psychotherapeutic theories.

HER-T 504 Ethics & Legal Issues in Art Therapy (3 cr.) This course features lectures, group discussions, readings, a research paper, and examinations that provide the graduate student an in-depth knowledge of ethical and legal issues relevant to the professional practice of art therapy. The course focus includes knowledge of historical development of ethical standards, and an understanding of the application of legal principles in today's professional practice.

HER-T 505 Art Therapy with Children and Adolescents (3 cr.) Course on an understanding of children and ways that art therapy can be effective in helping children resolve issues. Course includes a study of forms of trauma often experienced by children resolve issues. Course includes a study of forms of trauma often experienced by children and issues children face, including disorders, illness, behavioral problems, divorce, domestic violence, loss, and self-esteem. Ways to assist children in expressing and managing emotions is covered.

HER-T 507 Assessment & Evaluation in Art Therapy (3 cr.) This course features lectures, group discussions, readings, a research paper, and examinations that serve as an in-depth introduction to the processes of assessment and evaluation relevant to the professional practice of art therapy. The course focus includes a study of art therapy assessment, psychopathology, general principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior, and general principles, and practices of the promotion of optimal mental health.

HER-T 508 Cultural & Social Diversity in Counseling and Art Therapy (3 cr.) This course features lectures, group discussions, readings, a journal, examinations, and a final reflection paper and art project that serve as an in-depth introduction to cultural and social diversity, and to gain understanding of the historical, theoretical, and practical issues surrounding the professional practice of counseling and art therapy with individuals with diverse backgrounds and cultural perspectives.

HER-T 509 Advanced Art Therapy Practice--Specialized Populations (3 cr.) Designed as a progressive course to meet twenty-first century healthcare trends, this specialized training course will address three clinical populations in five (5) classes per unit: Medical, Addictions and Older Adults. Each unit will follow a similar outline of learning tailored to the clinical population. This will include a brief history of counseling and psychotherapy theory and treatment implications for each population and how art therapists tailor interventions to meet the specialized needs within the general framework of art therapy theory. Didactic instruction will include when and how to refer clients and families to support services, professional boundaries, issues of transference and countertransference, treatment planning and the development of goals.

HER-T 511 Art Therapy with Families and Adults (3 cr.) This course will explore the complicated and dynamic issues involved in family groups. There will be a brief look into families as a cultural institution as well as cultural differences. The course will explore of the many issues that arise in families and the best practices in art therapy that can be used to help. Students will also delve into the ways parents and children interact including discipline, care giving, behavioral problems, illness, communication, expectations, differentiation, and developmental transitions.

HER-T 601 Art Therapy Advanced Internship (3 cr.) This course requires a minimum of 450 hours of supervised experience in an internship, to gain working experience in the professional practice of art therapy. Students will practice and enhance their basic counseling skills, art therapy skills, and ability to complete paperwork. This is a hands-on experience in which students make the transition to working professional. There is an expectation in this course that students will be taking on an increasing amount of responsibility for the care of clients under the guidance of the site supervisor. Students are required to provide appropriate documentation of their performance and attendance in all scheduled activities.

HER-T 602 Professional Issues Capstone (3 cr.) This course features lectures, group discussions, readings, a research paper or project, and examinations that provide the graduate student an in-depth knowledge of the professional practice of art therapy and counseling. The course focus includes standards of practice in art therapy, professional preparation for credentialing, an examination of the function and methodology of research in art therapy, an understanding of the roles of mental health counseling in context of the larger field of mental health services, ways in which a network of services is utilized to help clients and the differences in inpatient, outpatient, individual and group practice settings. Exploration on how to move forward into a practice as a professional will also

be discussed. A research thesis or culminating project will be required.

Ceramics

HER-C 204 Beginning Ceramics, Hand Building (3 cr.) P: Foundation Program. Beginning studio introduction to handbuilding, glazing, and firing of clay as an expressive studio medium applicable to contemporary and sculptural concepts.

HER-C 206 Beginning Ceramics, Wheel Throwing (3 cr.) P: Foundation Program. Focus on wheel throwing as an expressive tool within an overall ceramic experience. Clay vessels will be utilized to develop an understanding of glazing and firing techniques. Traditional forms will be used to expand sensitivity to material, history, and wheel throwing techniques.

HER-C 208 Intermediate Wheel Throwing (3 cr.) P: C206. Designed for non-art majors who wish to pursue wheel throwing. Emphasis is on developing skill through an exploration of more complex forms and investigative advanced embellishment and firing techniques.

HER-C 304 Ceramics III (3 cr.) P: C204-C206 Advanced workshop. Focus on students' conceptual development and self-motivated projects. Heavy concentration on material testing and exploration of firing techniques. Emphasis will be placed on the merging of technique and concept to ready students for entry into a career as a ceramic artist or educator.

HER-C 305 Ceramics IV (3 cr.) P: C204-C206 Advanced workshop. Focus on students' conceptual development and self-motivated projects. Heavy concentration on material testing and exploration of firing techniques. Emphasis will be placed on the merging of technique and concept to ready students for entry into a career as a ceramic artist or educator.

HER-C 306 Indpt Research in Ceramics (3 cr.) P: HER-C 204, HER-C 206, and HER-C 304 This class is designed for students who have completed C204, C206, and C304 and wish to pursue specific independent research projects. Students will work closely with the instructor to accomplish their specific goals. Students must present the independent project to the instructor and receive permission from the instructor prior to signing up for the class.

HER-C 307 Clay and Glaze Materials (3 cr.) P: C204, C206, and C304. This course is an investigation into the chemistry that makes up clays and glazes. Students develop an understanding of these materials and their interactions by systematically testing a variety of glazes and clay bodies that are used by contemporary ceramic studio artists. Topics include low and high fire glazes, clay bodies, specialty glazes, and clays.

HER-C 308 Intermediate Wheel Throwing (3 cr.) P: C204 and C206. Designed for art majors who wish to pursue wheel throwing as a main focus of expression. Assignments will focus on developing wheel throwing skills through an investigation of contemporary vessel makers as well as development of a personal style in vessel work.

HER-C 350 Ceramic Workshop (3 cr.) P: C204 and C206. This course is designed to offer specific focused topics of interest in the ceramic arts. Such topics may

include kiln building, slip casting, mold making, making and using decalomania, and raku firing, to name a few.

HER-C 400 Individual Research in Ceramics (1-6 cr.)

P: C305. This course is designed to investigate specific advanced ceramic techniques as used by contemporary artists. Areas of study will be offered on an alternate basis. Subject matter to be covered will include kiln construction and glaze calculations.

HER-C 405 Individual Research in Ceramics (1-6 cr.)

P: C305 and C307. Study devoted to the student's independent research in ceramics. Emphasis placed on advanced techniques and the development of concepts and philosophies pertinent to the student's direction.

HER-C 510 Studio Emphasis: Materials and Methods in Ceramics (6 cr.)

P: MFA student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in ceramics and related objects.

HER-C 511 3-D Design (3 cr.)

This class is designed for graduate students who have little or no previous experience with the use of ceramics as an art material. The class will cover specific subjects covering the foundations of ceramic materials and processes.

HER-C 520 Study of the integration of studio practices in ceramics within the context of professional engagement (6 cr.)

HER-C 520 Study of advanced concepts and practices in designing and making contemporary ceramic sculpture (6 cr.)

Drawing

HER-D 201 Drawing III (3 cr.)

P: Foundation Program. Investigation of nature and the human figure through drawing. Emphasis on structure, line, gesture, and movement.

HER-D 202 Drawing IV (3 cr.)

P: Foundation Program. Investigation of nature and the human figure through drawing. Emphasis on structure, line, gesture, and movement.

HER-D 211 Communicative Drawing (3 cr.)

P: Foundation Program. Emphasis is placed on communicating verbal concepts in a visual manner and developing drawing techniques.

HER-D 230 Figure Drawing (3 cr.)

Students draw in a variety of media directly from the live model.

HER-D 251 Anatomy (3 cr.)

P: HER-D 101, HER-D 102 This studio class focuses on the study of human anatomy and its function in the fine arts. Course work includes lectures and study of skeletal and muscular structure of the body and is supplemented by drawings from anatomical and live models to examine the surface form of the body and its relationship to artistic anatomy. Accurate observation and recording of individual and cooperative bone and muscle structures of the human form are emphasized.

HER-D 301 Drawing V (3 cr.)

P: D201-D202. Investigation of traditional and nontraditional elements of space in drawing. Emphasis placed on conceptual

development and on drawing as an exploratory process and a means of producing finished works of art.

HER-D 302 Drawing VI (3 cr.)

P: D201-D202. Investigation of traditional and nontraditional elements of space in drawing. Emphasis placed on conceptual development and on drawing as an exploratory process and a means of producing finished works of art.

HER-D 401 Drawing VII (3 cr.)

P: D301-D302. Concerned solely with conceptual and technical capabilities in drawing necessary to satisfy the student's individual expressive needs. A primary aim of the course is to refine and extend analytical and verbal skills by means of participation in regularly scheduled open class critiques.

HER-D 402 Drawing VIII (3 cr.)

P: D301-D302. Concerned solely with conceptual and technical capabilities in drawing necessary to satisfy the student's individual expressive needs. A primary aim of the course is to refine and extend analytical and verbal skills by means of participation in regularly scheduled open class critiques.

HER-D 501 Drawing (3 or 6 cr.)

Visual research on a highly individual level with personal criticism by the instructor.

HER-D 502 Drawing (3 or 6 cr.)

Visual research on a highly individual level with personal criticism by the instructor.

Foundation Program

HER-D 101 Drawing I (3 cr.) P: Admission to Herron School of Art and Design. Introduction to the basic skills of drawing and development of sound observational skills. Working from nature, manufactured objects, and the human figure, students develop their draftsmanship with an emphasis on space, proportion, and structure.

HER-D 102 Drawing II (3 cr.) P: D101. This course serves as a continuation of issues addressed in D101 with a greater emphasis on compositional aspects and spatial configurations. The human figure serves as a major point of investigation with an emphasis placed on anatomical understanding and accurate portrayals of form and proportion.

HER-F 100 Creative Process (3 cr.) P: Admission to the Herron School of Art and Design, D101, F121, and F123. Students experience multiple art concepts and processes working with two faculty members in half-semester workshops. The course provides reinforcement of design concepts with a focus on problem solving, ideation, and the stages of creative process. Equal emphasis will be given to both two-dimensional and three-dimensional experience.

HER-F 121 Two-Dimensional Design (3 cr.) P: Admission to the Herron School of Art and Design. Comprehensive study of design elements and principles through the investigation of two-dimensional space. Students explore basic two-dimensional concepts such as figure /ground, grouping principles, grid, symmetry, rhythm, and pattern. As a result of this course, students develop a visual language for analyzing, organizing, and communicating two-dimensional principles.

HER-F 122 Color Concepts (3 cr.) P: Admission to the Herron School of Art and Design, F121 and F123.

Introduction to basic design and color theory through the manipulation of imagery in two-dimensional and three-dimensional media. Equal emphasis on thought processes and manual skills.

HER-F 123 Three-Dimensional Design (3 cr.)

P: Admission to the Herron School of Art and Design. This course introduces basic concepts of three-dimensional art and design through a series of assignments dealing with the organization of space and form using a variety of materials, processes, and tools. Students investigate formal, functional, and conceptual issues while developing effective material choices, construction methods, and safe studio working habits.

HER-X 101 Foundation Resources Workshop (1 cr.)

This course serves to introduce students to the resources at Herron, IUPUI, and Indianapolis. This seminar, while teaching students how to develop study skills, time management, and utilization of resources needed for success in the university setting, will include content specific to Herron's curricular mission.

HER-X 102 Foundation Capstone (1 cr.)

P: Admission to the Herron School of Art and Design and X101. This course serves to prepare students for sophomore advancement review, promote early career planning, develop skills in documenting and presenting their work, and aid in the selection of major studio emphasis.

Furniture Design

HER-Q 241 Beginning Furniture Design I (3 cr.) P: Foundation Program or permission of instructor. Beginning Furniture Design concentrates on the concept of art furniture through the design and building of functional objects. Furniture design focuses on both historical reference and contemporary theory. Works created in the courses range from utilitarian to non-utilitarian furniture forms. Students are introduced to wood as a material, its preparation, and furniture construction, including basic joinery, forming, shaping, and finishing techniques. Students learn to start from a working drawing, build a model, and construct a finished piece. Beginning projects generally focus on table and bench forms.

HER-Q 242 Beginning Furniture Design II (3 cr.) P: Foundation Program or permission of instructor. Beginning Furniture Design concentrates on the concept of art furniture through the design and building of functional objects. Furniture design focuses on both historical reference and contemporary theory. Works created in the courses range from utilitarian to non-utilitarian furniture forms. Students are introduced to wood as a material, its preparation, and furniture construction, including basic joinery, forming, shaping, and finishing techniques. Students learn to start from a working drawing, build a model, and construct a finished piece. Beginning projects generally focus on table and bench forms.

HER-Q 341 Intermediate Furniture Design III (3 cr.)

P: Q241 and Q242. Intermediate Furniture Design concentrates on furniture as an art form as well as applications for everyday use. Furniture is defined as a medium in how its formal concerns address conceptual motives. Students are required to undertake an in-depth investigation of furniture, its historical roots as well as contemporary individual artist-makers. Students learn advanced joinery and carcass construction with

door and drawer assemblies. Alternative materials and experimentation are encouraged.

HER-Q 342 Intermediate Furniture Design IV (3 cr.)

P: Q241 and Q242. Intermediate Furniture Design concentrates on furniture as an art form as well as applications for everyday use. Furniture is defined as a medium in how its formal concerns address conceptual motives. Students are required to undertake an in-depth investigation of furniture, its historical roots as well as contemporary individual artist-makers. Students learn advanced joinery and carcass construction with door and drawer assemblies. Alternative materials and experimentation are encouraged.

HER-Q 441 Advanced Furniture Design V (3 cr.)

P: Q341 and Q342. Advanced Furniture Design offers the student an opportunity to define himself/herself as an artist in the field. Individual design aesthetic is emphasized. Complex furniture forms and advanced techniques are applied to each student's expertise.

HER-Q 442 Advanced Furniture Design VI (3 cr.)

P: Q341 and Q342. Advanced Furniture Design offers the student an opportunity to define himself/herself as an artist in the field. Individual design aesthetic is emphasized. Complex furniture forms and advanced techniques are applied to each student's expertise.

HER-Q 510 Studio Emphasis I: Materials and Methods in Furniture Design (6 cr.)

P: M.F.A. student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in the designing and making of furniture and related objects.

HER-Q 520 Studio Emphasis II: Theory into Practice in Furniture Design (3 cr.)

P: Studio Emphasis I: Furniture Design. Study of designing and making studio furniture within the context of professional practice.

HER-Q 560 Studio Emphasis III: Advanced Practices in Furniture Design (3 cr.)

P: Studio Emphasis II: Furniture Design. Study of advanced concepts and practices in designing and making furniture and related objects.

Graduate Course Descriptions

Art Education

HER-Z 508 Issues in Art Education (3 cr.)

This course examines contemporary issues concerned with art and education. Art Education literature will be examined that pertains to: 1). Recent Approaches to Art Education, 2). Modernism and Postmodernism, 3). Cultural Identities and Multicultural and Global Education, 4). Visual Culture and New Technologies, 5). Identity and Gender Issues, 6). Interdisciplinary study, Learning Design, Creative Process, Semiotics, and other current developments in contemporary art and education. In this class students consider diverse perspectives and develop key questions and responses to important issues in the field.

HER-Z 511 Nonstudio Approaches to Art Instruction

(3 cr.) Exploration of critical approaches to newer media, including film, video, and television, directed toward an art context. Emphasis on the development of critical skills and approaches to new media in the classroom.

HER-Z 512 Improving Studio Instruction in Art (3 cr.)

Designed to examine major directions in art and the points of view of professional artists in order to develop new approaches to elementary and secondary art instruction.

HER-Z 513 Special Topics in Art Education (1-3 cr.)

A variable topic course designed to cover current issues in art curriculum and assessment. Designed for the K-12 art specialist.

Art History**HER-H 531 The Artist in the Renaissance (3 cr.)**

P: graduate student or consent of instructor. Graduate course examining the changing role of artists in Renaissance cities, from anonymous craftsmen in the late Middle Ages to celebrity personalities in the sixteenth century.

Workshop structure, relationships with patrons, and competition between artists provide contexts for interpreting Renaissance art and exploring questions central to Renaissance art history.

HER-H 560 Visual Culture: A Visual Studies Approach (3 cr.)

P: graduate student or consent of instructor. An introduction to visual studies, an interdisciplinary approach to the study of visual culture that emphasizes the social ramifications of the visual.

HER-H 590 Topics in Art History (3 cr.)

Special topics in the history and study of the visual arts and visual culture. May be repeated with a different topic for a total of 9 credit hours.

HER-H 610 Art Theory and Criticism (3 cr.) This course examines a cross-section of theories that underpin current discussions and developments in the visual arts. This course also examines the nature and goals of art criticism, including how different theories help frame the primary concerns and controversies within art criticism.

Art Therapy**HER-T 501 Art Therapy Practicum (3 cr.)**

A supervised practicum that prepares students for the internship and advanced internship experiences. Students observe and practice counseling, group counseling, and art therapy techniques in different settings. Minimum of 100 hours, including 40 hours in direct service with clients with at least 10 hours in group settings.

HER-T 502 Counseling Theory and Practice for Art Therapists (3 cr.)

This is an introductory course on counseling and psychological theory and practice involving the history of mental health care services, the role of professional counselors, the basic skills of counseling and psychotherapy (basic interviewing, assessment and counseling skills), different theoretical perspectives on counseling and psychotherapy, treatment plans, ways of engaging the client, and an overview of the professional code of ethics for the American Counseling Association, American Psychological Association, and American Art Therapy Association. The class will require personal reflection by the students on their views of counseling, themselves and the role of theory in practice. Student will also engage in role playing to practice.

HER-T 503 History Theory and Practice of Art Therapy (3 cr.)

This course will explore how foundations of psychotherapy are applied within the context of art therapy principles and practices with clients. The Course on the history, theory and practice of art therapy. Course includes

role playing and practice in art therapy, the development of art therapy as a therapeutic practice, and an overview of relevant psychotherapeutic theories.

HER-T 504 Ethics & Legal Issues in Art Therapy (3 cr.)

This course features lectures, group discussions, readings, a research paper, and examinations that provide the graduate student an in-depth knowledge of ethical and legal issues relevant to the professional practice of art therapy. The course focus includes knowledge of historical development of ethical standards, and an understanding of the application of legal principles in today's professional practice.

HER-T 505 Art Therapy with Children and Adolescents (3 cr.)

Course on an understanding of children and ways that art therapy can be effective in helping children resolve issues. Course includes a study of forms of trauma often experienced by children resolve issues. Course includes a study of forms of trauma often experienced by children and issues children face, including disorders, illness, behavioral problems, divorce, domestic violence, loss, and self-esteem. Ways to assist children in expressing and managing emotions is covered.

HER-T 507 Assessment & Evaluation in Art Therapy (3 cr.)

This course features lectures, group discussions, readings, a research paper, and examinations that serve as an in-depth introduction to the processes of assessment and evaluation relevant to the professional practice of art therapy. The course focus includes a study of art therapy assessment, psychopathology, general principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior, and general principles, and practices of the promotion of optimal mental health.

HER-T 508 Cultural & Social Diversity in Counseling and Art Therapy (3 cr.)

This course features lectures, group discussions, readings, a journal, examinations, and a final reflection paper and art project that serve as an in-depth introduction to cultural and social diversity, and to gain understanding of the historical, theoretical, and practical issues surrounding the professional practice of counseling and art therapy with individuals with diverse backgrounds and cultural perspectives.

HER-T 509 Advanced Art Therapy Practice-- Specialized Populations (3 cr.)

Designed as a progressive course to meet twenty-first century healthcare trends, this specialized training course will address three clinical populations in five (5) classes per unit: Trauma, Addictions and Substance Abuse and Aging Adults. Each unit will follow a similar outline of learning tailored to the clinical population. Special needs and medical populations will also be integrated into the learning experience. This will include a brief history of counseling and psychotherapy theory and treatment implications for each population and how art therapists tailor interventions to meet the specialized needs within the general framework of art therapy theory. Didactic instruction will include when and how to refer clients and families to support services, professional boundaries, issues of transference and countertransference, treatment planning and the development of goals.

HER-T 511 Art Therapy with Families and Adults (3 cr.)

This course will explore the complicated and dynamic issues involved with adult treatment and in family groups. There will be a brief look into families as a cultural institution as well as cultural differences. The course will explore of the many issues that arise in families and the best practices in art therapy that can be used to help. Students will also delve into the ways parents and children interact including discipline, care giving, behavioral problems, illness, communication, expectations, differentiation, and developmental transitions.

HER-T 601 Art Therapy Advanced Internship (3 cr.)

This course requires a minimum of 450 hours of supervised experience in an internship, to gain working experience in the professional practice of art therapy. Students will practice and enhance their basic counseling skills, art therapy skills, and ability to complete paperwork. This is a hands-on experience in which students make the transition to working professional. There is an expectation in this course that students will be taking on an increasing amount of responsibility for the care of clients under the guidance of the site supervisor. Students are required to provide appropriate documentation of their performance and attendance in all scheduled activities.

HER-T 602 Professional Issues Capstone (3 cr.) This course features lectures, group discussions, readings, a research paper or project, and examinations that provide the graduate student an in-depth knowledge of the professional practice of art therapy and counseling. The course focus includes standards of practice in art therapy, professional preparation for credentialing, an examination of the function and methodology of research in art therapy, an understanding of the roles of mental health counseling in context of the larger field of mental health services, ways in which a network of services is utilized to help clients and the differences in inpatient, outpatient, individual and group practice settings. Exploration on how to move forward into a practice as a professional will also be discussed. A research thesis or culminating project will be required.

HER-T 620 Art Therapy Internship I and Group Supervision (4 cr.)

Combined with T621 Art Therapy Internship II, this course requires a minimum of 450 hours of supervised experience in an internship, to gain working experience in the professional practice of art therapy and counseling. Students will practice and enhance their basic counseling skills, art therapy skills, and ability to complete paperwork. This is a hands-on experience in which students make the transition to working professional. Students are required to provide appropriate documentation of their performance and attendance in all scheduled activities

HER-T 621 Art Therapy Internship II and Group Supervision (4 cr.)

Combined with T620 Art Therapy Internship I, this course requires a minimum of 450 hours of supervised experience in an internship, to gain working experience in the professional practice of art therapy and counseling. Students will practice and enhance their basic counseling skills, art therapy skills, and ability to complete paperwork. This is a hands-on experience in which students make the transition to working professional. Students are required

to provide appropriate documentation of their performance and attendance in all scheduled activities.

HER-T 622 Art Therapy Advanced Internship and Group Supervision (4 cr.)

This course requires a minimum of 450 hours of supervised experience in an internship, to gain working experience in the professional practice of art therapy. Students will practice and enhance their basic counseling skills, art therapy skills, and ability to complete paperwork. This is a hands-on experience in which students make the transition to working professional. There is an expectation in this course that students will be taking on an increasing amount of responsibility for the care of clients under the guidance of the site supervisor. Students are required to provide appropriate documentation of their performance and attendance in all scheduled activities.

HER-T 630 Professional Issues Capstone (2 cr.)

In combination with T631 Professional Issues Capstone II, This course features lectures, group discussions, readings, a research paper or project, and examinations that provide the graduate student an in-depth knowledge of the professional practice of art therapy and counseling. The course focus includes standards of practice in art therapy, professional preparation for credentialing, an examination of the function and methodology of research in art therapy, an understanding of the roles of mental health counseling in context of the larger field of mental health services, ways in which a network of services is utilized to help clients and the differences in inpatient, outpatient, individual and group practice settings. Exploration on how to move forward into a practice as a professional will also be discussed. A research thesis or culminating project will be required.

HER-T 631 Professional Issues Capstone II (4 cr.)

In combination with T630 Professional Issues Capstone I, This course features lectures, group discussions, readings, a research paper or project, and examinations that provide the graduate student an in-depth knowledge of the professional practice of art therapy and counseling. The course focus includes standards of practice in art therapy, professional preparation for credentialing, an examination of the function and methodology of research in art therapy, an understanding of the roles of mental health counseling in context of the larger field of mental health services, ways in which a network of services is utilized to help clients and the differences in inpatient, outpatient, individual and group practice settings. Exploration on how to move forward into a practice as a professional will also be discussed. A research thesis or culminating project will be required

HER-T 640 Studio Art for Art Therapists (3 cr.)

The purpose of this class is to demonstrate experimentation and development of knowledge of different art media. Students will be expected to demonstrate an increased awareness of the psychological and emotional aspects of their own creative process and discuss how facility with a range of art media may be

conceptualized when working with different demographic populations.

Ceramics

HER-C 501 Ceramics (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-C 502 Ceramics (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor

Drawing

HER-D 501 Drawing (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-D 502 Drawing (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

Furniture Design

HER-Q 501 Furniture Design (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-Q 502 Furniture Design (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-Q 510 Studio Emphasis I: Materials and Methods in Furniture Design (6 cr.) P: M.F.A. student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in the designing and making of furniture and related objects.

HER-Q 520 Studio Emphasis II: Theory into Practice in Furniture Design (6 cr.) P: Studio Emphasis I: Furniture Design. Study of designing and making studio furniture within the context of professional practice.

HER-Q 560 Studio Emphasis III: Advanced Practices in Furniture Design (6 cr.) P: Studio Emphasis II: Furniture Design. Study of advanced concepts and practices in designing and making furniture and related objects.

Interdisciplinary, Capstone, and Research Courses

HER-J 520 Project Management/Public Art (3 cr.) P: Graduate student or consent of instructor. Examination of trends in public art in the 20th and 21st centuries. Course explores challenges, opportunities, and procedures for artists working in the public sphere.

HER-J 530 University Visual Art Teaching Practicum (3 cr.) P: Graduate student with a B.F.A. in studio art. Introduction to techniques, topics, and goals of teaching studio art courses at the undergraduate level.

HER-R 511 Visual Research (Variable Title) (3 cr.) Specially arranged instruction within specialized subject area. May take form of field experience, in which case there will be close collaboration between specialized faculty member and the work supervisor, who will jointly evaluate performance. May be taken with approval of dean, who will confer with appropriate faculty.

HER-R 512 Visual Research (Variable Title) (3 cr.) Specially arranged instruction within specialized subject area. May take form of field experience, in which case there will be close collaboration between specialized

faculty member and the work supervisor, who will jointly evaluate performance. May be taken with approval of dean, who will confer with appropriate faculty.

HER-R 529 Interdisciplinary Collaboration in the Visual Arts (3 cr.) P: M.F.A. student or consent of instructor. A studio-based course designed to foster the cross-fertilization of ideas across media emphasis areas.

HER-R 539 Urban Art Context (3 cr.) P: HER R529 or consent of instructor. Introduction to the challenges, concepts, and techniques for public art and art projects designed for civic engagement.

HER-R 599 Studio Emphasis IV: Thesis Exhibit/Project (6 cr.) P: Studio Emphasis III and in final semester towards M.F.A. Completion and public presentation of a final body of work, showing professional competence, documented by a written thesis statement.

Painting

HER-P 501 Painting (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-P 502 Painting (3 pr 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-P 510 Studio Emphasis I: Painting and Drawing (6 cr.) P: MFA student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in painting, drawing and related objects.

Photography

HER-K 501 Photography (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-K 502 Photography (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-K 510 Studio I: Photography and Intermedia (6 cr.) P: MFA student or consent of instructor. In Studio Emphasis 1: Photography and Intermedia, students will develop their conceptual, historical, and critical knowledge to form the basis for their personal studio research. Students will begin to build their own community through this class via group workshops, critiques, and seminars. Students will investigate and extend the framework of photography and intermedia. Intermedia incorporates theory and practice through integration of new technologies with non-static, time-based, sound, digital technologies, installation, through collaboration with areas of sculpture, ceramics, printmaking, painting, furniture and visual communications. In this program students will begin to examine and integrate connections between creative practice, cultural, scientific, critical and historical discourses as they relate and pertain to other artists, academic departments and community organizations. Throughout this process students will be exposed to a wide array of theoretical and reflective practices. Over the course of the semester the student will develop a graduate-level work ethic and lay the groundwork for intense, research-driven studio practice. Rationale: In the first semester of graduate study the student should establish a highly individual and concentrated studio practice based on adaptability,

experimentation, and research. This course is designed to foster individual interests while demanding a high level of intellectual and critical development. Once an intense and flexible graduate practice is developed, the student will be better prepared to face the challenges inherent in the career of a professional artist.

HER-K 520 Studio II: Photography & Intermedia

(3 cr.) This class will focus on the reasons, methods, and resources for artistic engagement that liberates art from the studio and gallery. Studio Emphasis II: Photography and Intermedia continues the studio practice and seminar conversations begun in the first semester's Studio Emphasis I: Photography and Intermedia. Intermedia incorporates theory and practice through integration of new technologies with non-static, time-based, sound, digital technologies, installation, through collaboration with areas of sculpture, ceramics, printmaking, painting, furniture and visual communications. In this course students will continue to examine and integrate connections between creative practice, cultural, scientific, critical and historical discourses as they relate and pertain to other artists, academic departments and community organizations. Professional practices, such as, writing proposals, creation of curriculum vitae, and development grants will be discussed. Rationale: Removing the art making and exhibition process from the traditional studio and gallery setting is a large part of today's contemporary art world. While studio and gallery settings are still perfectly valid, we want to encourage students to take steps to engage outside these arenas. This course continues the individual research begun in K510 while extending the reach into alternative venues and modes of working. Developing skills necessary to be a professional artist is integral to the course.

HER-K 530 Photography and Intermedia Rotating Topics (3 cr.)

In Photography and Intermedia Seminar students will develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics. The topics given in this proposal are the core of topics that current Herron faculty members feel are important for photography and intermedia students to encounter, but this list is not all inclusive and the proposal is for the class as an idea not exclusively these topics. Topics will be added and deleted as their relevancy to current students' need and faculty members' abilities change. Topics: Performance Image and Text Critical Theory Documentary Photography Installation Art Professional Photography Practices Sound Art Advanced Digital Art Rationale: In today's art world, many artists work with various media and many theoretical frameworks. This model seminar allows our faculty to accommodate this variety by focusing solely on one topic for an eight week period.

HER-K 560 Studio III: Photography & Intermedia (3 cr.)

This course is designed to build on the experiences and experiments of the previous two semesters, and to allow the student an opportunity to further develop an individual and effective body of work. Students should have developed an original and intensive practice allowing for constant change and exploration, while also providing a useful framework within which to create intermedia art. Over the course of the semester the student will be working independently to develop a professional portfolio of work. Rationale: In order to complete the photography and intermedia program the student must achieve a high

level of independence and self-motivation. The body of work created at this level should evidence awareness of contemporary theory as well as a highly individual set of interests, conceptual and formal concerns.

Printmaking

HER-G 501 Printmaking (3 or 6 cr.) P: Graduate-level printmaking. Visual research on a highly individual level with personal criticism by the instructor.

HER-G 502 Printmaking (3 or 6 cr.) P: Graduate-level printmaking. Visual research on a highly individual level with personal criticism by the instructor.

HER-G 510 Studio Emphasis I: Materials and Methods in Printmaking (6 cr.) P: M.F.A. student or consent of instructor. Introductory graduate course in the exploration of traditional and contemporary materials, methodologies, and concepts used in printmaking.

HER-G 520 Studio Emphasis II: Theory into Practice in Printmaking (6 cr.) P: Studio Emphasis I: Printmaking. Study of the integration of studio practices in printmaking within the context of professional engagement.

HER-G 560 Studio Emphasis III: Advanced Practices in Printmaking (6 cr.) P: Studio Emphasis II: Printmaking. Advanced exploration of printmaking, including studio practices and professional development.

Sculpture

HER-S 501 Sculpture (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-S 502 Sculpture (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-S 510 Studio Emphasis I: Materials and Methods in Sculpture (6 cr.) P: M.F.A. student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in the designing and making of contemporary sculpture.

HER-S 520 Studio Emphasis II: Theory into Practice in Sculpture (6 cr.) P: Studio Emphasis I: Sculpture. Advanced exploration of sculpture, including studio practices, professional development, and concerns about site and context.

HER-S 560 Studio Emphasis III: Advanced Practices in Sculpture (6 cr.) P: Studio Emphasis II: Sculpture. Study of advanced concepts and practices in designing and making contemporary sculpture.

Illustration

HER-A 311 Illustration I (3 cr.) P: D201or D211. Students receive a broad exposure to basic techniques of pictorial communication common to all phases of illustration.

HER-A 312 Illustration II (3 cr.) P: D201or D211. Students receive a broad exposure to basic techniques of pictorial communication common to all phases of illustration.

HER-A 411 Advanced Illustration (3 cr.) P: A312. Students are exposed to contemporary professional

illustration. Students may participate in local and national competitions.

HER-A 412 Advanced Illustration (3 cr.) P: A312. Students are exposed to contemporary professional illustration. Students may participate in local and national competitions.

HER-A 414 Children's Book Illustration (3 cr.) Working with a preexisting children's text, students will develop a layout and mock-up or "dummy" of a children's picture book. Each student will then produce three finished illustrations for interior pages and/or the cover. Issues of page composition, sequential imaging, visual flow, and use of techniques will be covered.

HER-A 415 Independent Study in Illustration (3 cr.) P: A311 and A312. Students will develop individualized projects that will explore a specific aspect of illustration or illustrations that are theoretically linked throughout the semester. All students will be responsible for submitting a written proposal which will outline the content goals and timelines for their projects.

HER-D 211 Communicative Drawing (3 cr.) P: Foundation Program. Emphasis is placed on communicating verbal concepts in a visual manner and developing drawing techniques.

Painting

HER-P 200 Painting (Rotating Topics) (3 cr.) This course will allow Painting students to develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics.

HER-P 201 Painting I (3 cr.) P: Foundation Program. Investigation of the figure and landscape in painting. Emphasis on composition, content, and the development of a working knowledge of painting processes.

HER-P 202 Painting II (3 cr.) P: Foundation Program. Investigation of the figure and landscape in painting. Emphasis on composition, content, and the development of a working knowledge of painting processes.

HER-P 205 Alternative Painting Methods (3 cr.) Includes the study of features and basic construction of the head. Exploration of various media. Emphasis on rendering flesh tones, form, and color, with respect to the model.

HER-P 209 Alternative Painting Methods (1-3 cr.) Introduction of materials, techniques and use of nonstandard painting media and methods. Course will focus on one or more specified materials or approaches. Students will research philosophy and history and explore methods to integrate the process into contemporary practices. Demonstrations, lectures, and critiques support studio assignments and instruction.

HER-P 210 Portrait Painting (3 cr.) Includes the study of features and basic construction of the head. Exploration of various media. Emphasis on rendering flesh tones, form, and colors with respect to the model.

HER-P 220 Watercolor Painting (3 cr.) Investigation of watercolor processes and techniques. Emphasis on individual creative objectives. Very intense study that will require exploration of watercolor to its fullest potential.

HER-P 222 Advanced Watercolor Painting (3 cr.) P: P220 This is a continuation of P220 watercolor. Students will work independently and be responsible for further investigation of concepts and ideas.

HER-P 300 Painting (Rotating Topics) (3 cr.) This course will allow Painting students to develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics.

HER-P 301 Painting III (3 cr.) P: D201-D202, P201-P202. Exploration of traditional and contemporary concepts in painting with emphasis on relationships between form and content.

HER-P 302 Painting IV (3 cr.) P: D201-D202, P201-P202. Exploration of traditional and contemporary concepts in painting with emphasis on relationships between form and content.

HER-P 303 Concepts in Figuration I (3 cr.) This class will explore the discipline of figure and figurative paint in both traditional and conceptual approaches. Emphasis will be placed on sound painting techniques, composition, drawing, color, and concept.

HER-P 304 Concepts in Figuration II (3 cr.) This class will explore the discipline of figure and figurative paint in both traditional and conceptual approaches. Emphasis will be placed on sound painting techniques, composition, drawing, color, and concept.

HER-P 311 Individual Research in Painting (3 cr.) This course will allow Painting students to develop their conceptual, technical, historical, and critical knowledge around an individual set of problems established by the instructor and the student. This course of study will parallel the traditional goals established in the 16 week semester, but will allow the instructor the opportunity to work with a student in an individual specialized approach.

HER-P 400 Painting (Rotating Topics) (3 cr.) This course will allow Painting students to develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics.

HER-P 401 Painting V (3 or 6 cr.) P: P301-P302. Emphasis on personal solutions to form and content in painting. Classroom format features scheduled criticisms and seminars. Special counseling in areas of graduate study, fellowships, assistantships, grants, exhibitions, and professional potential following graduation.

HER-P 402 Painting VI (3 or 6 cr.) P: P301-P302. Emphasis on personal solutions to form and content in painting. Classroom format features scheduled criticisms and seminars. Special counseling in areas of graduate study, fellowships, assistantships, grants, exhibitions, and professional potential following graduation.

HER-P 403 Individual Research in Painting I (3 cr.) Offered in conjunction with P401-P402 only. Research devoted to the student's own projects in painting.

HER-P 404 Individual Research in Painting II (3 cr.) Offered in conjunction with P401-P402 only. Research devoted to the student's own projects in painting.

HER-P 405 Digital Processes for Fine Art I (3 cr.) P: Junior or senior standing in a fine art major or HER A261. Concepts and skills common to several computer graphics

software programs will be covered with an emphasis on the use of digital imagery to support the work of students who are doing more traditional studio disciplines. Photography

HER-P 406 Digital Processes for Fine Art II (3 cr.) P: Junior or senior standing in a fine art major or HER A261. Concepts and skills common to several computer graphics software programs will be covered with an emphasis on the use of digital imagery to support the work of students who are doing more traditional studio disciplines.

HER-P 501 Painting (3 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-P 502 Painting (3 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-P 510 Studio Emphasis I: Painting and Drawing (6 cr.) P: MFA student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in painting, drawing and related objects.

HER-P 520 Studio Emphasis II: Theory into Practice in Painting and Drawing (6 cr.) P: MFA student or consent of instructor. This graduate studio course continues the development of the students research and studio practice initiated in Studio I. Students may also engage in class/group collaborative projects, such as site-specific works and collaborations with local community partners and other institutions. Students will be expected to continue experimentation and exploration of idea and form as they intensify their studio practice. The students' point of view in relation to other contemporary artists will be further refined, as well as the students' ability to realize their ideas and inspiration into creative works of art. While the focus in this course will be on the students' research, they will also be encouraged to seek gallery exhibitions and collaborative projects.

HER-P 560 Studio Emphasis III: Advanced Practices in Painting and Drawing (6 cr.) P: MFA student or consent of instructor. This course is designed to build on the knowledge and experience of the previous two semesters. In this course, students should demonstrate a well-developed understanding of the objectives and direction they will pursue for their thesis exhibition. Students should have developed an original, independent and intensive studio practice. Their work should show a fluent control of technical and formal issues relevant to their approach. A high level of research and experimentation will continue in consultation with their instructors and peers. The students' primary focus is now directed toward building a cohesive, personal and professional body of work.

Photography

HER-K 201 Photography 1 (3 cr.) P: Foundation Program. Introduction to black-and-white photography with an emphasis on the development of creative, personal, and photographic vision. The student must have a camera (standard 35mm or larger format) with an adjustable shutter and diaphragm. Film, paper, and film developer are supplied by the student.

HER-K 202 Photography II (3 cr.) P: Foundation Program. Introduction to black-and-white photography with an emphasis on the development of creative, personal, and photographic vision. The student must have a camera

(standard 35mm or larger format) with an adjustable shutter and diaphragm. Film, paper, and film developer are supplied by the student.

HER-K 211 Introduction to Electronic Media (3 cr.) This course serves as an introduction to electronic photo-based media, including digital imaging and video. Students are introduced to both the technical and conceptual aspects of these media, specifically in relation to contemporary photography. This course will cover digital imaging technique through Adobe Photoshop as well as delve into discussions about digital artists, critical thinking, principles of the photographic language, and aesthetics that relate to and affect personal creativity and expression. No prior knowledge of the computer or video is expected.

HER-K 212 Topics in Photography (1-3 cr.) This course covers technical issues related to photography and each course will be specific to a topic. Topics include 4x5, Lighting, Final Cut Pro, Sound Techniques, and Alternative Processes with specifics changing from semester to semester. 4 credits

HER-K 300 Advanced Digital Imaging (3 cr.) P: K211 or permission of instructor. The course will cover time-based digital media techniques as well as delve into discussions about video artists and digital artists, critical thinking, language, and aesthetics as it relates to, and affects personal creativity and expression. This investigation will be accomplished through a combination of producing work, using Adobe Photoshop, Illustrator, After Effects, Premiere, and Macromedia Director; discussing the work of other photographers who work with digital imaging; and historical lectures. Prior knowledge of computer basics and Adobe Photoshop required.

HER-K 301 Photography III (3 cr.) P: K201-K202. Exploration of photography as an expressive visual medium and the relationship of photography to culture. Advanced controls over negative production and printing techniques are taught. Students learn to speak critically of their own work, as well as the work of their peers, and other artists. Alternative methods of presentation, beyond the window mat, are introduced.

HER-K 302 Photography IV (3 cr.) P: K201-K202. Exploration of photography as an expressive visual medium and the relationship of photography to culture. Advanced controls over negative production and printing techniques are taught. Students learn to speak critically of their own work, as well as the work of their peers, and other artists. Alternative methods of presentation, beyond the window mat, are introduced.

HER-K 303 Color Photography (3 cr.) P: K201-K202 or permission of the instructor. Students are introduced to a theoretical basis for color theory and the psychology of color. On a technical level, color balancing and regional color correction are stressed. In individual color darkrooms, students produce their own color-coupler prints, as large as 16 x 20 inches, from our on-site Kreonite processor. As in the department's other photo classes, there is an emphasis on developing good exposure and printing techniques. Students are encouraged to develop material conceptually, understand how work is produced, and speak about it.

HER-K 304 Advanced Color Photography (3 cr.) P: K303. Advanced color photography builds on the

skills obtained in K303. Using knowledge gained in color balancing and regional color corrections, students experiment with advanced printing techniques, using materials such as Polaroid and transparency film, as well as alternative processes. Students further their study of significant historic and contemporary photographers and develop an understanding of the relationship of their work to that which has preceded theirs.

HER-K 311 Individual Research Photography (3 cr.)

Junior-level course that will provide special arranged instruction within photography. May take form of a field experience, in which case there will be close collaboration between specialized faculty member and work supervisor, who will jointly evaluate performance.

HER-K 330 Photo and Intermedia Seminar (Rotating Topics) (3 cr.) This course will allow Photo and Intermedia students to develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics.

HER-K 401 Advanced Photography (6 cr.) P: K301-K302, K303, photographic portfolio, and permission of the instructor. An advanced course taught as a seminar for graduating photo majors. During the course of the semester, the student produces two professional-quality exhibitions and a photographic portfolio. Within the context of this class, students may produce mixed media, performance, video, time-based work, as well as traditional black-and-white and color photography. Emphasis is placed on individual instruction, preparation for graduate study, and professional exhibition practice.

HER-K 402 Advanced Photography (6 cr.) P: K301-K302, K303, photographic portfolio, and permission of the instructor. An advanced course taught as a seminar for graduating photo majors. During the course of the semester, the student produces two professional-quality exhibitions and a photographic portfolio. Within the context of this class, students may produce mixed media, performance, video, time-based work, as well as traditional black-and-white and color photography. Emphasis is placed on individual instruction, preparation for graduate study, and professional exhibition practice.

HER-K 411 Individual Research in Photography (3 cr.) Senior-level course for students who have already taken K311. Will allow a student additional individualized instruction with a photography faculty member.

HER-K 412 Individual Research in Photography (3 cr.) Senior-level course for students who have already taken K311. Will allow a student additional individualized instruction with a photography faculty member.

HER-K 430 Photography and Intermedia Seminar (3 cr.) In Photography and Intermedia Seminar students will develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics. Topics can include: Performance, Image and Text, Critical Theory, Documentary Photography, Installation Art, Professional Photography Practices, Sound Art, and Advanced Digital Art.

HER-K 510 Studio I: Photography and Intermedia (6 cr.) P: MFA student or consent of instructor. In Studio Emphasis 1: Photography and Intermedia, students will develop their conceptual, historical, and critical

knowledge to form the basis for their personal studio research. Students will begin to build their own community through this class via group workshops, critiques, and seminars. Students will investigate and extend the framework of photography and intermedia. Intermedia incorporates theory and practice through integration of new technologies with non-static, time-based, sound, digital technologies, installation, through collaboration with areas of sculpture, ceramics, printmaking, painting, furniture and visual communications. In this program students will begin to examine and integrate connections between creative practice, cultural, scientific, critical and historical discourses as they relate and pertain to other artists, academic departments and community organizations. Throughout this process students will be exposed to a wide array of theoretical and reflective practices. Over the course of the semester the student will develop a graduate-level work ethic and lay the groundwork for intense, research-driven studio practice. Rationale: In the first semester of graduate study the student should establish a highly individual and concentrated studio practice based on adaptability, experimentation, and research. This course is designed to foster individual interests while demanding a high level of intellectual and critical development. Once an intense and flexible graduate practice is developed, the student will be better prepared to face the challenges inherent in the career of a professional artist.

HER-K 520 Studio II: Photography & Intermedia (3 cr.) This class will focus on the reasons, methods, and resources for artistic engagement that liberates art from the studio and gallery. Studio Emphasis II: Photography and Intermedia continues the studio practice and seminar conversations begun in the first semester's Studio Emphasis I: Photography and Intermedia. Intermedia incorporates theory and practice through integration of new technologies with non-static, time-based, sound, digital technologies, installation, through collaboration with areas of sculpture, ceramics, printmaking, painting, furniture and visual communications. In this course students will continue to examine and integrate connections between creative practice, cultural, scientific, critical and historical discourses as they relate and pertain to other artists, academic departments and community organizations. Professional practices, such as, writing proposals, creation of curriculum vitae, and development grants will be discussed. Rationale: Removing the art making and exhibition process from the traditional studio and gallery setting is a large part of today's contemporary art world. While studio and gallery settings are still perfectly valid, we want to encourage students to take steps to engage outside these arenas. This course continues the individual research begun in K510 while extending the reach into alternative venues and modes of working. Developing skills necessary to be a professional artist is integral to the course.

HER-K 530 Photography and Intermedia Rotating Topics (3 cr.) In Photography and Intermedia Seminar students will develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics. The topics given in this proposal are the core of topics that current Herron faculty members feel are important for photography and intermedia students to encounter, but this list is not all inclusive and the proposal is for the class as an idea not exclusively these topics. Topics

will be added and deleted as their relevancy to current students' need and faculty members' abilities change. Topics: Performance, Image and Text, Critical Theory, Documentary Photography, Installation Art, Professional Photography Practices, Sound Art, Advanced Digital Art. Rationale for the course is in today's art world, many artists work with various media and many theoretical frameworks. This model seminar allows our faculty to accommodate this variety by focusing solely on one topic for an eight week period.

HER-K 560 Studio III: Photography & Intermedia (3 cr.)

This course is designed to build on the experiences and experiments of the previous two semesters, and to allow the student an opportunity to further develop an individual and effective body of work. Students should have developed an original and intensive practice allowing for constant change and exploration, while also providing a useful framework within which to create intermedia art. Over the course of the semester the student will be working independently to develop a professional portfolio of work. Rationale: In order to complete the photography and intermedia program the student must achieve a high level of independence and self-motivation. The body of work created at this level should evidence awareness of contemporary theory as well as a highly individual set of interests, conceptual and formal concerns.

Printmaking Book Arts

HER-A 204 The Visual Book (3 cr.) Exploration of the communicative possibilities of the book format through lecture, studio projects, and field trips. Introduction to letterpress, binding, and typographic concerns.

HER-A 261 Introduction to Computer Imagery I (3 cr.)

P: Foundation Program. An introductory course providing hands-on learning experiences in using the Macintosh computer and Adobe Photoshop, a pixel-based paint and image-editing software package, to create, scan, and manipulate images. A studio elective open to all Herron degree-seeking students with little or no computer experience who have completed the foundation year.

HER-A 262 INTRO COMPUTER IMAGERY II (3 cr.)

P: A261 or permission of instructor. A continuing course that extends the student's abilities in using the Macintosh computer and Adobe Photoshop as a means of creative self-expression. A studio elective for all Herron degree-seeking students with the above prerequisites.

HER-A 291 Bookbinding (3 cr.) A beginning course in bookbinding dealing with traditional bookbinding and box-building techniques. Students are instructed on use of tools and materials. Projects are designed to encourage exploration and experimentation of book structure.

HER-G 206 Bookbinding (3 cr.) Introduction to traditional and non-traditional skills in bookbinding. Non-adhesive, experimental structures will be covered such as accordion, concertina, piano hinge and koptic binding as well as case binding, box making and slip cases. Goal is to develop the binding process as an expressive, visual language with attention to its tradition and contemporary presence as aesthetic medium.

HER-G 209 PAPERMAKING (3 cr.) Introduction to western principles of making paper by hand. Skills in pulp technology, sheet formation, 2D and 3D applications will

be developed, such as stenciling, pulp-spraying, casting, and integration into book structures. Goal is to apply skills to expressive, conceptual frameworks with attention to historic and contemporary context of papermaking.

HER-G 310 The Printed Book (3 cr.) Integration of the print medium into the book structure. Development of prints as interactive structures and interdependence of multiple and three- and four-dimensional qualities of books. Skills in letterpress technology, type-high surface construction, bookbinding, and papermaking with attention to history and contemporary context of the book arts.

HER-G 201 Etching I (3 cr.) P: Foundation Program. Beginning course in intaglio printmaking, which introduces students to etching, engraving, and drypoint techniques. Students are instructed in basic printing processes and in use of the presses.

HER-G 202 Lithography I (3 cr.) P: Foundation Program. Beginning course in lithography dealing with basic techniques of black-and-white and color printing. Includes specific lectures in litho technology, materials, and application.

HER-G 203 Silkscreen Printing I (3 cr.) P: Foundation Program. Design and drawing for silkscreen processes, construction of equipment, and methods of making stencils (including photo stencils). Printing in black and white and in color.

HER-G 205 Monotype/Woodcut (3 cr.) P: Foundation Program. Beginning course in monotype and woodcut. Students learn traditional and experimental approaches to relief printmaking. Students are instructed on use of tools and materials and basic printing processes. Printing is in color and black and white.

HER-G 208 LETTERPRESS TYPESETTING (3 cr.)

Introduction to setting and printing text by hand on the letterpress. Historic traditions such as setting lead and wooden typed and carved blocks will be combined with contemporary digital text and image appropriation through photo-polymer plates. Goal is to develop typ, print technology, and tradition into expressive visual frameworks.

HER-G 301 Etching II (3 cr.) P: D201, D202, G201, G202. An extensive introduction to color printing processes in etching is provided at the beginning of the course. Students are required to do at least a part of their work in color. Other etching techniques not covered in G201 will also be presented.

HER-G 302 Lithography II (3 cr.) P: D201-D202, G201-G202. Advanced study designed to extend students' ability to use their technical knowledge as a means of expression. Experimental printing in color and black and white.

HER-G 303 Etching III (3 cr.) P: D201, D202, G201, G202. An extensive introduction to color printing processes in etching is provided at the beginning of the course. Students are required to do at least a part of their work in color. Other etching techniques not covered in G201 will also be presented.

HER-G 304 Lithography III (3 cr.) P: D201-D202, G201-G202. Advanced study designed to extend students' ability to use their technical knowledge as a means of

expression. Experimental printing in color and black and white.

HER-G 305 Photo Processes for Printmaking I (3 cr.)

P: G201-G202, K201-K202, and/or permission of the instructor. C: Enrollment in a 300-, 400-, or 500-level printmaking course. Introduction to the use of light-sensitive materials in printmaking processes. Involvement with nonsilver photographic processes such as kallitype, photoetching, photo-lithography (using halftone and contact materials), photo silkscreen, and gum printing. Color separation principles for printmaking processes.

HER-G 306 Photo Processes for Printmaking II (3 cr.)

P: G201-G202, K201-K202, and/or permission of the instructor. C: Enrollment in a 300-, 400-, or 500-level printmaking course. Introduction to the use of light-sensitive materials in printmaking processes. Involvement with nonsilver photographic processes such as kallitype, photoetching, photo-lithography (using halftone and contact materials), photo silkscreen, and gum printing. Color separation principles for printmaking processes.

HER-G 307 Silkscreen Printing II (3 cr.)

P: Foundation Program. The advanced process of silkscreen printing with the incorporation of digital printing processes. Printing in large format with color will be covered. Further Development of ideas and concepts in relation to the screenprinting process will be emphasized in this class.

HER-G 309 Monotype/Woodcut II (3 cr.) P: G205.

Advanced study of monotype techniques, both traditional and nontraditional. Emphasis is placed on students gaining control of monotype process in order to accurately express their artistic vision. Students are encouraged to explore their individual goals and research into the various media available.

HER-G 401 Printmaking III Etching (3-6 cr.) A

continuation of advanced processes in intaglio printmaking with demonstrations and experimentation with materials and techniques, including computer-assisted approaches. Individual and group critiques and discussions promote ongoing development of images and concepts.

HER-G 402 Printmaking IV Etching (3-6 cr.) A

continuation of advanced processes in intaglio printmaking with demonstrations and experimentation with materials and techniques, including computer-assisted approaches. Individual and group critiques and discussions promote ongoing development of images and concepts.

HER-G 403 Individual Research in Printmaking I (3 cr.)

Offered in conjunction with G401-G402 only. Research devoted to the student's own projects in printmaking.

HER-G 404 Individual Research in Printmaking II (3 cr.)

Offered in conjunction with G401-G402 only. Research devoted to the student's own projects in printmaking.

HER-G 501 Printmaking (3 cr.) P: Graduate-level printmaking. Visual research on a highly individual level with personal criticism by the instructor.

HER-G 502 Printmaking (3 cr.) P: Graduate-level printmaking. Visual research on a highly individual level with personal criticism by the instructor.

HER-G 510 Studio Emphasis I: Materials and Methods in Printmaking (3 cr.) P: M.F.A. student or consent of instructor. Introductory graduate course in the exploration of traditional and contemporary materials, methodologies, and concepts used in printmaking.

HER-G 520 Studio Emphasis II: Theory into Practice in Printmaking (3 cr.) P: Studio Emphasis I: Printmaking. Study of the integration of studio practices in printmaking within the context of professional engagement.

HER-G 560 Studio Emphasis III: Advanced Practices in Printmaking (3 cr.) P: Studio Emphasis II: Printmaking. Advanced exploration of printmaking, including studio practices and professional development.

Sculpture

HER-S 201 Sculpture I (3 cr.) P: Foundation Program. Basic consideration of three-dimensional form in sculptural concept. Exposure to various related materials, techniques, and processes.

HER-S 202 Sculpture II (3 cr.) P: Foundation Program. Basic consideration of three-dimensional form in sculptural concept. Exposure to various related materials, techniques, and processes.

HER-S 220 Sculpture Seminar (Rotating Topics) (3 cr.) This course will allow Sculpture students to develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics.

HER-S 301 Sculpture III (3 and/or 6 cr.) P: D201-D202, S201-S202. Emphasis on creative expression through sculpture. Covers wood and plastic materials, metal casting, and industrial fabricating techniques.

HER-S 302 Sculpture IV (3 and/or 6 cr.) P: D201-D202, S201-S202. Emphasis on creative expression through sculpture. Covers wood and plastic materials, metal casting, and industrial fabricating techniques.

HER-S 401 Sculpture V (3 and/or 6 cr.) P: S301-S302. Concentrated, specialized study of sculpture, with emphasis on extensive research in pursuit of individual direction.

HER-S 402 Sculpture VI (3 and/or 6 cr.) P: S301-S302. Concentrated, specialized study of sculpture, with emphasis on extensive research in pursuit of individual direction.

HER-S 403 Individual Research in Sculpture I (3 cr.) Research devoted to the student's own projects in sculpture.

HER-S 404 Individual Research in Sculpture II (3 cr.) Research devoted to the student's own projects in sculpture.

HER-S 501 Sculpture (3 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-S 502 Sculpture (3 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-S 510 Studio Emphasis I: Materials and Methods in Sculpture (3 cr.) P: M.F.A. student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in the designing and making of contemporary sculpture.

HER-S 520 Studio Emphasis II: Theory into Practice in Sculpture (3 cr.) P: Studio Emphasis I: Sculpture. Advanced exploration of sculpture, including studio practices, professional development, and concerns about site and context.

HER-S 560 Studio Emphasis III: Advanced Practices in Sculpture (3 cr.) P: Studio Emphasis II: Sculpture. Study of advanced concepts and practices in designing and making contemporary sculpture.

Seminars

HER-J 400 Practical Concerns for Studio Artists (3 cr.) P: Senior standing. Course devoted to practical aspects of managing a studio and maintaining an artistic career. Subjects include artwork photography, gallery representation, legal and tax issues, and health hazards. This course is required for all fine arts students.

HER-J 410 A Critical Approach to Art: Seminar (3 cr.) P: Senior standing. A capstone seminar-style class in which students define and refine their personal artistic philosophies through analytic comparisons to various historical and contemporary ideas from the realms of philosophy, art history, critical theory, etc. In short weekly papers and open discussions, students address large-scale questions whose answers should help them develop the confidence to chart their conceptual and professional development after graduation.

Visual Communication

Elective Courses in Visual Communication

HER-A 261 Introduction to Computer Imagery I (3 cr.) P: Foundation Program. An introductory course providing hands-on learning experiences in using the Macintosh computer and Adobe Photoshop, a pixel-based paint and image-editing software package, to create, scan, and manipulate images. A studio elective open to all Herron degree-seeking students with little or no computer experience who have completed the foundation year.

HER-A 461 Professional Practice Studio (3 cr.) P: A301, A331 OR V310, V312 and A341. 3.0 GPA, and consent of instructor. Structured like a working design studio. Students are given an opportunity to design projects for clients of the Herron Design Center. Projects span all media from print to interactive multimedia and Web design. Managing time schedules, budget considerations, client/designer relationships, and general work ethics are covered.

HER-L 210 Visual Communication Design for the Web (3 cr.)

P: F 121 or permission of instructor
Intended for non-VCD majors but may be taken as a studio elective by VCD majors. Introductory web design course examines web design from the perspective of a visual designer. Topics covered include web page layout and conventions, web typography, user interface, and responsive visual design. Impact of visual design on usability, user experience, and basic front-end development also introduced. Open to all Herron degree-seeking students; other students by permission. Must have computer experience or completion of A 261.

Graduate Courses in Visual Communication

HER-V 501 Introduction to Design Thinking (1.5 cr.) Seminar. Theorizing and evaluating design as a specialized way of thinking. Examining collaborative, cross-disciplinary innovation processes requiring skills for identifying and framing challenges and generating and optimizing solutions. Surveying essential processes and process skills to deploy design thinking for the development of creative solutions to complex systems level challenges.

HER-V 502 Introduction to Human Factors in Design (1.5 cr.) Seminar. Investigating knowledge and theories to support people-driven innovation as an inclusive co-creative process. Identifying, analyzing synthesizing and evaluating many characteristics of audiences and contexts. These include physical, cognitive, cultural and social human factors as well as the economic, technological and environmental issues that inform and shape design responses.

HER-V 510 Collaborative Action Research in Design I (3 cr.) Studio. Application and integration of theory, methods and skills for designing as a cross-disciplinary collaborative process for innovation. Focusing on human-centered design research to support problem finding and fact finding phases of methodology for formulating problems/opportunities, formulating solutions and implementing solutions. Team approach to translation action research.

HER-V 511 Design Method: People-Centered Design Research (1.5 cr.) Methods. Foundation in design research. Application and integration of theory, methods, and skills for initiating people-centered (and participatory) design research activities. Performing generative, evaluative, and experimental research to inform designing. Accounting for audiences and contexts including recognition of physical, cognitive, cultural, and social human factors that shape design responses.

HER-V 520 Collaborative Action Research in Design II (3 cr.) Studio. Application and integration of theory, methods and skills for designing as a cross-disciplinary collaborative process for innovation. Focusing on analytical techniques including mapping challenges to support the problem defining phase of a methodology for formulating problems/opportunities, formulating solutions and implementing solutions. Team approach to translational action research.

HER-V 521 Design Methods for Design Analysis (1.5 cr.) Methods. Application and integration of theory, methods and skills for design analysis in the context of cross-disciplinary collaborative process for innovation. Identifying patterns and framing insights. Emphasis on defining problems in fuzzy situations. Surveying, performing and evaluating design analysis methodologies from multiple disciplinary perspectives. Techniques include challenge mapping and card sorting.

HER-V 530 COLLABRTV ACTN RSRCH IN DSGN 3 (1.5 cr.) Studio. Application and integration of theory, methods and skills for designing as a cross-disciplinary collaborative process for innovation. Focusing on techniques for synthesizing design research to support the idea finding phase of a methodology for formulating problems/opportunities, formulation solutions and

implementing solutions. Team approach to translational action research.

HER-V 531 Design Methods for Design Synthesis (1.5 cr.) Application and integration of theory, methods and skills for design synthesis in the context of a cross-disciplinary collaborative process for innovation. Emphasizing divergent thinking, active deferral of judgment and ideation. Surveying, performing and evaluation design synthesis methods for exploring and conceiving plans. Techniques include lateral thinking, brainstorming and syntetics.

HER-V 540 COLLABRTV ACTN RSRCH IN DSGN 4 (1.5 cr.) Studio. Application and integration of theory, methods and skills for designing as a cross-disciplinary collaborative process for innovation. Focusing on techniques for evaluating proposals to support the optimizing and implementing phases of a methodology for formulating problems/opportunities, formulating solutions and implementing solutions. Team approach to translational action research.

HER-V 541 Design Methods for Design Evaluation (1.5 cr.) Methods. Application and integration of theory, methods, and skills for design evaluation, optimization and implementation in the context of a cross-disciplinary collaborative process for innovation. Emphasizing techniques to support decision-making. Surveying, performing, and comparing design evaluation and implementation tools including user studies, criteria grids, paired comparison analysis and action planning.

HER-V 601 Leadership in Design Practice (1.5 cr.) Seminar. Examining design leadership as a specialized set of action logics and behaviors. Surveying established frameworks of leadership. Analyzing design thinking in terms of organizational leadership. Evaluating design thinking as a guiding principle to initiate change and to facilitate creative solutions within complex and ambiguous systems level challenges.

HER-V 602 Leadership in Design Education (1.5 cr.) Seminar. Examining application of design thinking as a strategy for leading change in the context of higher design education. Surveying principles and purposes of higher education and frameworks of scholarship. Analyzing design thinking for integrative learning and civic innovation. Evaluating principles of collaborative design for educating citizen professionals.

HER-V 650 Collaborative Action Research in Design 5 (1.5 cr.) Studio. Initiating basic application and synthesis of Design Leadership. During the fifth semester in the program, students further develop and apply their skills for design leadership by facilitating cross-disciplinary, collaborative design projects.

HER-V 660 Collaborative Action Research in Design 6 (1.5 cr.) Studio. Initiating intermediate application and synthesis of Design Leadership. During the sixth semester in the program, students further develop and apply their skills for design leadership by facilitating cross-disciplinary, collaborative design projects.

HER-V 670 Collaborative Action Research in Design 7 (1.5 cr.)

Studio. Mastering advanced application and synthesis of Design Leadership. During the seventh semester in the program, students further develop and apply their skills for design leadership by facilitating cross-disciplinary, collaborative design projects.

HER-V 680 Collaborative Action Research in Design 8 (1.5 cr.)

Studio. Evaluating mastery of advanced Design Leadership. During the final semester in the program, students evaluate their skills for design leadership by conducting critical reflection on experiences and learning from the facilitation of cross-disciplinary, collaborative design projects.

HER-V 690 Thesis writing 1 (3 cr.)

Studio. Introduction to the theory, methods and skills for developing and framing a researchable question. Focusing on techniques for analysis and synthesis of concepts and theories into a clear and actionable research question including a comprehensive literature review that supports the question.

HER-V 691 Thesis Studio 1 (3 cr.)

Studio. Introduction to the theory, methods and skills for developing and constructing a research project plan. Focusing on techniques for the integration and application of concepts and theories into a concise project plan including a clear methodology and research design.

HER-V 692 Thesis Writing 2 (6 cr.)

Studio. Application and integration of theory, methods and skills for assessing project outcomes. Focusing on techniques for analysis of design activities and synthesis of research findings including project documentation and theoretical analysis of designed outcomes.

HER-V 693 Thesis Studio 2 (6 cr.)

Studio. Application and integration of theory, methods and skills for executing a research project according to plan. Focusing on techniques for managing a research process including the conceptualizing, generating, optimizing and implementation phases of a project.

Required Courses for Visual Communication Majors

HER-A 341 Production for Design (3 cr.) P: v220,v211 Production for Design provides students with a basic understanding of business practices associated with planning and managing their print and on-screen design projects from beginning to end. Topics covered include production project work-flow, commercial printing basics (including inks, binding, and paper), digital production techniques (including HTML and CSS), design business practices for both print and web environments, and legal considerations in design work.

HER-A 453 Professional Practice Internship (3 cr.)

P: v310, v311, a341 and approval of instructor

Program offers students the opportunity to learn by working with professionals in a design studio or corporate design office. Students must participate in seeking suitable opportunities. Internship settings must be coordinated with faculty and are subject to approval by faculty to ensure a valid educational experience. Students must document their work experience as required by the faculty for grading and to receive credit.

HER-V 201 Making Meaning (2 cr.)

P: Foundation Program. C: V210, V214, or permission of the instructor. Studio course. Survey study of a range of theories about visual communication design to inform studio practice relative to broad issues of representation and interpretation within contextual frameworks

HER-V 210 VC 1: Elements (3 cr.)

P: Foundation Program. C: V211, V212. Studio course. Introductory skills development for visual communication design majors. Emphasis placed on design process and the development of ability to engage in iterative exploration. Exploring varied means of graphic representation utilizing formal elements and principles of visual communication design. Identifying, contrasting, and analyzing techniques for the invention of two-dimensional form with the purpose of communicating information, concepts, and emotions.

HER-V 211 Typography (3 cr.)

Studio course. Intermediate skills development for visual communication design majors. Exploring visual communication design through the application of text type and typographic technology. Focusing on congruency between visual and verbal hierarchies, formats for information organizational problems, and technical details of typographic layout. Includes an introduction to professional terminology, typographic history and technical issues.

HER-V 212 Image 1: Elements (3 cr.) P: Foundation Program. C: V210, V211. Studio course. Introductory skill development for visual communication majors. Imagery as strategy for visual communication and symbolic representation. Focusing on the production and critical examination of visual forms and formats as indexes of representation. Basic visual semiotics. Using a learner-centered method to examine and find meaning in visual representations.

HER-V 214 History of Visual Communication (3 cr.) P: ENG W131 or equivalent. Examining the cultural, social, political, economic comma and technological forces that shape visual communication design solutions. Focusing on the audiences and contexts to which designers must respond. A Western European and American perspective on the period from 1880 to the present.

HER-V 220 VC 2: Design Methodology (3 cr.) P: v210, v201, v214 Studio course. Application and integration of knowledge and skills for visual communication majors. Defining communication problems; evaluating analytical, synthetic, intuitive approaches to problem solving; creating visual concepts to represent complex messages; and developing critical thinking. Integrating professional

service for civic communication with reflection on personal values.

HER-V 310 Identifying Problems (3 cr.) P: v220, v211 C: v311 Studio course. Application and integration of knowledge and skills for visual communication design majors. Methods of managing complex communication design needs within a broad spectrum of applications. Directing inquiries in unstructured situations with undefined problems. Managing expressions and impressions. Integrating professional service for civic communication with reflection on personal values.

HER-V 311 Type & Image (3 cr.) P: v220, v211 Studio course. Advanced skills development and applied research for visual communication design majors. Course builds on the skills and knowledge developed in Making Meaning and in Typography; students will use typography and imagery as modes of visual communication design.

HER-V 320 VC 4: Facilitating Solutions (6 cr.) P: V310. Studio course. Application and integration of knowledge and skills for visual communication majors. Methods to facilitate solutions to unframed community issues. Exploring social roles of designers as researchers, reporters, and editors in collaborative teams. Integrating professional service for civic communication with reflection on personal values.

HER-V 401 Exhibition Planning and Design I (3 cr.) V401 prepares students to synthesize existing design practice and apply it to exhibition planning and design (EPD). This process is explored through integrated theory and practice. Students learn research methods, exhibit development, design process, and other skills through hands-on exercises. Students create design documents and contribute to the EPD process.

HER-V 402 Exhibition Planning and Design II (6 cr.) V402 builds on the basic skills and application learned in EDP I, with an emphasis on refining and developing greater interpretive capacity. Capacity is developed through exploration of relationships of visual and three-dimensional form, light, and materials. Students contextualize meaning by designing and planning relevant exhibit experiences through applied community-based projects.

HER-V 410 VC 5: Designing for Innovation (6 cr.) P: V320 or permission of instructor. Studio course with cross-disciplinary team collaboration. Application, integration, and synthesis of knowledge and skills for visual communication majors and subject matter experts. Advanced methods for designing for innovation. Discovering and shaping opportunities for socially relevant innovations. Integrating professional service for civic communication with reflection on personal values.

HER-V 420 VC 6: Capstone Portfolio (3 cr.) P: V410. Capstone studio course. Application, integration, synthesis, and evaluation of knowledge and skills for visual communication design majors. Utilization of tools and knowledge for managing complexity to develop professional career plans. Reflecting on personal, academic, preprofessional experiences. Analyzing and evaluating transferable skills. Developing portfolios that demonstrate depth, breadth, adaptiveness of knowledge,

and critical thinking in preparation for beginning a professional career.