

Cleveland Institute of Art

2019–20 Catalog

Every effort is made to ensure the accuracy of the information contained in this Cleveland Institute of Art Catalog. The Cleveland Institute of Art reserves the right to change or withdraw courses; to change the fees, rules, and calendar for admission, registration, instruction and graduation; and to change any of its policies or other provisions listed in the Catalog at any time.

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Accreditation

Cleveland Institute of Art is an independent college of art and design committed to leadership and vision in all forms of visual arts education. Since 1882, we have been an educational cornerstone in Cleveland, Ohio, and have won widespread acclaim for the quality of our programs and achievements of our alumni. Students are encouraged to explore their vision and develop their skills through an interdisciplinary curriculum.

Accreditation Cleveland Institute of Art is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the National Association of Schools of Art and Design (NASAD), and the State of Ohio.

Message from the President



Dear Students:

You bring the artistic talent, the passion and the commitment to learning and growing. CIA provides accomplished faculty members, excellent facilities, well-designed courses, a whole menu of services, and good-sense policies designed to ensure that you receive the best possible education.

In this catalog you'll learn about the resources that are here for you. Please read through it now and keep it as a reference. It is the product of countless hours of labor by many dedicated faculty and staff members whose focus is your success. Take time also to look through our website, at cia.edu, and learn even more about our people and our programs.

As you discover the richness CIA has to offer, I will appreciate the creative, innovative, courageous, and ambitious artists and designers that you are becoming.

Best,

Grafton J. Nunes
President + CEO, Cleveland Institute of Art

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History

Cleveland Institute of Art continues to build on an internationally recognized heritage of excellence and innovation that dates back to 1882. That year the school was chartered as the Western Reserve School of Design for Women. The school's original name reflects the forward-thinking views of founder Sarah Kimball, who opened her home for the first class meetings, attended by just one teacher and one student. Five years after its opening, there was already a young man attending. By 1891, the co-educational school was renamed the Cleveland School of Art and blossomed under the influence of a dedicated and talented faculty, whose prize-winning art and award-winning commercial designs are known collectively, even today, as the "Cleveland School."

Over time the school's success prompted changes in facilities—from Mrs. Kimball's sitting room to the attic of the Cleveland City Hall Annex, to the Horace Kelley mansion on present-day E 55th Street. In 1905 the Cleveland School of Art built a brick Italianate building in University Circle (razed as part of a 1960s site redevelopment), which boasted a grand exhibition gallery predating the Cleveland Museum of Art by a decade.

In 1946, the state of Ohio authorized the college to confer the Bachelor of Fine Arts degree. In 1948 the college became officially known as the Cleveland Institute of Art, and in 1956, classes moved into a new building on East Boulevard, named for George Gund, who served as CIA Board President for 24 years.

The college purchased a former Ford Model T automobile assembly plant in 1981 and renovated it for classroom and studio space. The building, which had been added to the National Register of Historic Places in 1976, was named the Joseph McCullough Center for the Visual Arts (JMC), after CIA's former president of 33 years. The JMC went through another renovation in 2010 and in late 2014, the college finished construction of a new George Gund building, adjoined to the JMC, and a block away from CIA's new Uptown Residence Hall. A second, upperclass residence hall, was added in 2018.

Section 1: 2020–21 Academic Calendar

Fall 2020

August

- 7–12 New student move-in.
- 7–16 Returning student move-in.
- 10–14 Tuition payment arrangements due in order to begin fall classes.
- 13–15 New student orientation.
- 17 Fall semester begins.
- 17–21 Course drop-add period. Schedule changes. Late registration: \$350 late fee assessed.

September

- 7 Labor Day. CIA holiday. No classes. Buildings closed. Residence halls remain open.
- 11 Grade revisions due for Spring 2020 grades.
- 16 Spring 2021 course schedule information due to Academic Affairs + Registrar's Office.
- 18 Course proposals for new fall 2021 courses due to Curriculum Committee.
- 29 Course evaluation open for Tuesday–Friday 7-week courses.

October

- 5 Course evaluation open for Monday 7-week courses.
- 9 Mid-term grades due.
- 16 Advising for spring 2021 course scheduling begins.
- 23 Last day to withdraw from a course for the fall 2020 semester without grade penalty.
- 26 Online registration opens for seniors for spring 2021 course scheduling.

November

- 7 Contingency make-up day for school closings
- 16 Course evaluations open for Liberal Arts courses.
- 20 Last day of regular classes, Studio and Liberal Arts.
- 21 Course evaluations open for Studio courses.
- 21–24 Final Studio critiques. Schedule to be determined
- 25 Offices open. Residence halls close at 6pm except for students who have been approved to stay.
- 26–27 Thanksgiving recess. CIA holiday. Building closed.
- 30–Dec 4 Online Liberal Arts exams, online mid-year critiques for May 2021 grads, and online BFA exams for December 2020 grads.

December

- 5 Fall semester ends. Holiday recess begins.
- 5 Residence halls close at noon for students who had been approved to remain until the end of the semester.
- 7 Final grades for all students due by 9am.
- 23–Jan 3 Winter break. Buildings closed.

Spring 2021

January

- 4–8 Tuition payment arrangements due in order to begin Spring classes.
- 10 Returning students move into residence hall, beginning at 8am.
- 11 Spring semester begins.
- 11–15 Course add/drop period and late registration \$350 fee assessed.
- 18 Martin Luther King Day. CIA holiday. Buildings closed. Residence halls remain open.

February

- 5 Course proposals for new spring 2022 courses due to the Curriculum Committee.
- 5 Grade revisions for fall 2020 incomplete grades due to Registrar's Office.
- 8 Fall 2021 course schedule information due to Academic Affairs + Registrar's Office.
- 13 Contingency make-up day for school closings.

March

- 5 Mid-term grades due.
- 8–12 Spring recess. No classes. Offices open. Residence halls remain open.
- 20 Contingency make-up day for school closings.
- 22 Advising for Fall 2021 course prescheduling begins.
- 26 Last day to withdraw from a course for Spring 2021 semester without a grade penalty.
- 29 Online scheduling opens to juniors for Fall 2021 course scheduling.

April

- 19 Course evaluations open for Liberal Arts courses.
- 23 Last day of regular classes, Studio and Liberal Arts.
- 26–30 Liberal Arts exams/Studio critique week. Schedule to be determined.

May

- 3–7 BFA Reviews + Exhibitions.
- 8 Spring semester ends. Residence hall at noon.
- 10 Final grades for graduating students due at 9am.
- 13 Commencement rehearsal.
- 14 Commencement, time/location to be announced.
- 17 Final grades for all students due by 9am.
- 17 Final studio clean out.
- 31 Memorial Day. CIA holiday. Buildings closed.

June

- 18 Juneteenth. CIA holiday. Buildings closed.

July

- 4 Independence Day. CIA holiday. Buildings closed.

Section 2: Overview: Curriculum

Academic Mission

Bird's-Eye View of the Curriculum

Engaged Practice

Foundation Program

Liberal Arts Studies

Professional Practices

Major Programs

I. Academic Mission

What sets the Cleveland Institute of Art apart from other colleges is our academic mission, in which core values, faculty, curriculum and other learning resources all power extensive connections for students to enter into professionally engaged practices in the real world—and in so doing, develop skills and personal attributes such as collaboration, communication, and professionalism well in advance of graduation.

Strengthen your core skills

In the heart of your academic program at CIA, you will develop your core strengths through:

- mentorship from world-class faculty
- cutting-edge curriculum
- academic and studio rigor
- abundant access to extensive state-of-the-art facilities

Connect to the real world

Made possible by CIA's tremendous network of professional connections and educational partnerships, you will put your core strengths to work through externally engaged practices in art and design, including:

- hands-on learning beyond the classroom
- professional projects with real-world partners
- collaborating on creative solutions to real community needs
- contributing your artistic voice to the public sphere

Build a better future— for yourself and for the world

This unparalleled combination of core strengths and connections to real-world engaged practice best prepares you for the 21st century skills you'll need to make a real difference—creativity, critical thinking, collaboration and communication.

II. Bird's Eye View of the Curriculum

The BFA Degree

The Cleveland Institute of Art grants the Bachelor of Fine Arts (BFA) degree. A BFA degree is the standard undergraduate degree for students seeking a professional education in art. The BFA degree differs from a Bachelor of Arts degree in that a much higher proportion of the program consists of a practical studio component.

15 Majors

In its BFA degree program, CIA further distinguishes itself by offering 15 majors in craft, design, integrated media, and visual art. If you're interested in teaching, you can earn a master's degree program in Art Education, in partnership with our neighbor, Case Western Reserve University.

General Education or Core Curriculum

Central to the mission of any college or university, and true here at CIA, a general education or core curriculum provides a set of courses required of all undergraduate students, reflecting the standards and expectations for the professional BFA degree. At CIA, this includes:

- Foundation program
- Liberal arts studies
- Professional practices
- Engaged practice in art and design
- BFA thesis exhibition

The courses offered across these five core areas are decidedly not a hoop to jump through before getting to your major or your degree. On the contrary, this suite of common course requirements not only helps you prepare for and deepen your understanding of your major discipline, but also develop professional writing skills, oral communications, interpersonal skills, leadership capacity, cultural awareness and understanding, and empathy—skills and attributes that we know will be critical to your ability to build a successful future in the 21st century and participate with a creative, critical voice in an increasingly complex world.

III. Engaged Practice

What may best set CIA apart from other art schools across the country is its commitment to Engaged Practice (EP). Engaged Practice is an area of study in which students have an opportunity to learn through experience by working on real projects with external partners or clients, or in the public sphere—before graduation. These EP experiences may be through courses, internships, and/or through a project which you initiate yourself, with your faculty, such as through your BFA thesis in your senior year.

CIA has a long history of Engaged Practices in art and design, in mutual collaboration with our vast network of partners in the real world—at last count, well over 600. Our faculty have developed most of these partnerships over many years of their own professional activity in both the creative economy and in the business, nonprofit, and government sectors.

These opportunities to put your classroom and studio knowledge and skills to work in the real world are where the rubber meets the road. That is, it is through these engaged experiences that students can most effectively develop and practice what are now commonly called 21st century “Super Skills”—creativity, critical thinking, collaboration, and communication—skills that are in high demand if you want to be effective in your career and make a meaningful difference in this new millennium.

In fact, CIA believes these skills are so critical to your success in building better futures—for yourself and for the world—we have distinguished ourselves from other art and design programs across the country by committing the resources for an Engaged Practice graduation requirement across all academic departments.

For more information on both the Engaged Practice graduation requirement and on where to find EP course descriptions, refer to [Section 8: Degree Requirements, pg. 61](#).

IV. Foundation Program

Newly admitted students begin in our Foundation program, a year-long introduction to forms, methods, media, and concepts crucial to your future academic and professional success. The program is designed to put you on technically equal footing with your peers—ready to concentrate on the study and practice of art and design.

Laying the groundwork for your future

Our Foundation curriculum offers an intensive exploration of color, form, design, and creative problem solving. You will begin with core courses in drawing, design, color, and digital studies that acquaint you with composition, drawing principles, and 2D, 3D and 4D materials and processes. As you work on studio projects, you will investigate visual dynamics, creative processes, and issues that inform contemporary art, design and culture.

You will also take an elective course that offers an opportunity to explore various disciplines in the art and design, to help you make an informed choice about your major and future studies and career path.

Share in a collective setting

Be prepared for lively debates and the camaraderie that develops as you and your peers work together in studio. We balance fundamental approaches with experimentation to develop your aesthetic sensibilities. The Foundation experience fosters a learning environment that is responsive to your aspirations, as well as to innovations in the world of art and design.

As part of all of these experiences throughout your Foundation year, you will become immersed in the country's richest concentration of arts, cultural and educational resources in University Circle. Our classes regularly explore the permanent collections of the Cleveland Museum of Art, the exhibits of the Cleveland Museum of Natural History, or the rainforest of the Cleveland Botanical Garden. With Case Western Reserve University, University Hospitals and the Cleveland Clinic located a quick walk along Euclid Avenue we tap into unmatched science and healthcare resources that boost our curriculum, including the Sears think[box] at CWRU, the largest university-based maker space and innovation center in the world.

For a complete listing of Foundation year course requirements, see [Section 8: Degree Requirements, pg 61](#).

For a complete listing of Foundation course descriptions, please see [Section 9: Course Catalog, beginning on pg 81](#).

V. Liberal Arts Studies

At the Cleveland Institute of Art, we cultivate the intellectual development of our students as they move through each of their degree programs. In order to create, you need not only art and design skills, but also the ideas behind them. So, woven throughout each semester at CIA are courses in the humanities and social sciences—art history, philosophy, anthropology, and psychology.

Liberal Arts course offerings are distributed across five subject areas:

- [Art/Craft/Design History + Theory](#)
- [Humanities + Cultural Studies](#)
- [Literature, Language + Composition](#)
- [Social or Natural Science](#)
- [Quantitative Reasoning](#)

The Three C's: Culture, Creativity, Connection

A singular feature of the college's Liberal Arts curriculum is our approach to studying a subject by connecting it to other disciplines in our program. For example, in your Foundation year at CIA, you may read about ancient and medieval philosophy and culture in English class while taking Ancient and Medieval History of Art. This carefully curated educational experience creates a comprehensive perspective on a subject that will give you a broad sense of the trajectory of world history itself.

Our Liberal Arts curriculum is designed to develop your understanding of world cultures—both past and present—and to discover the importance of these ideas to the growth of your artistic life.

Coursework centers on the ideas of culture as a generator of creative ideas and of students as makers within their cultures. At CIA you will graduate with a breadth of knowledge that is the hallmark of the baccalaureate degree.

Foster the expression of ideas

Research, reading and composition are crucial to the development of your artistic practice. By completing rigorous assignments in analytical essays and research papers, you will become a stronger writer, able to convey your point of view in tandem with understanding diverse perspectives. For those who excel in these areas, you may choose to add concentrated Liberal Arts coursework to your studies. Complete a Visual Culture Emphasis to enjoy extensive training in art history, theory, and criticism. Or opt for a Creative Writing Concentration if you want a career advantage in fields like illustration or film (or if you just love to write).

For information on Liberal Arts course requirements, the Visual Culture Emphasis, and the Creative Writing Concentration, refer to [Section 8: Degree Requirements, pg 61](#). For a complete listing of Liberal Arts course descriptions, please see [Section 9: Course Catalog, beginning on pg 81](#), and search alphabetically for the four subject headings listed on the previous page, or follow the selectable Liberal Arts studies links throughout this catalog.

VI. Professional Practices

All students also take a course in Professional Practices, which provides an overview of the environment surrounding the business of art and design, and the practice of the individual. A core lecture series covers self-promotion, networking, ethics, intellectual property, contracts, professional development.

Students select among three specialized courses, based upon their career goals. For complete course descriptions, please see [Section 9: Course Catalog, Professional Practices + Engaged Learning \(PPEL\), on pg 145](#) credits.

VII. Major Programs

What follows is an overview of each of CIA's 15 major programs, organized alphabetically.

For a complete listing of degree requirements by major, see [Section 8: Degree Requirements, beginning on pg 61](#). For a complete listing of course descriptions for each major and learning cluster, please see [Section 9: Course Catalog, beginning on pg 81](#).

Animation

Animation is a medium that breathes life into concept through movement. As an Animation student you'll discover how the dialogue of an otherwise stagnant image or object changes and evolves when put to motion.

Study the craft of storytelling

As a student in our program, you will create narrative and experimental animation that bring both characters and environments to life. Our integrated curriculum focuses on sequential narrative storytelling, conceptual development, storyboarding, methods of animation, framing and staging, animatics, layers, and motion studies. You will work with innovative production technologies in:

- 2D and 3D digital media and animation;
- film; video production;
- and stop-motion animation.

To enhance your skills in character development and set design, you will study the development of:

- personality in motion;
- lighting of small-scale digital environments;
- sound related to motion and sync;
- and the broad scope of tactile sculpture media.

In addition, we emphasize presentation and public speaking skills, which help prepare you for pitching your ideas and directing a team.

Ceramics

In the Ceramics program at CIA we build on the long-standing tradition of ceramic art by teaching both the art and science of its two major traditions: works of sculpture and works of utility. We expose students to the rich history and contemporary potential of ceramics as a vehicle for expression of personal ideas and concepts.

Develop a wide range of techniques

As a Ceramics major you will study all aspects of ceramic work, including traditional techniques such as hand building and pottery wheel throwing, clay and glaze making, glazing techniques, and loading and firing gas, electric, and wood-fired kilns. You will expand your conceptual ideas with the use of 3D modeling, industrial mold-making techniques, and ideation.

Be part of a community

The Ceramics department offers an interactive, open studio environment in which we encourage collaboration and communication among students, peers and professors. Our curriculum extends to the entire Craft + Design faculty, who are all practicing, professional artists.

We stress conceptualization, technology, entrepreneurship, and career development throughout the Ceramics and Craft + Design programs.

Drawing

As a Drawing major, you will explore traditional and unconventional materials, tools, and techniques to define your aesthetic identity as well as challenge your artistic vision and resourcefulness.

An integrated visual arts curriculum

As part of the Visual Arts (VA) community, our program in Drawing provides students with a broad education in the visual arts while strengthening their conceptual knowledge of the drawing discipline.

Through this integrated curriculum, you will be introduced to historical and cultural frameworks of drawing, the individual studio practice of drawing, style and aesthetics, and the idea of communication through drawing. You will master a visual vocabulary and learn to draw from observation, ideation, and experimental processes.

Supportive, collaborative environment

Our Drawing faculty use a multi-disciplinary approach to teaching, pulling from other visual art fields, such as printmaking, painting, sculpture and time-based work. Additionally, students will attend lectures by and work individually with artists visiting campus throughout the year.

In addition, you will be tutored in creating a professional portfolio, developing grant-writing skills, and proper etiquette for successfully approaching dealers, curators, and collectors. You also will gain an understanding of how to set up your own professional studio in our professional practices program.

Each spring, you will have an opportunity to visit professional galleries and exhibitions in other major art cities such as New York City, including the Whitney Biennial and The Armory Show.

Game Design

As a major in our Game Design program, you will acquire skills in 3D modeling, animation, programming, visual design, interactive storytelling, audio and game production. In addition, your coursework will examine theory and context of video game culture and digital media.

Prepare for an exciting career

Our curriculum emphasizes presentation skills such as writing, storyboarding, motion, and directing—all essential for a successful job in game design. You also will perform game-specific and player-focused research and study special effects.

As a Game Design major, you will:

- Improve your character and level development abilities
- Master the application of rule design, play mechanics, and social game interaction
- Integrate visual, audio, tactile, and textual elements into a total game experience
- Create both linear and non-linear media by applying post-production techniques
- Master 2D and 3D technical tools to create sophisticated 2D and 3D rigged models, and optimized computer graphics (these include industry standard game engines like Unity and Unreal)
- Distribute your work as mobile apps, console games, and VR/AR content

Additionally, you will learn how to create 3D modeling digital visualizations that use organic and inorganic modeling, construction of compound objects, 3D primitive construction and modeling, and resolution and tessellation of 3D objects and formats.

A team-oriented culture

Collaboration is a vital aspect of the studio experience at CIA. As a Game Design major, you will be part of our digital arts community and take courses with students from other majors. This ongoing exchange between students with differing perspectives and techniques helps build team skills integral to brainstorming, character design, narrative ideas, production, and presenting and critiquing project outcomes.

Glass

During the past half century, the studio glass movement of the 1960s has bridged the gap between individual artists and craftspersons creating handmade functional glass objects to making one-of-a-kind sculptures. This melding of personal expression with the business of being a working artist has led to the exponential growth in private, artist-owned studios, community studios, and glass programs in universities including our BFA degree program at CIA.

Train in advanced glass techniques

As a student in the Glass department, you will train in four main methodologies:

- Working hot glass which comprises glass blowing and off-hand, molten glass processes
- Working cold glass including cutting, fabricating, grinding, sandblasting, engraving, polishing, gluing and the incorporation of other materials and component
- Working glass in a kiln environment which includes casting, slumping, fusing, silkscreening, and powder drawing
- Working glass in the flame shop, which comprises using a torch to manipulate glass rods and tubing

After you survey the basic methods during your introductory classes, you will explore various techniques and concepts before performing your own independent study and research individually tailored to your developing voice. You will do all of this under the guidance of our devoted Glass faculty, whose commitment to the art form has earned them international recognition as leading contributors to the medium.

Graphic Design

As our methods of communication become increasingly mobile, we rely more and more on design to communicate in creative and engaging ways. Our Graphic Design curriculum incorporates the dramatic changes that are transforming the industry and the increasing importance of clear visual communication.

Examine a wide array of design processes

As a Graphic Design major, you will explore both innovative and traditional methods of graphic design—including typography, print and web design, package design, and signage. You will be introduced to forms, methods, conventional and experimental types of media, and concepts crucial to creative development, self-expression, and effective visual communication.

While we rely on the latest technology to build technical skills, our coursework allows you to explore and grow beyond these technologies. Your study will include:

- Editorial and publication design
- Event and exhibition design
- Interactive and motion graphics
- Print, marketing and advertising design
- Production techniques

Illustration

Entertain, enlighten and inspire

As an Illustration major, you will experience an intensive exploration of figurative and object-based drawing from both observation and imagination, using both analog and digital approaches. In addition to learning the history of illustration, we challenge you to master your critical and conceptual thinking, research, problem-solving, and presentation skills, all of which will help you to discover your personal vision and sense of storytelling.

Industry professionals will guide you through market-based projects that are as engaging as they are varied: picture books, graphic novels, greeting cards, licensing, editorial and advertising—along with blue sky concept art, visual development and character design for entertainment such as animated feature film, TV and video games.

By the time you are ready to graduate, you will be versed in the markets and business of illustration and positioned to become contributors and leaders in the industry. Not only will you be able to help bring a client's vision to life, but as creative entrepreneurs, you will be prepared to research, invent and pitch your own stories and intellectual properties to the marketplace.

Industrial Design

Our Industrial Design program consistently ranks as one of the top programs in the country. In fact, we are known for producing graduates who work at the top of their field, solving real-world problems and becoming successful entrepreneurs. Our alumni design consumer electronics, housewares, furniture, toys, automobiles, medical devices, apparel, and many other products. Many of these designers become leaders within their organizations, helping to develop cutting-edge products and strategies, while managing teams that transform the way people work and interact. You use products designed by our graduates every day.

Build a foundation for a lifelong career

Our rigorous curriculum centers on research, conceptualization, and refinement, with a focus on critical thinking and applied innovation. This approach provides you with a strong understanding of the creative process, market forces, manufacturing, sustainability, and business practices. Whether you focus on product or transportation design, you will develop skills in visual communication, form development and presentation, as well as strengthen your knowledge of ergonomics, manufacturing, and marketing. You also will study drawing, modeling, and computer-aided design, which are critical to developing and communicating ideas.

Gain real-world experience in the classroom

Collaboration is an integral part of our program, and our faculty use solution-driven methods to teach broad design concepts and problems, and learn how to critically evaluate and refine solutions. You will work with students from other colleges, and other CIA programs, and with professionals from international companies, who will expose you to real-world challenges. Each spring, you will participate in CIA's annual Spring Design Show. This exhibition of student work will allow you to refine your presentation skills, gain first-hand exposure to industry practices, and network with professional designers.

Interior Architecture

Our Interior Architecture program emphasizes commercial, retail, architectural, and spatial design. As a student, you will study design processes, sensitivity and knowledge of material specification, and ethical problem solving. You also will learn presentation skills, including traditional rendering, computer-aided design (CAD), and 3D modeling.

A real-world classroom

Partnering with regional design firms is one of our program's greatest strengths. These relationships provide Interior Architecture majors with exciting assignments, such as designing trade shows, restaurants, health care centers, auto dealerships, and museum, exhibition and showroom spaces.

Additionally, you will participate in materials workshops offered by leading furniture and materials manufacturers. Each spring, you will participate in CIA's annual Spring Design Show. This exhibition of student work will allow you to refine presentation skills, gain first-hand exposure to industry practices, and network with professional designers. You will gain a perspective of the industry through lectures and symposia by award-winning designers, visits to top design firms in the region, and internships.

These experiential learning opportunities will strengthen your communication skills, demonstrate industry expectations, and improve your understanding of designer-client relations. They also create a learning atmosphere of collaboration, innovation, and community.

Jewelry + Metals

As a Jewelry + Metals major, you will study and build a thorough understanding of contemporary jewelry, metal work, and design to develop the knowledge, skills, and character to become a successful artist and designer.

Innovative, interdisciplinary curriculum

The Jewelry + Metals coursework begins with the fundamentals, techniques, and materials for jewelry and object making. The curriculum offers an exceptional breadth of opportunities to learn about materials, design, and technologies:

- Computer-aided design (CAD)
- 3D modeling and 3D printing
- Electroforming and plating
- Forming and fabrication
- Lost-wax casting
- Precious metals
- Stone setting
- Material studies + mixed media
- Traditional machining tools

And you will study contemporary attitudes towards jewelry, the history of the field, wearables, and objects of material cultural, as well as the artists, designers, industries, and their exemplary work.

Practice makes successful artists

To grow as an artist, you will develop new skills, increase your knowledge, and broaden your experiences. Jewelry + Metals majors accomplish these goals through a range of experiences that include studio and research assignments, presentations, exhibitions, interactions with visiting artists, and field trips. Throughout each year, majors are encouraged to submit work to exhibitions and competitions including the CIA Student Independent Exhibition, the CIA Spring Show, Society of North American Goldsmiths competitions (SNAG), and many others.

Life Sciences Illustration

One of only a few undergraduate degrees of its kind in the United States, our Life Sciences Illustration program combines applied art, science, and technology to create visual education materials on scientific and medical topics.

Merging tradition with new technology

Based on the traditional field of scientific and medical illustration, our curriculum incorporates leading-edge digital media techniques, interactivity, and animation. As a Life Sciences Illustration major, we blend your artistic talent with knowledge of natural science, a biomedical intellect, and strong visual communication skills. You will learn about illustration, information design, 3D modeling, and animation through conventional and digital methods. With a flexible course of study, you can take courses in:

- Computer imaging and animation
- Editorial illustration
- Instructional design and multimedia
- Medical sculpture
- Surgical and natural science

Benefit from a wealth of resources

Our dedicated, highly trained faculty is one of our greatest assets. Each instructor in the Life Sciences Illustration program is a Board Certified Medical Illustrator—which requires a written exam and practicum as well as continued education in current biomedical, business, and artistic practices. In addition to their expertise, our faculty have established great connections with the region's extraordinary medical, scientific, and cultural communities. Our professional partnerships with Case Western Reserve University, University Hospitals Case Medical Center, and the Cleveland Clinic, as well as the Cleveland Museum of Natural History and Cleveland Botanical Garden will provide you with amazing exhibition opportunities and illustration projects.

Painting

Our department of Painting has a long and illustrious history of producing successful artists. As a Painting major, you will acquire a broad knowledge of the visual arts and in-depth knowledge of painting as a studio practice.

Prepare for life as a professional artist

At the core of our coursework is an understanding of what it takes to be a professional artist. With this goal in mind, we provide our students with a solid foundation in technical and problem-solving skills, art criticism and theory, and contemporary practices in the visual arts.

As a Painting major, you will experience a wide range of approaches from abstract and figural painting to alternative media and installation. Your work will be guided by our faculty of professional artists through individual and group studio critiques, workshops, seminars, and special topics courses. In addition, a series of special events such as exhibitions, artist visits, and scholar programs will present you with the issues, challenges, and practices you can expect to face during your professional life.

You will be tutored in creating a professional portfolio, developing grant-writing skills, and proper etiquette for successfully approaching dealers, curators, and collectors. You will learn how to set up your own professional studio in our Professional Practices program.

Work in an exciting, collaborative atmosphere

As part of the Visual Arts community, you will share in an integrated curriculum studying other disciplines within the community.

Each spring, you have the opportunity to visit professional galleries and exhibitions in New York City, such as the Whitney Biennial and The Armory Show.

Photography

CIA's Photography and Video + Digital Cinema programs share a core curricula to provide a solid foundation in optics, light, time, frame, and theory. As you focus your creative interests toward still or time-based work, each track offers additional in-depth coursework to further develop your creative vision and refine your technical skills in a collaborative, immersive environment.

Develop a range of photographic and video skills

Photography majors work with an array of photographic and video imaging tools and equipment that includes digital and film cameras for both still and moving imagery, enlargers and darkroom equipment, optical scanners, archival and large-format inkjet printers, professional studio and lighting gear. Courses engage the student in all phases of the photographic workflow from image capture, lighting and editing, to image processing, enhancement, manipulation, and use of special effects and alternative photo imaging processes. Crucial too is the student's exploration of media for image output, presentation options and professional standards for photographic and digital media archiving.

A supportive, interactive environment

You'll learn to develop a distinct vision, and to communicate effectively, while immersed in a creative, collaborative surrounding. Students benefit from the expertise of a diverse, professional, and committed faculty. Coursework designed to expand intellectual discovery, creative practice, and technical proficiency provides invaluable tools for a professional career engaged in the photographic arts.

Photography majors are encouraged to participate in exchange programs, international mobility studies, and pursue internships in both fine arts and commercial venues such as photographic studios, museums and galleries, video production and digital filmmaking industries. We invite professional artists, critics, writers, collectors, curators, and museum and gallery directors to meet with students and critique portfolios.

Printmaking

Printmaking is an approach to image making that embraces, utilizes, and challenges technology from traditional approaches of printing to online distribution of digital products. As a print student you can push and explore with your drawing, photographic, and mark-making skills. You'll develop a broad base of knowledge of various print mediums, including relief, intaglio, lithography, screen printing, as well as contemporary digital approaches.

Develop essential skills for the workplace

Within Printmaking, you'll have access to etching and lithography presses, as well as book arts, letterpress, and screenprint facilities. As you grow in the major, so too will your ability to produce distinct impressions and multiples, from hand-printed limited editions to unlimited digital prints. Through our studio courses you'll develop a comprehensive approach to understanding, defining, making, and questioning your practice of printmaking. You'll work with a committed group of faculty who are practicing artists widely respected for their knowledge and achievements, including a master printer. They will work with you to hone your skills and define your personal direction. You will be supported in creating a professional portfolio, developing grant-writing skills, and proper etiquette for successfully approaching dealers, curators and collectors. In addition, you will gain an understanding of how to set up a professional studio in our Professional Practices program.

Enjoy a synergistic atmosphere

Printmaking majors share in an integrated curriculum that provides a broad knowledge in the visual arts while strengthening in-depth conceptual knowledge of the printmaking discipline. You'll have opportunities to travel to professional conferences and Cleveland's rich network of printmaking artist studios. On the annual visual arts trip to New York City, you'll experience first-hand professional galleries and exhibitions such as the Whitney Biennial and The Armory Show.

Sculpture + Expanded Media

In Sculpture + Expanded Media, students explore how to use object-making, installation, time-based tools, performance, and digital technologies to create innovative new works. Conceptual development is combined with hands-on exploration of materials, fabrication techniques, and emerging practices in order to support students to produce work relevant to their personal vision.

Courses in the department are a blend of theory and practice. Students are encouraged to develop approaches to making work that are transdisciplinary and explore how to work with audiences and communities. In the curriculum, students are encouraged to explore the creative potential of material, space, interactive and time-based forms. Students will explore both traditional, appropriated and experimental processes to making art.

In the program, students will develop a set of constructive and technical skills by working in such areas as wood, textile and metal fabrication, mold-making, assembling, sewing and construction. Students are encouraged to further explore content in time-based art, installation, hybrid media, 3D modeling, and other forms.

Students are encouraged to develop technical skill, concept development, an understanding of emerging forms and genres, and to explore contemporary ideas and forms in order to develop a practice that integrates past forms with the vision of the future.

On the annual visual arts trip to New York City, you'll experience first-hand professional galleries and exhibitions such as the Whitney Biennial and The Armory Show.

Section 3: Admissions + Financial Aid

The Cleveland Institute of Art offers 15 majors, your own dedicated studio space, and direct access to your professors through a 10:1 student-to-faculty ratio. We bring in artists and exhibitions from around the world and connect you with local and national businesses. And you'll live, work, and learn in University Circle, an internationally recognized cultural hub.

Admissions

First-time freshmen students

We admit first-time (candidates with no prior college experience) freshmen into degree-seeking status in the fall semester only.

We strongly encourage you to follow application deadlines to ensure admission to CIA and eligibility for the highest amounts of merit scholarships and institutional financial aid. However, you may submit an application for admission any time before the first day of classes on a “rolling basis” and will be considered, provided space is available.

As a first-time candidate, you will be considered automatically for merit-based scholarships as long as all of your application materials have been submitted by March 1.

First-time freshmen application process

1. Complete and submit the application and \$40 application fee. Fee is waived if you apply online at go.cia.edu/apply.

2. Arrange to have your high school deliver your official transcript to the Office of Admissions. Students must provide proof of high school graduation or GED equivalent. Students who have not yet graduated at the time of application should provide the most up-to-date high school transcripts available. Transcripts must be sent directly from the school.

3. Have one letter of recommendation forwarded to CIA. We suggest this letter be from an art teacher. We will also accept this letter from a counselor or someone who understands your desire to pursue an arts education. You may request a recommendation from a teacher or counselor from within the online application. Letter must be received directly from the recommender.

4. Optional: Submit SAT or ACT test results. Cleveland Institute of Art allows applicants to decide whether to include scores from standardized tests when applying for admission. Students who do not elect to provide standardized testing will not face penalty in their evaluation for admission and scholarship. Official scores should be sent from the College Board/SAT (CIA's code is 1152) or the ACT (CIA's code is 3243). CIA will only consider scores sent directly from the testing agency.

5. Submit your portfolio of artwork. We highly recommend that you submit your work through our online application. You may, however, create an account at cia.slideroom.com and submit your work using that site. Your portfolio should consist of no fewer than 12 and no more than 20 pieces of work. Review portfolio guidelines, found at: cia.edu/portfolio.

6. Send all application materials to:
Cleveland Institute of Art
11610 Euclid Avenue
Cleveland OH 44106

Transfer Students

Students who have attended accredited two- and four-year colleges or universities, and post-secondary professional schools are encouraged to apply as transfer students.

Transfer students applying for the **fall semester** will be reviewed for scholarships beginning May 1 and will be considered as long as their complete applications are received by June 15.

Students intending to transfer in the **spring semester** will be reviewed for scholarships beginning November 15 and will be considered until January 1.

Transfer student application process

Transfer candidates are accepted at CIA based upon artistic and academic qualifications as well as available space. Transfer applicants also should adhere to the additional guidelines below:

1. Complete and submit the application and \$40 application fee.

Fee is waived if you apply online at go.cia.edu/apply.

2. Arrange to have official transcripts sent to us from all colleges, universities, and post-secondary schools attended.

If you have completed fewer than 24 college credits, you must submit your official high school transcripts with proof of graduation or GED equivalent. If you have completed more than 24 college credits or attended a regionally accredited college or university full time for a year, you do not need to send your high school transcripts. Transcripts must be sent directly from the schools.

3. Have one letter of recommendation forwarded to CIA.

We suggest this letter be from an art teacher. We will also accept this letter from a counselor or someone who understands your desire to pursue an arts education. You may request a recommendation from a teacher or counselor from within the online application. Letter must be received directly from the recommender.

4. Submit your portfolio of artwork.

We highly recommend that you submit your work through our online application. You may, however, create an account at cia.slideroom.com and submit your work using that site. Your portfolio should consist of no fewer than 12 and no more than 20 pieces of work. Review portfolio guidelines, found at: cia.edu/portfolio.

5. Send all application materials to:

Cleveland Institute of Art
11610 Euclid Avenue
Cleveland OH 44106

International Students

CIA is especially pleased to receive applications from international students as we believe you contribute greatly to the school community.

As an international student, we recognize your concerns about adjusting to cultural, social, and environmental changes. Our Office of Student Affairs and International Programs staff will help you adapt to life at CIA and serve as a hub of helpful information for you.

If your native language is not English, you must demonstrate proof of English language proficiency in addition to satisfying all admissions requirements.

As an international student, you also are required to submit an International Student Supplemental form and a [Certification of Finances](#) form with your application.

International student application process

International students should adhere to the same admission procedures, deadlines, and portfolio guidelines as first-year freshmen or transfer applicants. International applicants also must adhere to the additional guidelines below:

1. Follow the admissions procedures, deadlines and portfolio guidelines that are relevant to you as a freshman applicant or transfer applicant.

2. If English is not your native language, demonstrate proof of English language proficiency with one of the following:

- TOEFL (Test of English as a Foreign Language) score of at least: 60 IBT (Internet-based test)
- IELTS (International English Language Testing System) band score of 6.0 or higher
- SAT test scores may replace TOEFL/ IELTS scores if the Evidence-Based Reading and Writing scores is at least 520
- ACT test scores may replace TOEFL/ IELTS scores if the combined Reading and Writing scores is at least 39
- Completion of Level 112 ESL coursework

**International students with TOEFL scores lower than those listed above may be admitted conditionally, and will be required to take additional ESL coursework or tutoring in order to improve their English skills during their time at CIA. Conditions for admission of these students will be made on a case by case basis.*

3. Send all application materials to:

Cleveland Institute of Art
11610 Euclid Avenue
Cleveland OH 44106

If you have any questions about our application process, please contact our Office of Admissions.

U.S. Veterans

The Cleveland Institute of Art encourages U.S. veterans to apply.

Yellow Ribbon program

We are participants in the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) and are fully approved. At CIA through the Yellow Ribbon Program provision of the Post-9/11 GI Bill, eligible U.S. veterans and their dependents may qualify for an opportunity to receive fully funded tuition.

Program benefits

Between the GI Bill, CIA's contribution, and a matching contribution from the U.S. Department of Veteran Affairs (VA), our Yellow Ribbon Program benefits cover four full years of tuition for qualifying students. We are proud to offer the largest benefits of any Ohio art school, and one of the best among America's specialized art and design colleges (AICAD).

How the program works

Signed into law in 2009, the Post-9/11 GI Bill pays for in-state public tuition and fees for eligible U.S. veterans, service members, reservists, and National Guard members, and it may be transferable under certain circumstances to a spouse or dependent. The Yellow Ribbon Program supplements the GI Bill by allowing private or out-of-state schools with higher tuition to contribute additional funds that are matched by the VA. The Post-9/11 GI Bill offers the most comprehensive education benefit package since the original 1944 GI Bill, which funded education or training for 7.8 million World War II veterans.

For more information, see [pg 54, Veterans Benefits](#).

Special Admissions Students

At CIA, we recognize that you may have unique circumstances, and we are open to exploring your options as a potential candidate. Depending on qualifications, such as an aptitude for art, we will accept applications from:

- Home-schooled students
- Non-degree seeking students
- Part-time students
- Re-admissions students (i.e., students who withdrew or took a leave of absence from CIA)
- Probationary admissions students (i.e., any applicant judged generally admissible, despite academic or English deficiencies)
- Vocational rehabilitation students

Returning Students

Students wishing to return to CIA after a leave of absence or withdrawal must complete a returning student application. Generally, a portfolio review is not required unless the student seeks advanced placement.

Students who are interested in taking classes at CIA but do not wish to pursue a degree must complete a non-degree student application.

All other students should follow our standard admission procedures and criteria. For guidance on how to assemble your application materials, we suggest contacting one of our CIA admissions counselors.

Pre-College Program

CIA's annual summer Pre-College Program is open to all students who will be entering their sophomore, junior, or senior year of high school. These two 2-week long residential programs are designed to reflect the life of an art student attending a college of art and design. Students who successfully complete this program earn three undergraduate credits per course from the Cleveland Institute of Art.

For more information, visit cia.edu/precollege.

Financial Aid

We understand that paying for college is complicated. At the Cleveland Institute of Art, we pride ourselves in offering a personal touch to a potentially confusing process. We are ready to clarify tricky topics, answer questions, discuss any concerns regarding your ability to afford CIA, or consider special financial situations.

The Office of Financial Aid is committed to helping you find ways to close the gap between the cost of attending the college and your ability to fund your education. We will work with you to craft a personalized financial aid package that combines any available CIA-sponsored aid, federal aid, scholarships, loans, work-study programs, and more.

As you begin to make important choices, keep in mind: **An impressive 94.8 percent of CIA students receive financial assistance.**

Financial Aid Application Process

If you are a new applicant for admission to CIA, we encourage you to apply for admission to CIA early. Once a student applies for admission and is accepted to CIA and submits a FAFSA at fafsa.gov, a review to determine financial aid eligibility occurs based on the data submitted on the FAFSA.

The first step in applying for financial aid is to create a Federal Student Aid ID (FSA ID) username and password. You (or both you and one of your parents if you are a dependent student) must have a FSA ID username and password. You will use this FSA ID username and password to complete the FAFSA each year while you are a college student. It is also used for other government financial aid-related websites (studentloans.gov and nslds.ed.gov).

To create your FSA ID, you will need:

- Your Social Security Number;
- Your full name (the name must match your name on your Social Security card);
- Your date of birth.

Visit fsaid.ed.gov to create (or retrieve) your FSA ID. An FSA ID can only be associated with one email address. Thus parents and children cannot share an email address. Do not share your FSA ID with anyone.

The next step is to complete the FAFSA (Free Application for Federal Student Aid) at fafsa.gov beginning October 1. **CIA's FAFSA Code is 003982.** Students who have not completed the FAFSA by the priority deadlines noted in the chart below will not be considered for such programs as Federal Work-Study and CIA Grants.

If you completed last year's FAFSA, you should be eligible to complete the Renewal FAFSA. The Renewal FAFSA is much easier, faster, and more accurate to complete as many of the fields are already populated with data from the previous year's FAFSA.

Dependency Status

If federal guidelines determine that you are financially dependent on your parents, you must include parent information when you file the FAFSA. You are considered to be dependent unless you are one of the following:

- 24 years of age as of January 1
- Married
- A graduate or professional student
- Responsible for a legal dependent other than a spouse
- On active duty or a veteran of the U.S. Armed Forces
- At any time since you were age 13, both parents were deceased, and you were in foster care or you were a dependent or ward of the court
- Determined at any time after July 2014 to be an unaccompanied youth who was homeless or self-supporting and at risk of being homeless as determined by your high school or district homeless liaison; the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development; or the director of a runaway or homeless youth basic center or transitional living program.

In unique instances, you may be able to demonstrate that you are independent. For your dependency override appeal to be considered for independent student status, you must provide specific documentation of these circumstances. In such a case, we recommend you meet with a financial aid counselor to discuss your situation.

Financial Aid Application Deadline Table

	Admissions Application Priority Deadline ¹	FAFSA Priority Deadline²	Admissions and Financial Aid Notification On or About	Priority Deposit Deadline ³
Early Action 1	December 1	December 15	January 15	May 1
Early Action 2	January 15	February 1	February 15	May 1
Regular Decision	March 1	March 15	April 1	May 1
Spring Transfer	November 15	November 15	Rolling	December 1
Fall Transfer	June 1	June 1	Rolling	August 1

¹ CIA's application fee is waived for candidates who apply before the deadline. Candidates who apply after the deadline will be considered on a rolling basis.

² Students who wish full consideration for CIA merit and need-based aid should submit their FAFSA by the priority deadline listed. Students will be awarded Federal Work Study based on a fund s available basis with preference given to students who meet the priority deadline.

³ Enrollment deposits received after the Priority Deposit Deadline will only be accepted on a space-available basis.

Estimated Family Contribution

Once your FAFSA is processed by the Department of Education, you will receive an email with a link to your Student Aid Report which has your Expected Family Contribution (EFC). Your EFC is based on a standard formula established by Congress, and is used as a measure of your family's financial strength.

We award financial aid after reviewing eligibility by subtracting your expected family contribution (EFC) from your Cost of Attendance, or COA. The direct and indirect costs of your education comprise your COA. Once your financial aid eligibility is determined, we will create a personalized financial aid package and send you an award letter.

FAFSA Verification

In some cases, your FAFSA may be selected by the U.S. Department of Education or by CIA for a process called verification, in which the answers submitted on your FAFSA will be compared against requested tax forms and other documentation to ensure accuracy. Your financial aid award will remain "estimated" and in a "pending" status until verification is completed. Students selected for verification will be sent a verification form which must be completed and returned to the Office of Financial Aid.

IRS Data Retrieval Tool

Use the IRS Data Retrieval Tool if you are able to do so. This tool is the easiest and most accurate way to provide federal tax return information for your FAFSA. In a few simple steps, you will be able to view your tax return information and import data from it to the FAFSA.

In order to use the IRS Data Retrieval Tool, you need to electronically submit your federal tax returns. Note: If you do not use the IRS Data Retrieval Tool to provide tax return information on your 2020-21 FAFSA, your chances of being selected for verification are increased. If you are selected for verification, submitting copies of the IRS 1040 forms is no longer permitted. If you're selected for verification and you do file a paper tax return, you'll be required to order a tax transcript from the IRS and submit it to CIA's Office of Financial Aid in order to complete the verification process. You and your parents can order a tax transcript from the IRS by calling 800.908.9946.

Special Circumstances

In some instances, you may request a re-evaluation of your financial aid eligibility.

Examples of special circumstances include:

- unusual medical expenses, loss of employment, loss of taxable or non-taxable income;
- private tuition expenses for primary or secondary schooling;
- expenses for a parent attending college that are not reimbursed;
- change in parent's marital status;
- unusual dependent care expenses;
- death of a parent;
- divorce or legal separation;
- natural disaster expenses not covered by insurance.

To request a re-evaluation of your financial aid eligibility due to a special circumstance, submit a Special Circumstance Form.

Obtain this form at cia.edu/forms-resources

Cost of Attendance

The Cost of Attendance (COA) is the combination of direct and indirect costs associated with attending college. It is used with the calculated Estimated Family Contribution (EFC) from the data reported on the FAFSA to determine financial aid eligibility. You may receive financial aid, including student loans, up to the total Cost of Attendance. Financial aid disbursed to your account in excess of your direct costs will be refunded to you.

Direct Costs

Each semester, all students are provided their billing and registration materials at their myCIA student email account. These costs include tuition based on full-time enrollment and also mandatory institutional fees including lab fees, technology fees, health service fees, student activity fees, and an orientation fee (Fall semester only). These expenses are posted every spring for the upcoming academic year at cia.edu/tuition.

Additionally, students who choose to live on campus (in our residence hall or apartments) will also have room and board expenses. These fees are posted every spring on cia.edu/tuition.

Indirect Costs

Books and supplies, transportation, and personal expenses are costs that each student will incur. However, these costs (expenses) are associated with attending CIA but are not billed through CIA. They are included in the Cost of Attendance. Students who live off campus in an apartment or other type of rental unit and commute to CIA, or students who commute from their parent's or relative's home also have food and other expenses. An estimate of these costs are also included in the Cost of Attendance.

View Cost of Attendance numbers for your individual enrollment status (incoming student, returning student) and residential status (commuter, on-campus housing, off-campus housing) at cia.edu/admissions/tuition-fees/cost-of-attendance.

Disbursement of Financial Aid

Financial aid awards will not be disbursed or posted to your student account until the Office of Financial Aid receives your signed Financial Aid award letter confirming acceptance of the award. You can also accept your financial aid awards online using NetPartner at netpartner.cia.edu.

Disbursement will be made to your student account after the start of each semester when your financial aid file is complete. For your financial aid file to be considered complete, you must submit all required and requested forms to the Office of Financial Aid, and be registered for classes. Please follow the instructions and paperwork included with your billing statement to deduct all awards from your account balance.

Bill Payment

For questions pertaining to your billing statement or about making payments, please contact the Office of Student Accounts by calling 216.421.7318.

Scholarships

The Cleveland Institute of Art offers many merit-based scholarships. Scholarships are awarded through our academic departments, the Office of Admissions, and the Office of Financial Aid. Some sophomores, juniors, and seniors receive more than one scholarship. Scholarships do not need to be repaid.

CIA merit-based scholarships awarded to incoming students are based on merit (a student's grades, class rank); test scores; talent and artistic ability, demonstrated through your portfolio. Newly admitted freshmen and transfer students are automatically considered for CIA merit-based scholarships when their application for admission and other admission documents are reviewed. No separate scholarship application is required.

CIA merit-based scholarships awarded include:

- Full-tuition CIA Cleveland Metropolitan School District and CIA New Bridge Scholarships
- CIA Gund Family Scholarships (ranging from \$10,000 to \$23,000)
- CIA Dean's Scholarships (ranging from \$6,500 to \$11,500).

Scholarship recipients must be enrolled full-time. CIA merit-based scholarships are renewable, provided recipients maintain the minimum cumulative grade point average (GPA) as outlined in each scholarship recipient's scholarship award letter.

Students who fail to maintain the required cumulative grade point average (GPA) for their CIA merit scholarship will be placed on a warning, probation, or suspended status. Students with a warning or probation status are still eligible for their CIA merit scholarship for the subsequent semester, despite their not having met the minimum required cumulative GPA. They will be notified in writing of their status and of the GPA target that they need to achieve in the subsequent semester in order to retain their scholarship. Students placed on reduction status are no longer eligible for their CIA merit scholarship. These students are evaluated on a case-by-case basis to receive funds from CIA to help offset a

portion of the CIA merit scholarship for which they are no longer eligible. The CIA funds awarded will be less than the original amount of the CIA merit scholarship.

Please note: in all instances where, following a warning, probation, or suspension status, students are able to achieve the requisite cumulative GPA for their CIA merit scholarship (and they have not exceeded the allotted timeframe for CIA merit scholarship eligibility), their CIA merit scholarship will be fully reinstated and the CIA funds will be revoked.

Department scholarships and awards

During the spring semester, individual academic departments award scholarships to students currently enrolled at CIA. Award winners typically are chosen by faculty from each department.

Some academic departments offer scholarships that are both merit and need-based. To be considered for department scholarships which are either merit, merit and need, or need-only students must submit their FAFSA by March 1.

Students are only eligible for any type of CIA financial assistance for four years.

CIA Financial Aid Office Promise

We promise to assist you in achieving your educational goals by providing guidance and support in paying for your education. Through teamwork, we will promote professional and technical enhancements in an effort to be timely and accurate in the administration of financial aid. Each employee in the Office of Financial Aid is held to the highest ethical principles as defined by our code of conduct.

Section 4: Financial Matters

Student Accounts

Student accounts are maintained by the Student Accounts Office, located in the Room 106. Payments for supplies or items purchased on campus, tickets for student events, and other activities on campus are also taken at the Student Accounts Office.

Payment of tuition and fees is due at the time of registration. An updated schedule of all tuition and fees is located at cia.edu/tuition

A “hold” on the release of grades or transcripts is placed on any student’s account that shows an unpaid tuition balance or unpaid debts to any college department or CWRU department from which CIA students or the college receives services that are unpaid at the end of each semester. For detailed information on tuition and fee payments or questions about your account, please see the Student Accounts Administrator.

You may also participate in a plan to spread your tuition and fee payments throughout the year. See details on this option at commerce.cashnet.com.

Refunds

Full-time and part-time students who withdraw from individual courses (not a complete withdrawal from CIA) will not receive a prorated refund for that course(s). Full-time tuition covers a credit load from 12 to 18 credits.

You should contact the Office of Financial Aid before you withdraw from a course. Since the number of credits you earn each semester affects your progress toward your degree, withdrawing from a course has an effect on your financial aid standing. Withdrawal from a course may also require that you refund aid received to either CIA or another funding source, so consultation with the Office of Financial Aid is highly recommended.

If you anticipate a refund check for any reason, contact the Student Accounts Office.

Withdrawals

See the academic withdrawal policy on [page 40](#) of this document.

Residence Hall Contracts

Your 200.00 housing fee reserves your place in housing and is non-refundable. If you live on campus in one of CIA’s residences, your contract is binding for both fall and spring semester.

If you take a leave of absence, study abroad, or are separated from CIA during a semester, you will not be charged the early termination fee but will be charged for housing based on the college’s payment/reimbursement schedule.

Financial Aid

Submitting the FAFSA

See the [Financial Aid Application information on page 27](#) of this catalog.

Links to all Office of Financial Aid forms and helpful information on the types grants, loans, work-study, etc. are found at: cia.edu/financialaid.

Notification of Financial Aid Package

Financial aid awards will not be posted to your account until all forms, signatures, certifications and the verification process are complete.

Be attentive to deadlines and forms that need your signature. Be sure to submit them to the Office of Financial Aid *on time*.

Eligibility and Standards of Satisfactory Academic Progress (SAP) for Need-based Financial Aid

To receive financial aid from federal, state and institutional aid programs at the Cleveland Institute of Art, you must make reasonable academic progress toward your degree. This includes maintaining at least a 2.0 cumulative grade point average (GPA) and completing 67% of the classes attempted each year.

Additionally, you must earn your degree within 150% of the standard time to earn a BFA degree at CIA. For example, the standard time to earn a degree at CIA is eight semesters; 150% of that time frame would be 12 semesters (six academic years). To remain eligible for federal aid, you must earn your BFA within six years (includes years attended at other schools). Please note: CIA merit and need-based aid is limited to up to eight semesters (less for transfer students). States like Ohio, Pennsylvania and others also limit their funding to eight semesters.

Students who fail to maintain the required cumulative grade point average (GPA) for their CIA merit scholarship will be placed on a warning, probation, or reduction status. Students with a warning or probation status are still eligible for their CIA merit scholarship for the subsequent semester, despite their not having met the minimum required cumulative GPA. They will be notified in writing of their status and of the GPA target that they need to achieve in the subsequent semester in order to retain their scholarship. Students placed on a reduction status are no longer eligible for their CIA merit scholarship. These students are evaluated on a case-by-case basis to receive funds from CIA to help offset a portion of the CIA merit scholarship for which they are no longer eligible. The CIA funds awarded will be less than the original amount of the CIA merit scholarship.

Please note: in all instances where, following a warning, probation, or reduction status, students are able to achieve the requisite cumulative GPA for their CIA merit scholarship (and they have not exceeded the allotted timeframe for CIA merit scholarship eligibility), their CIA merit

scholarship will be fully reinstated and the CIA funds will be revoked.

Disbursement of Funds and Bill Payment

Awards on your Financial Aid Award letter will not disburse and post to your student account until the Office of Financial Aid receives a signed award letter accepting the award(s) or you have accepted your awards online through NetPartner. You must also complete all required paperwork and other forms, including the Master Promissory Note (MPN) and Entrance Counseling for Federal Direct loan(s) available at: studentloans.gov. You (and a parent if you are a dependent student) will need your FAFSA PIN number to sign into the website.

Disbursement of aid to your student account occurs after the start of each semester when your financial aid file is complete. The financial aid file is complete when all required forms:

- have been completed accurately,
- submitted to and have been processed by the Office of Financial Aid,
- and you are registered for classes.

Private loans do not appear on your Student Account billing statement as “preliminary aid,” and will appear on your billing statement only after the funds are received from the lender (bank) and posted to your account. Please follow the instructions included with your billing statement to ensure that you have deducted all of your awards (including loans) from your account balance.

Billing statements are available through each student’s myCIA account. After logging into your myCIA account, click on the Business Affairs tab; on the left, click “View My Statement/Pay My Bill.” Questions pertaining to your billing statement or about making payments should be directed to the Office of Student Accounts, located in room 106, phone number 216.421.7318.

Federal Work-Study Program (FWS)

FWS is a campus-based, federally funded program that provides aid awarded to students who have demonstrated need as determined by the FAFSA. Funding from this award must be earned through employment and is payable by monthly direct deposit. It cannot be deducted from the student’s billing statement.

Most work-study jobs are on campus, but there are some off-campus jobs that qualify for work-study. It is your responsibility to apply for on-campus or off-campus work-study jobs. Work-study jobs are posted online in CollegeCentral. Contact the CIA Career Center for more information about CollegeCentral.

If you secure a FWS job, you must complete and submit a W-4 form and an I-9 form before working. A copy of a photo ID and a Social Security card are required. A birth certificate or passport can be substituted. These documents must be originals.

Paychecks are deposited directly into your bank account, so a voided check or documentation from your bank must be provided.

Part-time Employment

Part-time jobs as well as freelance projects are also available. Freelance, internship, summer, and other opportunities are posted on CollegeCentral. This online site is maintained by the CIA Career Center. You may obtain your login and password information to access CollegeCentral from the Career Center, located in room 120.

Section 5: Academic Policies, Procedures, and Services

Statement and Policies

Statement on Freedom of Artistic Expression

CIA believes in freedom of artistic expression. Artistic freedom is vital to both the cultural and political health of our society. It is essential to a democracy that values and protects the rights of the individual to espouse his or her beliefs. The college's responsibility for and dedication to securing the conditions in which freedom of artistic expression can flourish extends to all forms of artistic expression, including fine arts, design, literature, and performance.

The opportunity to display or perform works of art at CIA is made available through several academic processes and procedures in which faculty members, students, and other duly appointed individuals exercise their best professional judgment. Among these procedures are selection of gallery shows by the Gallery Committee; selection of artwork for student shows by selected appointed outside jurors; and performances/presentations as part of approved curricula. Such authorized displays or performances, no matter how unpopular the work might be, must be unhindered and free from coercion. Members of the CIA community and guests must reflect in their actions a respect for the right to communicate ideas artistically, and refrain from any act that would cause that right to be abridged. At the same time, CIA recognizes that the right of artists to exhibit or perform does not preclude the right of others to take exception to particular works of art. However, this latter right must be exercised in ways that do not prevent a work of art from being seen and must not involve any form of intimidation, defacement, or physical violence.

The Cleveland Institute of Art rejects the claim of any outside individual or agency of the right to dictate the appropriateness or acceptability of the display or performance of any work of art in its facilities or as part of its educational programs.

Non-Discrimination Policy

The Cleveland Institute of Art is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect, and is free of discrimination.

In accordance with the provisions set forth by Title IX of the Education Act of 1972 (and its amendments), Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1968 (and its amendments), and other federal regulations, Cleveland Institute of Art does not discriminate on the basis of race, color, creed, national or ethnic origin, sex, sexual orientation, age, or disabilities in employment practices, administration of educational policies, admission, scholarship and loan programs, and other college-administered programs and activities.

Physical Challenges

CIA's buildings and facilities are equipped to accommodate students, faculty, staff, and visitors with physical disabilities. However, CIA is not a barrier-free campus. Students with special needs or concerns should contact the Office of Academic Services. Visitors should contact the Facilities Management and Safety Office.

Assessment

The Cleveland Institute of Art, like other colleges and universities, is required by its accrediting associations to evaluate the success of its curriculum on a regular basis; this process is called "assessment." During a student's time at CIA, they will participate in a variety of assessment activities. Students will likely encounter their first assessment activity during new student orientation, and the BFA exhibition will be their last assessment point as a student. There are other times in students' college careers (and as CIA graduates) when they will be part of the college's ongoing assessment program. Student participation in assessment activities will be very helpful in ensuring that CIA's programs and services meet current needs and those of future students.

Assessment looks at student work as part of the evaluation of the college's education program.

Assessment in no way affects student grades, and there is no way to prepare for assessment tests or reviews. The faculty uses this information to evaluate the courses they teach and their curricula, and to make any changes indicated by the assessment information.

Course Expectations

Course Syllabi

At the beginning of each course, students receive a syllabus that contains attendance policies, the course description, schedule of topics to be covered, assignments, expected outcomes, grading guidelines, behavioral expectations, materials needed, and other information about the faculty member and course that provide a full picture of the course and its requirements. The syllabus may be distributed by paper or electronically and will be conveyed during the first meeting of the class. Students should expect that faculty will conduct their class in accordance with the published course information. In addition, the Office of Academic Affairs maintains a file of all course syllabi.

Course Attendance

Students are expected to attend all sessions of the classes in which they are registered and to attend all associated lecture programs and meetings. Progress as an artist depends not only on completion of assignments but also on full participation in dialogue with studio and academic classes. Each faculty member is required to take, and to maintain records of, class attendance.

Students who expect to miss classes or activities due to religious observances should speak with their faculty members well before the expected absence. Students are responsible for the missed work, and it is up to the faculty member to determine how they will "count" that absence.

Three weeks of class absences may result in failure. **Four weeks of absences will result in failure.** Students must notify their faculty member if they will miss a class, and Academic Services if they will miss more than one class. If a student has a problem with missed classes, they should meet with an Academic Services staff member to discuss options.

Individual faculty members may require written documentation of a student's illness or injury. Note that University Health and Counseling Services (UHCS) does not provide documentation for class excuses. Under certain circumstances, UHS will provide written verification of the date of a visit to their office. A student who is hospitalized or has an extended illness is asked to give HIPPA permission to a specific advisor in Academic Services so they can communicate with UHS and the hospital regarding the student's illness and assist as needed. Students should contact their instructor(s) as soon as possible after an unavoidable absence. An unexcused absence from a final critique or exam will result in automatic failure of the course. Students are required to notify a staff member in the Office of Academic Services prior to missing a final exam or critique.

Appropriate Dress for Comfort and Safety

Due to the nature of the work at CIA, how students dress each day may vary. Appropriateness of attire is best determined by the kind of work involved. For health and safety reasons, shirts and footwear are required. Personal Protection Equipment (PPE) must meet minimum safety requirements as determined by a department, tool, or material.

Personal Protection Equipment (PPE)

Basic Shop Requirements:

- Safety Glasses (Minimum Z87+ impact rating)
- Hearing Protection - Over-Ear or In-Ear Allowed (Minimum 23 db rating)
- Respiratory Protection - Respirator or Disposable Dust/Nuisance Mask (Minimum N95/P95 Efficiencies)
- Different operations and materials require various levels and types of protection.

PPE Requirements vary for the different shops and rooms. Please note the PPE Requirement signs on the doors to each space and utilize the SDS Binders regarding the specific materials you are working with.

SDS (Safety Data Sheets) can be found in the breezeway of the Wood Shop (Room 218) and outside the doors to the Metal Shop (Room 213).

Appropriate Attire

You are required to wear appropriate attire in order to work in the Fabrication Studios.

- Must wear long pants or shorts below the knee
- No skirts, dresses, kilts, scarves, or loose flowing garments of any kind
- No open-toed shoes, sandals, heels, flip-flops, or slip-ons
- Shoes need to have slip-resistant soles
- No dangling jewelry or similar articles - such as necklaces, earrings, lanyards, etc
- No hand or wrist jewelry, such as rings, bracelets, or watches
- All long hair must be tied back

For additional information consult with staff in Fabrication Studios (216.421.7471).

Coursework and Assignments

Course work (including in-class projects, homework, and written assignments) is assigned by instructors in relation to the requirements and learning objectives for each specific course. Course work completed for one instructor's class may not be submitted for credit for another instructor's class unless approval has been granted in writing by all instructors involved. Instructors may approve such a written request based on the following considerations:

1. The proposed project is interdisciplinary in nature and concept, and actively seeks to work across instructional areas in order to integrate a range of media, forms, and/or techniques;
2. The scope of the proposed project is ambitious and will satisfy learning objectives and requirements in different but complementary ways for each class;
3. The objectives and requirements must be clarified in writing by the student and all instructors involved;
4. The student understands that such a project will be evaluated separately by each instructor involved;
5. The student must also define how and where the different and complementary aspects of their proposed project fulfill separate requirements for each class. This will define the grading criteria for individual instructors to assign separate grades for the larger project.

Class Trips

Faculty may conduct instruction-related trips or tours that require students to travel away from CIA and be absent from scheduled class times for courses other than the one for which the excursion is intended. Students must notify all faculty whose courses will be missed. In addition, all students must sign an approved release form, in advance of the trip, that declares that they will not make a claim against the college or its personnel/representatives for injury or damage sustained while on the trip. Release forms should be returned to the faculty member leading the trip before the event. All CIA policies are in effect during sponsored excursions away from campus.

Course Credit

Credit Definition and Accumulation

All credit-bearing courses offered by the Cleveland Institute of Art are offered on a semester credit hour basis. The fall and spring semesters are each 16 weeks in duration, including 15 weeks of instruction and one week of studio critiques/final examinations. In the spring semester, an additional week of academic activity is added after critique/examination week to accommodate the BFA reviews and exhibitions. Three-credit studio courses meet once a week for a five-hour clock day. Students spend at least six-to-eight hours in outside work each week for each studio course taken. Three-credit liberal arts classes meet twice a week for a total of 2.5 hours a week. Students are expected to spend two hours in preparation for each liberal arts class hour each week. For internships, three semester hours are earned for a minimum of 120 hours on the job. For information on specific courses or guidance on scheduling, contact Academic Services.

Completion of the College's degree requirements in four years assumes that a student consistently carries the normal credit load of 15–18 credits per semester. Students with a GPA of 3 credits.5 or above may schedule more than 18 credit hours in a semester, and will be charged the per credit rate for the number of credits taken over 18. They must see an academic advisor to get permission to register for more than 18 credits.

The number of credits accumulated toward the BFA degree is evaluated regularly by the Registrar's Office. Students showing credit deficiencies on their records are notified in writing prior to course selection for the next term and must meet with an academic advisor. It is the student's responsibility to maintain standard progress toward the degree and keep track of curriculum requirements. Degree audits are available online through myCIA.

Credit by Portfolio Review (CPR)

The intent of the Credit by Portfolio Review (CPR) process is to allow students an opportunity to have a body of work completed outside of scheduled course requirements reviewed for possible credit within the CIA curriculum. It is NOT designed to enable students to avoid taking a required CIA course or to achieve credit for a course that they have failed or for which an "Incomplete" has turned to an "F." Students interested in CPR should contact Academic Services for information and the CPR form.

The Chair of the appropriate major will conduct the review and provide written documentation of the outcome. If credit is awarded, the Registrar will notify the student of the application of this credit to the program of study and completion of degree requirements. Students may not request a review under this process for the same course more than once.

Applications for CPR for transfer students must be made within the first semester of enrollment at CIA. Work already used to gain credit for another course or by other means may not be used to gain credit through CPR.

All Foundation requirements must be completed before students will be allowed to begin the final year's coursework associated with preparation for the BFA culminating project. Thus it is critical that if students wish to apply for CPR for any Foundation course, they complete this process before finishing the third year of the degree program.

A fee of \$100 per credit awarded will be charged for the Credit by Portfolio Review process.

Transfer Credit

Credit for college courses taken before enrollment at CIA is evaluated at the time of admission to CIA and accepted credits become part of the CIA academic record.

College Board Advanced Placement (AP) credit will be awarded as follows:

- Liberal Arts Credit (including Art History): A minimum score of 3 is required for 3 liberal arts credits.
- Studio credit: A minimum score of 4 on the AP examination is required for 3 studio credits. Credits are applied toward one studio elective in the student's major program of study. AP studio credits are never applied toward first-year Foundation requirements.

International Baccalaureate (IB) credit will be awarded as follows:

- Credit will be considered only for subjects taken at the higher level.
- Liberal Arts credit (including Art History): A minimum score of 4 is required for 3 liberal arts credits.
- Studio credit: A minimum score of 6 is required for 3 studio credits. Credits are applied toward one studio elective in the student's major program of study. IB studio credits are never applied toward first-year Foundation requirements.

Courses taken through Post-Secondary Option will be awarded as follows:

- Liberal Arts credit: A final grade of C must be achieved in an appropriate liberal arts-related course.
- Studio credit: Unless the studio course is taken at a member school of the Alliance of Independent Colleges of Art and Design (AICAD), in most instances, credit will be considered only through portfolio review by the appropriate CIA faculty of the work completed in the post-secondary studio course, no matter what final grade is achieved.
- The course and grade achieved must appear on an official college transcript. Credit will not be issued with only the high school transcript. The official college transcript must be presented to CIA's Registrar's Office for evaluation.

Credit for college courses taken before enrollment at CIA is evaluated at the time of admission to CIA and accepted credits become part of the CIA academic record. If you wish to take a course at another college and apply the credit toward your CIA degree, you must have the course approved by CIA prior to registering at the alternate school. Start the approval process at the Registrar's Office. If the course description has been previously approved, the Registrar will give you a Transient Student Form which will indicate approval of the course by CIA and can be presented to the college where you take the course. If the course must be reviewed by CIA faculty before it can be approved, you may be required to obtain a syllabus or other information about the course for faculty review. Once the approval is made, you will obtain the Transient Student Form and can bring it to the other college you attend.

The evaluation and approval of a course for credit is the responsibility of a faculty member from the appropriate major or discipline. If the course is acceptable as a substitute for a CIA requirement, the reviewing faculty member indicates how the course credit will be applied toward the student's degree program.

Actual evaluation of transfer credit requires that an official transcript be received from the college where the course was taken, and that the grade achieved is a "C" (2.0 on a 4 point scale) or better. The Registrar is responsible for determining if the transcript is official, and for recording the credit toward the degree requirements upon recommendation of the faculty. An inventory of approved courses is maintained in the Registrar's office.

For currently enrolled students, CIA will consider transfer credit toward liberal arts courses from any accredited institution in the U.S. that has been passed with a "C" or better ("Pass" or "Satisfactory" grades will not transfer) and fulfills a degree requirement (per faculty approval) at CIA.

Current students may gain studio or liberal arts credit for courses taken at a NASAD-accredited college if the grade is a "C" or better, and the course is pre-approved and

fulfills a degree requirement at CIA. Contact Academic Services for a list of NASAD-accredited programs.

Exceptions to any of the above methods of securing transfer credit must be approved by faculty. The Registrar's Office is the starting point for this process. Official transcripts for all courses taken external to CIA must be sent directly to the Registrar's Office before transfer credit can be applied to your record.

Course Substitution or Waiver

For a variety of reasons, students may wish to request a course substitution or waiver of a specific requirement within their program of study. A course substitution means that a course not specified within the program of study is approved in place of a degree requirement. A course waiver means that students do not need to take a specific course but must complete another class carrying the same amount of credit. In both instances, students need to submit a written petition and be approved by both the department chair of the appropriate department and the Vice President for Faculty Affairs + Chief Academic Officer. Additional information and petitions are available in Academic Services.

Academic Variance

For specific reasons, you may ask to take a lighter course load or change/substitute courses within your required program of study. You must submit a course waiver/substitution form with the signature approval of your department chair and the Vice President of Academic Affairs and submit the form to the Office of Academic Affairs. If you are a first-year student, your request will be reviewed by the Director of Academic Services. Course substitution forms are available from the Registrar or Academic Services.

Foundation Program

The Foundation (FND) program is designed as a basis for advanced study in every major through studio and liberal arts courses. Transfer students meet with an advisor and plan a timeline for completion of all Foundation coursework.

All students must complete Foundation studio requirements by the end of the third year. Those deficient in Foundation studio courses will not be permitted to begin the senior year thesis/BFA preparation course(s).

Enrollment and Registration

Enrollment Status

Students who have been admitted to study toward the BFA degree are considered “matriculated” students. Individuals in the process of meeting admission requirements and those whose objective is not a degree are classified as “special,” or “non-matriculated.”

Students may enroll as full-time (minimum of 12 credit hours per semester), part-time (fewer than 12 credit hours in a semester), or on a special non-degree basis. Any desire to change enrollment status should be discussed with an advisor in Academic Services. A change from full-time to part-time or non-degree status may affect eligibility for scholarships and/or financial aid.

Certification of Enrollment

The Registrar is responsible for certification of enrollment and verification of degrees awarded. Documentation needed to prove enrollment status is available at the Registrar’s Office. Requests require two to three days for processing.

Registration

Registration at CIA has three components: course prescheduling, tuition payment, and completion of required paperwork. These components must be completed each semester before students will be considered enrolled in each semester at CIA. Failure to complete these requirements by the end of the registration period (first week of classes) results in students not being permitted to enroll late and cannot attend classes.

All students must register regardless of the financial aid being received or anticipated. Students may not attend classes until their financial obligations to CIA have been satisfied.

Course prescheduling for the upcoming semester for continuing students occurs in April for fall semester and November for spring semester. Advisors and faculty are available to assist in course prescheduling. Prescheduling courses means that the tuition bill and other registration materials will be available to students on myCIA.

Students who have reserved courses and are in good standing may use their CIA library card between semesters.

New students who are attending the College for the first time (including those who took college-level courses before graduating from high school) receive their course schedules during the month before their first semester at CIA. Those with transfer credit, AP, IB, CLEP, or other college-level coursework should consult with an advisor in Academic Services during the summer to determine if any adjustments should be made to their first semester schedule of classes. Scheduling for first-year students is done by the Registrar, with any transfer credits awarded taken into consideration. Students who enter CIA as transfer students will have their transcript(s) and portfolio evaluated by the Registrar, the Foundation chair, and the chair of the major department (if placement beyond the first year is sought) for determination of transfer credits and year placement. Transfer students placed beyond the first year will meet with an advisor in Academic Services prior to the start of the semester of entry to determine their first schedule of courses.

Adding, dropping, or withdrawing from a course*

During registration week and the first five days of each term, students may add or drop courses. Courses added during this period are simply added to the semester’s course load. Students who wish to take more than 18 credits in a semester must see an advisor. Dropped courses will not appear on the transcript. Courses from which students withdraw between the end of the drop/add period and the end of the withdrawal period, appear on the transcript as a “W”; withdrawals after the specified period (see the Academic Calendar) will appear as an “F.” Students may drop from or add a course during the appropriate period using myCIA. Either of these activities must be initiated by the student. Adding/Dropping a course requires a professor’s signature.

It is student’s responsibility to be sure that they are meeting their graduation requirements. Those who are unsure about dropping or withdrawing from a course

are encouraged to meet with an advisor before taking that action. No refunds or additional charges will be incurred if students remain within 12–18 credit hours. See the refund timeline and policy that follows.

Students may withdraw from a course through the 10th week of the semester. Course withdrawal forms must be completed and are available from the Registrar and Academic Services. The form must be signed by the course instructor, the Registrar, and an academic advisor. Withdrawal after the 10th week will not be permitted unless there are extenuating circumstances. If the course withdrawal takes place after mid-term grades are recorded, a “W” will appear on the transcript, and the mid-term grade will be recorded.

If the course from which a student withdraws is required in their curriculum, the course must be repeated. Withdrawing from a course may affect current or future scholarship and/or financial aid eligibility. The student should contact a financial aid counselor for guidance on this point. It may also delay their graduation date.

*See addendum on page 166 for March 31 communication related to these policies.

Withdrawal and Leave of Absence

Withdrawal from CIA

When a student withdraws from any college, the U.S. Department of Education (USDOE) has very strict rules that the financial aid office must follow to determine the amount of funding that the student “earns” as of the date of his/her withdrawal. Funds that are not earned must be returned to the USDOE and other sources of funding. These rules require that the college determine the last date the student attended classes. At CIA, the date of withdrawal is the last date the student attended class as reported by faculty to the Director of Academic Services. Students who withdraw from all courses and leave any CIA-operated residence will be charged for tuition, applicable fees, and room based on the following schedule:

- 10% of tuition, applicable fees, and room charges will be billed if the withdrawal date (last date student attended class) is during the first or second weeks of the semester.
- 50% of tuition, applicable fees, and room charges will be billed if the withdrawal date (last date student attended class) is during the third or fourth weeks of the semester.
- 75% of tuition, applicable fees, and room charges will be billed if the withdrawal date (last date student attended class) is during the fifth through eighth weeks of the semester.
- 100% of tuition, applicable fees, and room charges will be billed if the withdrawal date (last date student attended class) is after the eighth week of the semester.
- Meal and/or CaseCash charges will be calculated by Case Western Reserve University.

The date of withdrawal is provided to the Office of Financial Aid to determine the percentage of the term the student completed. Based on the date the student last attended class, the Financial Aid office is required by the USDOE to determine how many days of the semester passed when the student stopped attending class.

This number is divided into the number of days in the semester in which the student was attending to determine the percentage of the semester that the student completed.

If the withdrawal occurs after 60% of the term has elapsed, no return of federal funds is required. If less than 60% of the semester has elapsed at the date of withdrawal, the Office of Financial Aid calculates the return of funds using a federally-prescribed formula. Funds will be returned in the following order:

- Federal Direct Unsubsidized Loans
- Federal Direct Subsidized Loans
- Perkins Loans
- PLUS Loans

If funds remain after repaying all loan amounts, the remaining funds are repaid to the Pell Grant and Supplemental Educational Opportunity Grants (SEOG) programs. If funds remain after repaying all federal loan and grant funds, the remaining funds are repaid to state aid programs, private programs, and any CIA-funded sources of financial aid.

Students and their families should be aware that the requirement to return federal, state, or CIA-funded assistance might result in a balance due to the college. The student and/or their family is responsible for paying any balance resulting from the return of federal, state, private, or CIA-funded assistance.

Questions about refund calculations should be referred to the Office of Student Accounts. Any balance due resulting from the recalculation of tuition and fees and the reduction of aid is due and payable in full. A revised tuition statement will be sent to the student once costs and aid are adjusted. Payment options are available. Withdrawal from CIA does not relieve their financial responsibility to the college.

Because tuition is normally assessed on a comprehensive basis of full-time status, refunds are not issued when a student withdraws from one or more courses while remaining enrolled at CIA.

Administrative Withdrawal results when a student stops attending classes without official notification to Academic Services. When administratively withdrawn, students will be charged 100% of tuition, fees, room, and board (meals and/or CaseCash) regardless of when the student stopped attending classes. In instances where

students may be unable to function academically, or their physical or emotional health may endanger themselves or others, CIA reserves the right to withdraw them and therefore, separate them from the college so they may seek appropriate care. Students will be charged for tuition, applicable fees, and room based on the schedule described above based on the amount of funding “earned”.

Student Initiated Withdrawal Should students render themselves unable to function academically, or when their physical or emotional health requires a higher level of care available through campus resources, they can initiate the withdrawal from the College to pursue the necessary treatment. Students can eventually return to CIA to continue their studies when ready. Reasons for withdrawing are documented for purposes of evaluating CIA's quality of service and in consideration of special or extenuating circumstances.

In all cases of withdrawal, stipulations may be applied for readmission. These may include, for instance, coursework at another institution, or documentation from a medical professional of readiness to resume a full course of study.

Students interested in returning to CIA are required to complete a formal application for readmission; the form is available on the Admissions [website](#). Students who are reinstated will be expected to follow the curriculum in place at the time of their return.

Leave of Absence

The Cleveland Institute of Art is not eligible to be covered by federal regulations on leave of absence. As a result, CIA documents any planned or unplanned absence as withdrawals after which students are allowed to return pending their fulfillment of the agreed stipulations at the time of departure.

An exception to military personnel: Members of the U.S. armed forces receiving military benefits who are called to active duty will be granted an informal LOA for the duration of their active service. They should contact the Admissions office when ready to resume their studies.

Academic implications of a withdrawal or a leave of absence

In cases where students withdraw before the withdrawal deadline (end of week 10 of the semester), their courses will appear on the transcript with a “W” grade designation. There will be no academic credit earned. In cases where a student withdraws after the withdrawal deadline (end of week 10 of the semester), their courses will appear on the transcript with “F” grades. Any exception to this policy would occur when a “late withdrawal” is approved by the Vice President of Academic Affairs following a successful student petition.

Such withdrawals are approved only in exceptional cases.

Readmission

Students who were in good standing when they withdrew from CIA and have been gone for more than one semester, or attended another college that is not a CIA-affiliated program, may apply for readmission by completing the [Application for Returning Students](#), available online from the Admissions Office. Students who wish to be considered for advanced studio placement based on work completed at another college, or who withdrew from CIA before starting their major are required to contact the Admissions Office to arrange a portfolio review. Transfer credit toward liberal arts requirements will be considered upon submission of an official transcript from the college where the coursework was taken.

Students who were academically dismissed from CIA may apply for reinstatement if they have successfully completed the requirements included in their dismissal letter. These may include, for example, coursework completed at another institution or documentation from a medical professional of readiness to resume a full course of study. Students should first contact the Admissions office, who will review their readiness to return based on completion of the requirements. Students may then be asked to submit an [Application for Returning Students](#).

The deadline to apply for readmission for the fall semester is July 15, and December 1 for the spring semester.

Independent Study

Students with a cumulative GPA of 2.5 or higher are eligible to propose a semester-long independent study course, equivalent to three credits of a liberal arts or studio elective. Normally, independent study courses are available to enable students to pursue a topic of interest that is not available in the curriculum. There is a limit of one three-credit independent study per semester; a maximum of six credits of independent study are permitted in any major program. In certain circumstances, due to the proposed project scope, a 1.5-credit independent study may be appropriate, and the accompanying course expectations will be adjusted accordingly. Independent study credits are graded, and cannot be taken on a Pass/Fail basis.

In accordance with accrediting agency guidelines for coursework, the following expectations are in place with respect to time commitments per week:

Studio credit: One semester hour of credit is earned for a minimum of 1.667 contact hours (100 minutes) of classroom instruction and 2.0–2.667 (120–160 minutes) of outside classroom preparation.

Liberal Arts credit: One semester hour of credit is earned for a minimum of 50 minutes of classroom instruction and 40 minutes of outside classroom preparation.

Normally for a three-credit experience, students should expect to meet with their faculty sponsor for the equivalent of one hour weekly throughout the entire semester. Students should initiate the independent study process by meeting with an advisor in Academic Services. Proposals must then be approved by a faculty sponsor, the department chair of the area where the credit will be applied, and the Vice President for Faculty Affairs + Chief Academic Officer. An approved proposal is submitted to the Registrar so it can be added to students' course schedule.

Faculty sponsors of independent study will mentor students throughout the semester and evaluate their coursework.

Cross Registration

Courses not offered at CIA or not available at a suitable time may be available at another college in the Cleveland area.

CIA has agreements with local colleges that enable matriculated, full-time students in good standing to take one course during each fall and/or spring semester at any one of these colleges as part of their full-time load (minimum of 12 credits at CIA and a maximum of 18 total credits including credits at the other college) at no additional cost. Permission is granted by the college offering the course on a space-available basis. Credits are transferable to CIA if they meet CIA degree requirements and have a grade of "C" or better. Credit is transferred but grades for these courses are not calculated into the CIA GPA. See the Registrar for cross-registration procedures. To date, CIA has agreements with Case Western Reserve University, John Carroll University, Cleveland Institute of Music, Cleveland State University, and Cuyahoga Community College (all three campuses).

Off-Campus Study

Off-campus experiences are normally recommended during sophomore or junior years, or during the summers following these same years.

Eligibility: To be eligible for off-campus study, students are required to be in good academic standing at the time of application and have a cumulative GPA of at least 2.5. They must also be in good social standing with the college, with no outstanding judicial sanctions. Finally, they may have no outstanding Incomplete grades at the time of application or departure.

Study Abroad

Students who wish to take courses at a college or university outside the U.S. may do so over a summer, semester, or a year.

CIA has agreements with several art and design colleges outside the U.S. All students may participate in programs offered by other U.S. colleges/universities, or enroll directly in an overseas college/university. In some cases, students will pay tuition directly to the other institution, while for others an exchange will be made where a student from an overseas school will enroll at CIA while a CIA student attends their college. In these exchanges, CIA students pay the tuition to CIA, and can utilize their CIA financial aid package. Tuition and fees associated with direct enrollment at another college, either a U.S.-affiliated program or an independent college/university, will vary greatly. Availability of U.S. financial aid will depend on approval of the overseas college to receive U.S. financial aid funds. Generally, CIA scholarships and grants cannot be used to pay costs of direct enrollment at another college.

For information about opportunities, costs, course approval, and to begin the study abroad process, contact the International Activities Advisor or the Dean of Student Affairs.

Summer Study Options

Summer study opportunities are available through many programs throughout the U.S. and overseas. Information on these and all opportunities may be obtained through the Office of Academic Services.

Students who wish to take a summer course(s) at another college with the intent of transferring that course to your CIA degree, must contact the Registrar's Office, identify the course, and have it reviewed and approved *before* taking the course. Courses at other institutions that have not been approved before enrollment and/or earned a grade below "C" will not be considered for transfer toward the CIA degree.

Grades

Letter Grades*

Letter grades are a means by which faculty members communicate their professional assessment of students' work. The primary purpose of assigning grades is to provide a realistic standard of reference by which students can measure their progress while enrolled at CIA.

Grades are reported twice each semester: mid-term grades after the first eight weeks, and final grades at the close of the term. The mid-term grade is a preliminary indication of progress to date.

Semester and cumulative grade point averages are reviewed by Academic Services each term to determine each student's academic status. Each transcript includes the semester Grade Point Average (GPA) and the cumulative GPA. Letter grades have the following meaning:

A, A-: Work of consistently outstanding quality, which displays originality, and often goes beyond course requirements;

B+, B, B-: Work of consistently good quality, demonstrating a high level of proficiency, knowledge, and skills in all aspects of the course;

C+, C, C-: Satisfactory work that meets the requirements of the course and conforms to the standards for graduation.

Per the minimum grade policy (below), a C- or lower grade in a course required for the major will not be accepted toward the degree, and the course must be repeated.

D+, D, D-: Work deficient in concept or execution but acceptable for course credit in all courses with the exception of courses required for the major;

F: Work unacceptable for course credit and does not meet the standards for graduation.

*See addendum on page 166 for March 31 communication related to these policies.

Grade	Value	Credit Value	Value for GPA
A	4.0	3.0	12.0
A-	3.0	3.0	11.1
B+	3.0	3.0	9.9
B	3.0	3.0	9.0
B-	2.7	3.0	8.1
C+	2.3	3.0	6.9
C	2.0	3.0	6.0
C-	1.7	3.0	5.1
D+	1.3	3.0	3.9
D	1.0	3.0	3.0
D-	.7	3.0	2.1
F	0	3.0	0

Mid-term Grades

CIA records mid-term grades for each class. These grades are available to students online through myCIA, and used for advising purposes by both faculty and academic advisors. They are not calculated in the GPA, nor are they included as part of the student's permanent transcript.

"Incomplete" Grade

An "Incomplete" grade should be requested only for serious extenuating circumstances, not simply for failure to complete course requirements on time.

Requests for "Incomplete" grades must be student-initiated by means of completing an Incomplete Grade Request Form available from the Registrar's Office. Instructors may not issue an "Incomplete" grade without students' request or permission.

In circumstances in which students are unable to be present on campus, the Director of Academic Services or the Registrar may request an "Incomplete" grade from an instructor on the student's behalf, but only if the student has first communicated their agreement to the "Incomplete." Mid-term Incomplete grades are permitted at the discretion of faculty members without the student's request or permission.

Students on Academic Probation are not permitted to request Incomplete grades from any of their instructors.

Incomplete grade revisions are due by the end of the fourth week of the semester following that in which the Incomplete grade was issued. Incomplete grades not revised by the deadline will revert to failures.

Requests for extensions for Incomplete

grades will not be permitted.

Incomplete grades could affect financial aid for the following academic semester. For financial aid purposes, the sooner the Incomplete grade is revised, the sooner the financial aid award can be adjusted or finalized.

If, at the time a student requests an Incomplete grade, the faculty determine that the student has missed too much class time such that the course cannot be successfully completed by the end of the fourth week of the following semester, an Incomplete may not be permitted. If the request is made within the prescribed period for course withdrawal without penalty, the student will be advised to withdraw from the course. If the request is made after the prescribed period for course withdrawal has passed, the grade will be assigned in accordance with the work completed. In either case, students will be advised of the next opportunity to repeat the course.

Depending on the course, there may be a fee assessed for access to facilities or if materials are required for completion of the course's incomplete grade.

Faculty are responsible for informing the Registrar of grade revisions.

Grades Excluded from the Calculation of the CIA Grade Point Average (GPA):

- Grade of "W" due to withdrawal after the drop/add period;
- "Incomplete" grade;
- "Audit," "Satisfactory," or "Pass" grades;
- Grades received in courses that were transferred to CIA from another college toward the CIA degree (see Transfer Credit);
- "F" grades in courses that were repeated and satisfactorily passed.

Policy on Minimum Grade in Studio Major Courses*:

Consistent with CIA's long-standing tradition of excellence in all levels of art and design education, effective Fall 2014, all students must earn a minimum grade of "C" in all studio and core courses

required by the major in which they are enrolled. This minimum requirement does not pertain to Liberal Arts, Foundation, Professional Practices, or studio elective courses taken in another major. Any student earning a "C-" or lower in a major requirement will be required to repeat that course at CIA and attain a "C" or better.

*See addendum on page 166 for March 31 communication related to these policies.

Course Repeat

Students who receive an "F" grade may repeat the same course at CIA. The original grade will remain on the record for the semester in which it was earned, but it will not be included in the GPA. The repeated course and the new grade will be recorded in the semester in which it was repeated. If a course is repeated more than once, only the grade achieved in the first attempt will be eliminated from the GPA calculation.

Students who receive a "C-" or lower grade in a required major or core studio class must repeat the course at CIA to achieve the required minimum "C" grade and earn credit for the course. The higher of the two grades will be computed in the student's GPA. Courses repeated for this requirement are eligible for financial aid funding. Note that if a course is failed at CIA and repeated elsewhere, the credit (upon approval) will transfer toward the CIA degree. The actual value of the grade earned elsewhere is not included in the calculation of the GPA at CIA however, and the original "F" grade is not removed from calculation of the GPA.

Students may repeat a course that they passed for a higher grade. Both grades will be shown on the transcript, but only the higher of the two grades will be calculated in the GPA. Credit toward graduation for a repeated course may be counted only once. Federal financial aid regulations disallow funding for repeated courses that have been passed; therefore students must carry a minimum of 12 credits of unrepeated courses during the semester in which they repeat a passed course.

Grading Errors

Grade revisions are only permitted to correct errors. **They cannot be given for additional work submitted.** If a student believes that there was an error in a grade awarded, they must contact the faculty member who awarded the grade and the faculty must complete an "Error in Grading" form, available to faculty from the Registrar. The completed form must be signed by the faculty member's department chair. The grade correction must be recorded by the end of the semester following the term in which the course was taken.

Auditing a Course (AU grade)

Students who wish audit (to take a course for no credit) will be charged tuition and fees at the same rate as charged if it were taken for credit. A course registered as an audit cannot be changed to credit after the eighth week of the semester. Similarly, a course registered for credit cannot be changed to audit after the eighth week of the semester.

Academic Grievances

A student who wishes to register a complaint about course instruction or an evaluation of their performance in a class should first discuss their concern with the faculty member involved. If the matter cannot be resolved in this discussion, the student should meet with the Director of Academic Services for advice or to arrange mediation between the student and the faculty member. In the event of a dispute over evaluation of performance in a course, the Director may seek consultation with the chair of the department or the Dean of Student Affairs to achieve a resolution.

Academic Standing and Dismissal Policy

Standards of Academic Performance: In order to remain in good academic standing, students must earn a minimum semester GPA of 2.0 and a cumulative GPA of 2.0.

- Students who do not achieve a **semester GPA** of at least 2.0 will be placed on Academic Probation. They will be required to meet regularly with an adviser and adhere to a learning contract. Students on Academic Probation may not request an Incomplete grade in any of their courses.
- Students who do not achieve a **cumulative GPA** of at least 2.0 are subject to dismissal. Likewise, students whose semester GPA is below 2.0 for two consecutive semesters are also subject to dismissal.
- Students who earn a GPA of 1.00 or less in their **first semester of enrollment** will be dismissed from the college. Further, students who earn a GPA between 1.1 and 1.9 in their first semester of enrollment are subject to dismissal.

Appeal of Dismissal

Students who are dismissed and who believe there are extenuating circumstances affecting their academic standing may appeal to the Vice President of Academic Affairs and Dean of Faculty, whose decision will be final. Appeals must be in writing and be received by the Vice President by the deadline specified in the dismissal letter. It is highly recommended that students consult with the Director of Academic Services about the date before filing an appeal.

Readmission Following Academic Dismissal

Students who were academically dismissed from CIA and do not appeal, or are denied their appeal, may apply for readmission if they have successfully met the stipulations detailed within their dismissal letter. These may include, for instance, coursework at another institution or documentation from a medical professional of readiness to resume a full course of study. Questions about any of these requirements should be directed to the Director of Academic Services.

Maintenance of Matriculation/Continuation of Thesis

Students who finish course requirements but need to continue to work on their BFA thesis using CIA facilities or in consultation with CIA faculty and are not registered for any courses at CIA are required to remit a Non-Enrolled Candidate fee. This fee continues the student's association with CIA and enables use of CIA facilities and access to CIA faculty while not enrolled but working toward completion of the BFA thesis. The Non-Enrolled Candidate fee is listed on the fee schedule at cia.edu/tuition. Continuation of work on the BFA thesis without registration as a full-time (12 credit minimum) student may have implications for scheduling of the student's loan repayments. Contact the Financial Aid Office for further information.

Double Majors

To double major, students must apply to, and be accepted by both majors. Completing both programs may take longer than four years, depending on the combination of majors. Extending beyond four years may have financial implications.

A minimum 2.5 cumulative GPA is required at the time the student declares a double major.

Pursuing degree requirements:

Students must start the process by notifying Academic Services of their intent to double major. An advisor will discuss with them the process and provide an overview of how the two majors will fit together.

If, following this initial meeting, students choose to continue with the double major process:

- Academic Services will create a combined program of study for them.
- Department chairs of both majors will approve the program of study, which will be a binding document of student's academic requirements.
- Department chairs of both majors will sign the Declaration of Double Major form that accompanies the program of study.
- Student will submit the signed Declaration of Double Major form and program of study to the Registrar, who will make official record of the action.
- In the event of scheduling conflicts, the department chairs of both majors and the student must come to a workable agreement to resolve the conflict.
- If a student decides to discontinue their double major at any point, they will need to meet with an advisor in Academic Services and complete a Declaration of Single Major (from Double Major) form.

Applying for degree certification:

Students with a double major should consult with the department chairs of both majors, the Registrar, and a Financial Aid Counselor before applying for degree certification. There are financial aid implications if a student is certified as graduated from one major and returns to complete the second major. In most instances, students should apply for concurrent graduation from both majors.

Financial aid and scholarship implications:

Federal Title IV financial aid programs are intended to assist students in completing their first bachelor's degree. If a student completes the requirements for one major, applies to graduate and is certified by the Registrar as having been awarded that degree, they will have fulfilled the intent of the Title IV programs and will no longer be eligible for any need-based funding from government sources. In this case, the student will be able to continue enrollment at CIA to complete the second major, but will not be eligible for any financial aid grants from governmental sources (see below). Unless there is a special circumstance that warrants it, or the student expects to self-finance continuing enrollment for the second major, they should not apply for graduation until requirements for BOTH majors have been completed.

Federal and State financial aid (including loans) for which the student is eligible will continue provided they maintain eligibility in all ways required (financial and academic) as long as the student has not been certified as having completed and graduated from one of the majors.

As the student nears the completion of at least one of the majors, they are strongly encouraged to meet with a Financial Aid counselor to remind them that the student is pursuing a double major, are nearing completion of one major, and discuss what the best action would be as the student plans to complete the second major.

Change of Major

Students who wish to change their major are required to file a Change of Major Request Form with the Registrar. They must also submit a portfolio of their work to the chair of the department to which they wish to transfer. The Change of Major Request Form may be obtained from Academic Services.

Changing majors may have financial aid implications, so students are encouraged to discuss with Academic Services and the Office of Financial Aid.

Degree Requirements

Candidates for the BFA degree from Cleveland Institute of Art are required to have completed between 120 and 123 semester credit hours, depending on their major field of study. Approximately one-third of these credits are in liberal arts or general studies, with the balance in studio areas (including major studio courses). Individual departments (majors) may have specific course requirements among the liberal arts or studio electives. Requirements to complete a degree in each major can be obtained from Academic Services and in this catalog, Section 8.

In addition to meeting credit and curriculum requirements, degree candidates are also required to present a BFA thesis exhibition for evaluation by faculty and peers.

Students are eligible to present their BFA if they have **nine or fewer credits** outstanding toward their BFA degree.

To qualify for graduation, students must have at least a 2.0 cumulative GPA in their major studio courses, and an overall GPA of 2.0.

Students are informed of their credit standings regularly throughout their course of study, and their status is available online at myCIA, our online student portal. If it is projected that the student will have nine or fewer credits outstanding toward degree completion at the end of the fourth year, the BFA review will be scheduled. Note that any student who is projected to be short any number of credits by the end of their fourth year (the semester in which the BFA review will take place) will be ineligible for consideration for the Cleveland Institute of Art President's Traveling Scholarships.

Students with credit deficiencies may opt to postpone their BFA review until the deficiencies are completed so they can be eligible to participate in the President's Traveling Scholarship competition and the Commencement ceremony.

Graduation and Commencement

Students who will complete all degree requirements by the end of the spring semester of their last year at CIA and have satisfied all outstanding obligations to the college, are eligible to participate in the Commencement ceremony. CIA holds its Commencement ceremony in May. While a student may complete degree requirements at the end of the fall semester, there is no ceremony in December.

During prescheduling for their final fall semester, students should complete the Application for Graduation, available online through myCIA. Completion of this form notifies the Registrar to include the student in all communication concerning preparation for graduation.

Students with **more than three credits outstanding** at the end of their final year and those who have not presented their BFA Exhibition will not be permitted to participate in the commencement ceremony.

All students eligible for graduation are charged a graduation fee as part of their tuition and fees in their last semester of enrollment. This fee covers various Commencement expenses, including but not limited to cap and gown purchase, and printing of diplomas, announcements, tickets, and programs. Measurements for caps and gowns and confirmation of names for diplomas are taken by the Registrar's Office during course prescheduling for the spring semester. Caps and gowns are distributed during Commencement rehearsal. Graduation announcements and tickets to the Commencement ceremony are distributed by the Registrar's Office to the graduating students approximately one month before graduation.

Any student with an outstanding account balance with any department or office will not receive their diploma until all obligations have been satisfied. Graduates with a tuition balance or unreturned library materials will not be allowed to participate in Commencement ceremonies.

Student Records

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. *The right to inspect and review the student's education records within 45 days after the day the Cleveland Institute of Art (CIA) receives a request for access.*

A student should submit to the Registrar, Dean, or head of the academic department, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. *The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's rights under FERPA.*

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If CIA decides not to amend the record as requested, a school official will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. *The right to provide written consent before CIA discloses personally identifiable information (PII) from the*

student's education records, except to the extent that FERPA authorizes disclosure without consent.

CIA discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of CIA who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the [School].

4. *The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA.*

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Directory Information

FERPA allows institutions to identify certain types information called 'directory information' that may be disclosed without student consent.

Cleveland Institute of Art has designated the following information as directory information and will release this information upon request, unless the student has submitted request to restrict directory information to the Registrar's Office.

- Student name
- Address (local, permanent, cia.edu email)
- Phone number (permanent and cell)
- Class standing (first-year, sophomore, etc.)
- Enrollment status (full-time, part-time, not enrolled)
- Major (Animation, Ceramics, etc.)
- Date(s) of attendance
- Anticipated degree date
- Academic awards
- Degree awarded and date degree awarded from CIA
- Participation in officially recognized activities

Restricting Release of Directory Information

According to FERPA, a student can request that the institution not release any directory information about him/her. Institutions must comply with this request, once received, if the student is still enrolled.

At CIA, students who wish to restrict the release of all directory information about themselves must contact the Registrar's Office for the appropriate form.

Students who wish to restrict directory information should understand that their names will not appear in any university publications, with exception of the Commencement program at the appropriate time. Also, employers, credit card companies, scholarship committees and the like will be denied any of the student's directory information and will be informed that we have no information available about the student.

Transcripts

Transcripts must be requested in writing and must include the student's signature. A Transcript Request Form is accessible at cia.edu/registrar.

Written requests may be mailed or faxed to the Registrar's Office (fax: 216.754.3385). Email requests will only be accepted as a written attachment that includes the student's signature. Transcripts are issued if the student's accounts are in good standing with all administrative offices and institutional departments.

Transcripts for currently enrolled, degree-seeking students are free-of-charge. Transcripts for former students, alumni, and continuing education students carry a fee of \$5 per transcript. Allow one week for transcript processing. Requests for a "rush" transcript (mailed within 24 hours) require an additional fee of \$15 (plus the cost of Express Mail if that service is requested). Transcript fees apply whether the transcript is official or unofficial.

Change of Address or Name

A change of address (permanent or College) or phone number must be filed with the Registrar. Receipt of financial aid materials and other important correspondence from CIA will depend on the College having the student's correct contact information.

Some information is sent by email, using only the official CIA email address.

If a name has changed, students should provide the Registrar with a copy of the marriage certificate or a copy of a court document that indicates that the name has been legally changed.

Students who wish to be known on campus by a "preferred" name may indicate that name to the Registrar. The preferred name will be used on internal documents (e.g. class rosters), but the legal name will be used in all external correspondence and records (e.g. financial aid) that are associated with their social security number if the name is not legally changed.

Students bear full responsibility for any consequences resulting from their failure to report promptly a new address or a name change.

Section 6: Support Services

Academic Support Services

Academic Advising

The Office of Academic Services, located in room 120, provides academic advising on a walk-in basis and by appointment. Students have the opportunity to meet with an academic advisor about curriculum planning, course selection, and other academic decisions. Students who are deficient with respect to course credits or on academic probation will be required to meet with an academic advisor before prescheduling courses for the next semester.

Students are expected to read and understand the academic policies explained in this Catalog and the Student Handbook and to accept ultimate responsibility for the decisions they make. In no case will a degree requirement be waived or an exception granted because individuals profess ignorance of regulations or assert that an advisor or another authority did not inform them of academic policies or procedures. Students are encouraged to meet with an academic advisor whenever they have a question or concern, and they are expected to review in a timely manner materials and notices sent to them.

Disability Services

Disability Services (DS) provides accommodations and academic support services that ensure equal access to programs, facilities, and services for students with documented learning, psychological and/or physical disabilities.

In addition, staff members offer study skills and time management workshops, provide ongoing advising, and arrange for tutoring for liberal arts courses.

Students who request services due to a diagnosed disability must provide relevant and current documentation before accommodations can be provided. The DS staff works with students and their faculty members to determine reasonable accommodations to meet the documented needs. Accommodations are reviewed each semester.

New incoming students with documented disabilities should register with DS through the summer StART online program. They will then arrange for a consultation with DS staff prior to Orientation, at which time appropriate accommodations will be established. Continuing students should contact DS staff as soon as they complete their course prescheduling each semester so as to provide sufficient time for accommodations to be reviewed and arranged.

Students with documented learning disabilities are accommodated by specialized support materials, including the following:

- Voice recognition software and
- Audio books

As available to all students, CIA refers students who need assistance with text-to-speech, brain mapping, goal setting, and time management, to the following resources:

- Text-to-Speech via operating systems, browser plugins, apps, etc., such as iOS, Read Aloud, Speechify, etc.
- Brain mapping via online tools and apps such as Coggle, Lucidchart, MindMUP, Popplet, etc.
- Goal setting and time management apps, such as Strides, Toggl, etc.

Students registered with DS can also receive, as appropriate:

- extended testing time;
- distraction reduced testing setting;
- read aloud exams administered in controlled surroundings; and
- note-taking assistance

Further, the Writing + Learning Center, which is available to all students who need assistance with writing, also serves as the main hub for specialized software for students with documented learning disabilities.

Writing + Learning Center

Staff of the Writing + Learning Center can assist you with the following:

- generating ideas and developing brainstorming strategies to get started on an assignment; and
- organizing ideas, crafting a thesis statement, restructuring an essay, clarifying and expanding key points, following citation guidelines, refining grammar and word choices, etc.

You can use the Center's resources throughout your CIA career, from developing your first essays to polishing your BFA thesis. Appointments are not necessary, but if the Center staff are busy, you may be asked to wait for help or return at another time. Most sessions last about 30 minutes. The Center is staffed by second, third, and fourth-year students who have both experience with writing at the college level and training in various aspects of how to tutor writing. Faculty and staff supervise the students and work directly with students who need help. A member of Learning Support Services also assists students in the Center. The Center also provides services in the residence hall; times are posted each semester.

Career Center

The Career Center is dedicated to providing students and alumni with the necessary tools, resources, and strategies that will assist them in identifying and reaching their personal career goals. Services include:

- One on one career advising Assistance with resume and cover letter writing
- Assistance with finding and applying to Federal Work Study Opportunities
- Guidance on job search strategies, networking and interview techniques
- Connections to Alumni for career exploration and information
- Annual Spring Break City Treks that allow students the opportunity to explore careers and lifestyles outside of the Cleveland area
- Assistance in obtaining a credit or non-credit bearing internship
- Support for Creativity Works, a self-initiated, entrepreneurial internship program for Visual Art and Craft majors
- Assistance with preparation for Internship Fair and Career Fair networking events
- Graduate School Fair and assistance with graduate school applications
- Lifelong access to services to assist in career transition Access to College Central, a comprehensive job board for CIA students and alumni

For a full description of the Career Center's services, go to cia.edu/careercenter.

College Central

This comprehensive online system offers listings of opportunities including campus work-study jobs, internships, freelance, competitions, residencies, and full-time career positions. The system allows students and alumni to upload a resume and portfolio so that potential employers can view their work and contact them for possible employment.

collegecentral.com/cia

It is strongly recommended that students who are looking into freelancing use a contract when arranging for the job. Guidance on creating a contract is available.

The Career Center lists on-campus and approved off-campus work-study jobs, and assists students in completing the forms that are required before students can qualify for employment.

Internships

An internship is a work-related learning experience that provides students or recent graduates with an opportunity to gain important knowledge, experience, and skills in a particular field. Internships can be paid or unpaid, part- or full-time, credit- or non-credit-bearing. Unpaid internships must meet the standards set out by the US Department of Labor.

The Career Center can assist students in their searches for internships. It's recommended that the search be started at least one semester before the student wants to begin the experience. International students are eligible for internships, and must meet with the Dean of Student Affairs to obtain work approval before beginning a job off-campus. All students must meet the eligibility requirements of class standing and GPA before they can begin an internship. Contact the Career Services Specialist for details.

A **credit-bearing internship** is part of the academic program, and must offer a learning component which advances the student's skills in their field. It is a formal collaboration among the student, employer, CIA faculty, and the Career Center. Particulars about how an experience can qualify for academic credit, the number of credits possible, charges for earned credit, and how to set up a credit-bearing internship are found at my.cia.edu/careerservices.

A **non-credit-bearing internship** is less formal, but the Career Center encourages interns and employers to follow the general credit-bearing internship guidelines to maximize the success of the experience. The Career Services Specialist is available to address issues concerning the specifics of an internship.

The Career Center exercises reasonable precautions to qualify all internship opportunities, and strongly advises students to research and screen potential employers carefully. Students are welcome to check with the Career Center about any employer with which they are not familiar.

Personal Support Services

Personal Advising

The college years mark a time when students may face new challenges and undergo significant personal and social changes that can affect their academic performance, career plans, personal life, or relationships. Understanding and adjusting to these challenges and changes is not always easy, and students often seek help from others. If students are experiencing concerns that are affecting their ability to keep up with classes or maintain a good social balance, help is available from the Student Affairs staff. Students are welcome to stop by and discuss their concerns or just talk. If additional assistance is needed, or if these professionals feel that they don't have the expertise to meet the student's needs, they will refer the student to University Counseling Services (UCS). CIA staff will accompany students to UCS if requested.

University Counseling Services (UCS) is located in 220 Sears Building in the quad area of Case Western Reserve University (CWRU). A counselor is available 24/7 at 216.368.5872. First-time appointments are scheduled for about 60 minutes to give time for the student to explore their concerns, thoughts, and feelings with a counselor. These appointments are usually scheduled within 14 days of the initial request. Students with immediate needs are seen ASAP for a 30-minute assessment meeting. Consultation for emergency situations is available without an appointment.

UCS is staffed by psychologists, social workers, and consulting psychiatrists who specialize in working with college students. Workshops, seminars, and groups are offered each semester on topics such as anxiety management, drug/alcohol education, women's issues, stress management, and eating disorders. The cost of most services is included in the mandatory health services fee; some specialty services may require an additional fee.

Health Services

All full-time students are required to pay a Health Services fee (see cia.edu/tuition). This fee entitles students to both health care and professional counseling services through Case Western Reserve University (CWRU).

The CWRU University Health and Counseling Services (UHCS) at 2145 Adelbert Road provides comprehensive care for CIA students. For a complete list of services, see students.case.edu/health.

CWRU also has a medical insurance plan available for students who do not have other insurance coverage (students.case.edu/medicalplan). The charge for this plan is automatically added to each CIA student's account unless proof of other health insurance coverage is provided at the time of payment of each semester's bill. If proof is provided, the charge is withdrawn.

All new students are required to complete medical and immunization histories through an online system. Information on this process is included with summer orientation materials. Medical histories are kept on file at UHS as a basis for meeting future medical needs. Fulfilling the requirements listed on the medical and immunization history forms prior to enrollment is necessary to file claims against insurance.

UHS is now using an online process to update the health history. Information on this process and login procedures are sent to new students before they enroll. students.case.edu/health

Veterans' Benefits

The Cleveland Institute of Art is approved for Veterans Administration (VA) education benefits and is a "Yellow Ribbon" school with no limit on the number of students who may utilize Yellow Ribbon benefits. The Office of the Registrar certifies education benefit recipients' enrollments to the VA each semester the recipient is in attendance. New students must be accepted for admission to the BFA program and have made an Admissions deposit; continuing students must have registered for courses for the next semester before enrollment certifications can be submitted.

Certification processing to the VA begins in July for the fall semester and in December for the spring semester. Post-9/11 (Ch.33) and Yellow Ribbon tuition benefits are disbursed directly to CIA and are applied toward the student's tuition and fees. Benefits for students attending under Ch. 35 are sent directly to the student. Benefits are normally disbursed 4–6 weeks after certifications are received by the VA.

Questions regarding VA benefits should be directed to the Registrar by email (registrar@cia.edu) or by phone (216.421.7321).

Chapters 33 & 31 Benefits Payments

CIA, in compliance with the Veterans Benefits and Transition Act of 2018, allows Chapter 33 and Chapter 31 education benefit recipients to participate in the course of education at CIA for a period of time before payment is disbursed by the U.S. Department of Veteran Affairs, starting on the date CIA receives the benefit recipient's Certificate of Eligibility or VA Form 28-1905 and until either 1) CIA receives payment from the VA, or 2) 90 days have elapsed following CIA's certification or invoicing of tuition and fees to the VA.

In the event of delayed disbursement, these Chapter 33 and Chapter 31 recipients will:

- Not be assessed a late fee
- Not be required to borrow funds to pay the interim balance for which the VA is responsible
- Maintain access to course registration
- Retain full use of library and campus resources

If a Chapter 33 or Chapter 31 recipient has a balance that exceeds their expected VA contribution, the student must pay the difference by the stated registration deadline each semester.

Veteran Student Priority Registration

Veteran students at the Cleveland Institute of Art who are scheduling for sophomore or junior courses enjoy priority registration, as defined by having access to registration before the rest of their classes, starting on the date at which the senior class is open to register. First-year veteran students are registered for courses by the Registrar's Office, just as is the entire first-year class.

To take advantage of this priority registration opportunity, rising and current sophomore and junior veteran students should contact the registrar's office via email at registrar@cia.edu.

International Students

CIA is approved by the U.S. Department of State to issue documentation that will enable non-immigrant students to secure an F-1 student visa. Questions and problems regarding immigration matters of other international student concerns should be directed to the International Student Advisor.

F-1 students are responsible for ensuring that they maintain valid status while enrolled at CIA. Advising concerning academic course loads, travel outside the U.S., employment during and after enrollment at CIA, and other visa issues is available from the International Activities Advisor. All students on an F-1 visa must report to the Dean of Student Affairs at least once each semester.

International students participate in many activities and are leaders in several student organizations. The international student orientation helps students become part of the CIA community, and the International Club (whose members consist of students from other countries as well as the U.S.) plans festivals, celebrations, and "adventures" throughout the year.

Information Technology Support

CIA's Information Technology department supports technology in the learning environment, including computer labs. Students are responsible for using the technology resources on campus in an appropriate manner. The rules and regulations concerning use of computing resources on campus and the consequences of misuse, including illegal file sharing, are detailed in the CIA Student Handbook.

All full- and part-time students receive a CIA email account. Students are expected to use their CIA email in all correspondence with administrative staff and faculty, and to retrieve broadcasts and notifications about events, deadlines, activities, and emergencies on campus. Messages from CIA will not be sent to other email addresses. Failure to read a message in a timely manner does not absolve students from being responsible for knowing the content of or following the instructions or timelines indicated in a message.

Students should go to the "Technology" tab at my.cia.edu to find information on software discounts, links to instructions on how to set up CIA email, access to equipment available to check out, and other student systems.

The myCIA portal includes access to CIA's emergency alert system e2Campus, via the alerts tab. All students are automatically enrolled in e2Campus using their CIA email address, but can add their contact points by adding additional email addresses, text, and voice numbers to receive emergency messages.

Requests for technology support can be submitted to support@cia.edu.

Digital Output Center

The Digital Output Center (DOC) specializes in fine art reproduction—as well as graphics for artists and designers. It was created by artists for artists, and is dedicated to producing work that matches the creative vision of its clients. With our expert staff providing guidance and assistance to patrons in understanding file preparation, color management, and media choices, the DOC is as much a learning experience as it is a production facility.

Users of the DOC can rest assured that their work is being printed according to industry standards and methods used by artists, museums, and creative professionals to produce their own digitally printed material. Archival prints produced with pigmented, 10 color inksets provide stunning color, dynamic range and print permanence on a wide variety of papers, films, canvas, and fabrics. This service is provided at the cost of production to CIA students, faculty and staff, and is a wonderful resource for producing and presenting digital work of all types.

The status of submitted jobs can be tracked and managed at papercut.cia.edu, and work can be submitted online at my.cia.edu/doc.

Equipment Checkout

The Cleveland Institute of Art Equipment Checkout is the campus resource where students and faculty can borrow technology from laptops to cameras. Available equipment includes beginner to advanced digital photo and cinema cameras, film cameras, lighting equipment, tripods, sound gear, Wacom tablets and pens, laptops, projectors, iPads, and other related technology for use on your creative assignments. Equipment is available to all students and staff through an online checkout system.

To learn more visit the Equipment Checkout at my.cia.edu/checkout.

Cleveland Institute of Art Gund Library

“Helpful, Awesome, Amazing, Friendly, Magical” are some of the expressions used to describe the Gund Library with its collections and services developed specifically for visual artists, designers, and craftspeople.

The library contains:

- print books, exhibition catalogs, and bound journals;
- access to nearly 300,000 ebooks;
- subscriptions to magazines that provide insight to current topics in art and design;
- graphic novels, pop up books and board games;
- access to over 5 million digital images for study and download;
- sound recordings, videos, DVDs, and access to over 25,000 streaming video titles;
- access to online databases and full text resources covering every imaginable area of study;
- and an extensive collection of over 1,770 artists' books (books made by artists as works of art).

In addition, the library holds CIA's archives.

The library supports the college's accredited degree programs, with a special focus on providing materials for studio-intensive instruction, and is international in scope. The library documents the major participants, events, and trends of international contemporary art, design, photography, craft, and new media; includes theory and technical information as well as visual resources; and makes available a variety of professional, legal, and business information for artists.

The librarians provide instruction on how to do research, select and search databases cite sources, and evaluate websites and information sources, as well as how to locate and borrow materials in other area libraries. Library staff members are always available to answer questions and provide personalized assistance.

The Gund Library participates in a local consortium that includes all of the libraries of Case Western Reserve University as well as the Cleveland Institute of Music and the Rock and Roll Hall of Fame Library and Archives. CIA shares an online catalog with these libraries, and students may borrow materials from these partner libraries.

The Gund Library also participates in OhioLINK, a statewide consortium of 118 Ohio academic libraries owning nearly 50 million items. CIA students may use the OhioLINK online catalog to request materials from any member library to be delivered, within a few days and at no charge, to the CIA library for their use. Through OhioLINK, CIA students have access to over hundreds of multi-disciplinary digital databases as well as huge numbers of ebooks, digital images, videos, and digital music files.

Lastly, Cleveland is a very library-rich community with award-winning public libraries. CIA is located within walking distance of the specialized libraries of the Cleveland Museum of Art, Cleveland Clinic, Cleveland Botanical Garden, Cleveland Museum of Natural History, and the Western Reserve Historical Society. Cleveland Public Library and Cuyahoga County Public Library both have nearby branches and provide additional resources.

The library is attractive, functional, and filled with art; it has plenty of study tables and lounge seating, two group study rooms, as well as computers, scanners, and printers.

Section 7: Student Life

Housing

On-Campus Housing

Primarily first- and second-year students live on campus in CIA-owned housing.

Living on campus for your first two years eases the transition of moving away from home while learning the necessary skills of living on your own.

Residency requirements

All unmarried, first-time college students who are under 21 years of age are required to live in the residence hall for their first two academic years. Students with parents or guardians within Ohio's Cuyahoga County are considered to be within commutable distance to the college.

All first-year students living in the residence halls are required to join the Case Western Reserve University meal plan (a variety of meal plans are available). Most students select CaseCash, which enables them to use the funds on their student IDcard, like a debit card, in area restaurants and shops.

Students new to CIA who are 21 years of age or older are not given priority to live in on-campus housing. If students in either of these categories desire to live on campus, they will be put on a waiting list according to the date of their housing deposit. If there is housing available after mid-July, those on the wait list will be assigned housing.

First-year students live in the Uptown Residence Hall, located on Euclid Avenue, within view of the CIA campus, MOCA and the Uptown development.

Second-year students live in Euclid 117 Apartments, just across the street from our academic campus.

Limited availability to additional upper-class students is also available in these apartments. Any upperclass student who wishes to live in a CIA apartment can participate in the Upperclass Student Apartment Selection held in the spring semester. Get there early; spaces are first come, first serve.

Off-Campus Housing

If you are not required to live in the on-campus housing and want to live off-campus, Student Life + Housing offers a list of apartment search engines and provides a "roommate wanted" board to assist you in finding a CIA roommate(s). In addition, Student Life + Housing holds several workshops in the spring to assist students in the transition from living on-campus to moving off-campus.

Information and forms concerning on- and off-campus housing can be found at cia.edu/housing.

Recreational Facilities

Each residence hall has their own fitness room for residential students only.

You can purchase a semester or annual membership at CWRU's physical fitness facilities near campus. (studentaffairs.case.edu/athletics/facilities/membership.html). The Sam Emerson Physical Education Building, located at 10900 Euclid Avenue, includes a swimming pool, two weight rooms, squash and racquetball courts, fencing and wrestling rooms, a rifle range, a large gymnasium and the Athletic Office. Facilities for track, basketball, baseball, volleyball, tennis and intramural sports are also available.

Another option popular with students (a month-to-month membership available) is 1-2-1 Fitness, located on Adelbert Street on the CWRU campus (onetoone.case.edu).

Activities

Student Activities

Looking for something to do on campus? The Office of Student Life + Housing offers a variety of events and programs for you to take advantage of. If you want to laugh, we host movie nights, improv nights and drag bingo. If you are into tradition, we have that too. For over 60 years, CIA students have planned the Student Independent Exhibition (SIE) and the student Halloween party. Our end-of-the-year event, the Pink Pig, is also something that you will not want to miss.

Looking for a way to build leadership skills? The Office of Student Life + Housing offers students opportunities to develop leadership through involvement in clubs and organizations, participation in the emerging leaders program, and serving the greater Cleveland community

Please see the Student Life + Housing Office for all the offerings.

Athletic Activities

Need to get out of the studio and stretch those legs? Are you a high school athlete looking to relive the glory days? Stop by the Office of Student Life + Housing for information on how to play intramurals at CIA. In conjunction with CWRU, sports ranging from ultimate Frisbee to flag football are at your fingertips.

Kulas Ticket Program

How about a little culture in your life? The Kulas Ticket Fund, supported through a grant from the Kulas Foundation, allows students to attend performances from the Cleveland Orchestra, Broadway plays, and opera for free. Look for advertisement posted on myCIA. Entering is a click away.

Student Organizations

Student Leadership Council (SLC)

Make a difference on campus! Join Student Leadership Council! Comprised of representatives from academic departments, student groups, and other concerned students, SLC meets twice a month to discuss issues they face on campus. They then serve as a bridge between the student body and the faculty and staff.

All recognized student groups receive funding through the Student Leadership Council for their individual events. The budget process for the following year begins in February of the previous year.

Student Clubs

There are a variety of organizations and clubs at CIA. If you're interested in starting a club or organization that does not yet exist, contact Student Life + Housing to get a club application form and find out more about the process. Approved student groups receive funding from SLC to support their activities. Depending on the membership, clubs may be more or less active each year.

Community Outreach Team

Students at CIA love to serve the community. The Community Outreach Team provides opportunities for service in the University Circle neighborhood and in the greater Cleveland community. Some of the past activities include Ronald McDonald

House, Greater Cleveland AIDS walk, Trunk or Treat at Halloween, and making dinner for the residents of the Hope Lodge. The Community Service Team also hosts an Alternative Spring Break service trip where students do a week's worth of service in New Orleans.

CIA Activities Board (CAB)

Need a lift? Jump on the CAB wagon and help plan or just participate in great acts like comedians, illusionists, musicians, as well as activities like Drag Bingo, Tour de Thrift (our annual thrifting trip to prepare for Halloween), an annual t-shirt design contest, or a dodgeball tournament. CAB is also responsible for the planning of great CIA traditions like the Halloween Party and Pink Pig, our annual end-of-year celebration.

ColorWheel

Whether you are a GLBTQ (gay, lesbian, bisexual or transgendered) or an ally, this group works to support GLBTQ students, while educating the campus about GLBTQ issues.

Student Holiday Art Sale Committee

Want to make some money? The Student Holiday Sale in early December is an annual event where for \$10 you can rent a table and sell your work. Students from a variety of departments come together to sell merchandise the weekend before final crits in Fall semester.

Intervarsity

Intervarsity is a student group that gathers weekly to bring together Christian art students. The purpose of Intervarsity is to promote the spiritual life of CIA students by providing opportunities for Christian spiritual growth through worship, fellowship, training and service. Intervarsity is a local chapter of the larger Intervarsity organizations on many campuses. Ask about their PB+Js!

Black Scholars and Artists

The BSA vision is to create an environment of diversity through the expression of art and education while uplifting all cultures and ethnicities. Activities include art critiques, speakers, game nights, and other social events.

Glass Guild

If you are into potlucks and molten hot glass (at the same time!), then this group is for you. Glass Guild not only comes together to talk about their work, but brings in guest artists to talk to students about different techniques in glassblowing. Best part: you do not have to be a major to enjoy the fun.

Bad Movie Club

Who doesn't love a great "bad" movie. This organization shows the best movies public content can provide. It also allows for great commentary about them. Come laugh...or cry... at the weekly showings in all of their "bad" glory.

Photo Club

CLICK! Photo club is a group that discusses the field of photography and critiques each other's work, brings in guest artists to talk to students (majors or not), and sponsors trips to see shows in the area and other cities like Chicago and New York.

Student Independent Exhibition (SIE)

Over 60 years old, the Student Independent Exhibition is a time-honored tradition and one of the exhibitions featured in the college's Reinberger Galleries each year. The exhibition is sponsored by the Student Leadership Council and offers students the opportunity to introduce their work to the public for viewing and/or sale. Show rules, jury selection, publicity, exhibition design and installation and the opening reception are organized and coordinated by students. All majors are encouraged to submit work for exhibition consideration.

Other clubs include:

Digital Media Club

Illustration Club

Industrial Designers Society of America (IDSA) student organization

Video Game Club

Supporting Student Enrichment Cinematheque

Founded in 1986, the Cleveland Institute of Art Cinematheque presents new and classic motion pictures—foreign films, independent movies, thematic film series, touring retrospectives, second-run films, and special guests—50 weekends of the year in CIA's Peter B. Lewis Theater.

Approximately 250 different feature films (or full-length programs of short films) are shown every year (over 450 separate screenings). Many offerings are local premieres. Movies are projected from 35mm film and DCP. *The New York Times* has called the Cinematheque "one of the country's best repertory movie theatres."

Cinematheque screenings are open to the general public (attracting thousands of moviegoers every year) and require an admission fee. But CIA students can attend any Cinematheque presentation for the discounted member price simply by showing their CIA ID at the box office.

The Cinematheque publishes a bi-monthly film schedule. Online listings are available at cia.edu/cinematheque.

Continuing Education

Our office of Continuing Education + Community Outreach (CECO) offers art and design classes for adults and children throughout the year. Pay-as-you-go life drawing classes are available to the community throughout the year as well. We offer professional enrichment opportunities for art educators through teacher workshops and graduate-level classes. CECO coordinates a summer pre-college program for high school students who want to experience life as an art student. In addition, CECO is the Cuyahoga County regional host of the Scholastic Art+Writing Competition. For more information, visit cia.edu/continuinged.

Galleries at CIA

The mission of the Reinberger Galleries is to serve the Cleveland Institute of Art in exhibiting and fostering the understanding of the finest modern and contemporary art at the highest possible scholarly standards. The programs of Reinberger Galleries adhere to the overall mission of the college, embracing its values of academic excellence, social justice, and freedom of expression.

The gallery is dedicated to creating exhibitions that illuminate and reinforce contemporary art, including new media, animation, installation and performance, video, drawing and painting, sculpture, design and craft. The gallery recognizes that the enhancement of the aesthetic experience is essential to fostering understanding of works of art.

Ancillary programs furthering its aesthetic role, such as artist lectures, panel discussions, gallery tours, films, and internships have been part of the gallery's mission since the early 1990s.

The gallery seeks to enrich educational, cultural and artistic communities regionally, nationally and internationally through short-term artist residencies, newly commissioned works of art, and institutional collaborations while being accessible to a public that ranges from scholars to young children.

Gund Library

The Gund library is a special library for visual artists and supports the college's accredited degree programs, with a focus on providing materials for studio-intensive instruction. As such, the library is crucial for students wanting to keep abreast of developments and trends in their area of study. Beyond classroom and studio support, the library provides pleasure reading materials, comfortable study areas, and a group study room.

Visit cia.edu/library.

Public Events

Throughout the year, CIA hosts a wide variety of events that celebrate the diversity of visual art. You're invited to join us. For more information, visit cia.edu.

Section 8: Degree Requirements

Overview of BFA Degree Requirements

First-Year Foundation and Liberal Arts Requirement

Engaged Practice Graduation Requirement

Liberal Arts Concentration and Emphasis

BY MAJOR:

Animation	Interior Architecture
Ceramics	Jewelry + Metals
Drawing	Life Sciences Illustration
Game Design	Painting
Glass	Photography
Graphic Design	Photography: Video + Digital Cinema Track
Illustration	Printmaking
Industrial Design	Sculpture + Expanded Media
Industrial Design: Transportation Track	

I. Overview of BFA Degree Requirements

The BFA degree.

The Cleveland Institute of Art grants the Bachelor of Fine Arts (BFA) degree. A BFA degree is the standard undergraduate degree for students seeking a professional education in art. The BFA degree differs from a Bachelor of Arts degree in that a much higher proportion of the program consists of a studio practice component.

At CIA, the BFA degree requires completion of between 120 and 135 semester credit hours depending on your major field of study, [see major degree requirements beginning on page 62](#). Approximately 1/3 of these credits are in Liberal Arts, with approximately 2/3 in studio courses.

Common requirements.

To be able to graduate, all students must fulfill common requirements in:

- Foundation
- Liberal Arts
- BFA Thesis Exhibition
- Professional Practices
- Engaged Practice

Emphases and concentrations.

Also included in this section is information related to the completion of Concentrations (additional 12 semester credits) or Emphases (additional 18 semester credits) that students may elect to complete in specific Liberal Arts areas of study.

Minors/double majors.

CIA does not currently offer minors in Liberal Arts or studio disciplines. For information on completion of a double studio major, [see page 46](#).

What follows are specific course listings and related information to fulfill the above requirements. See [pages 46-47](#) for additional information on degree requirements for graduation and commencement.

A. First-Year Foundation

All students must complete Foundation studio requirements by the end of the third academic year. Those deficient in Foundation studio courses will not be permitted to begin the senior year thesis/ BFA preparation course(s).

Fall Semester

FNDN 110 2D Design	3
FNDN 120 Digital I	3
FNDN 130 Observational Drawing	3
FNDN 140 Freshman Studio Elective	3
LLC 101 Writing + Inquiry I: Basic Composition + Contemp Ideas	3
Total Fall Credit Hours	15

Credits

Spring Semester

ACD 150 Critical Issues in Visual Culture	3
FNDN 111 3D Design	3
FNDN 121 Digital II	3
FNDN 131 Life Drawing	3
LLC 102 Writing + Inquiry II: Research + Intellectual Traditions	3
Total Spring Credit Hours	15

Credits

B. Liberal Arts

Liberal arts courses supplement the studio curriculum throughout every academic program at CIA. Additionally, CIA's curriculum includes specific liberal arts requirements that are "distributed" throughout your years in your major program.

Some major programs have specific courses assigned to specific distributed requirements. See the major program course requirements, immediately following this section of the catalog.

C. BFA Thesis Exhibition

All students must create a body of work, install an exhibition of this work, and present it to a BFA faculty advisory committee, at the end of your final year at CIA. Specific requirements of this body of work vary from program to program; your faculty will review specifics with you. This capstone project is built into every program, and a grade is assigned.

D. Professional Practices

All students must successfully complete a Professional Practices course. Three tracks of the course are available, based upon your career goals. For complete course descriptions for each track, please see [Section 9: Course Catalog, Professional Practices + Engaged Learning \(PPEL\), on page 143](#) credits.

E. Engaged Practice

Definition

Engaged Practice (EP) is a 3-credit requirement of the BFA degree program through which students have an opportunity to learn through experience by working on projects with external partners or clients, or in the public sphere. These experiences provide a distinctive element to the baccalaureate education at CIA, developing skills and personal attributes such as collaboration, communication, and professionalism well in advance of graduation.

Effective Fall 2016, beginning with incoming first-year students of the Class of 2020, all undergraduate students are required to complete a minimum of three (3) credit hours of Engaged Practice prior to graduation, through:

- An EP-designated course at the 200, 300, or 400 level
- A qualifying internship in the sophomore, junior or senior year, or:
- Alternate pathways, for example, a student-initiated or BFA project

Engaged Practice courses, internships and alternate pathways are those that provide all of the following requirements:

- A structured learning experience
- A project with an external partner or client, or in the public sphere
- A project that is informed by the curriculum of the college, i.e., art, design, humanities, or the social sciences
- Faculty guidance and mentorship
- A critical reflection component

Courses

This graduation requirement may be satisfied by a course within a student's required core curriculum, within a student's major, or through an elective course. The course may be a studio or Liberal Arts course. Major programs, departments or the Professional Practices and Engaged Learning (PPEL) hub may offer designated Engaged Practice courses. Only 200-, 300- and 400-level courses may fulfill the 3-credit hour EP graduation requirement. Although EP-designated courses in Foundation or first-year Liberal Arts do not fulfill the EP graduation requirement, they will be noted on the student transcript. EP-designated courses carry the notation (EP) after the course title. Some EP-designated courses are included in the annual Catalog, but for a complete and updated listing, please consult each semester's course schedule of offerings.

Internships

Qualifying internships may be offered through the Career Center, academic departments, or the Engaged Practice hub. Only qualifying internships that are taken *for credit* in the sophomore, junior and senior years may fulfill the EP graduation requirement. For more information, contact your faculty advisor, your department chair, and/or the Career Center, [see page 50](#).

Alternate Pathways

Other pathways to fulfill the requirement are approved on a case-by-case basis, such as a qualifying independent project or the BFA thesis project. Sophomore, junior or senior students must apply for EP credit by the pre-scheduling deadline for the semester they plan to undertake these experiences. For more information on how to apply, consult the Registrar or the Academic Director, Cores + Connections.

Credits and Transcript

While the EP graduation requirement is 3 credit hours, students may elect to complete additional EP credits, as desired. All Engaged Practice credit is reflected on student transcripts, documenting that students have completed qualifying, professionally engaged experiences with external partners or clients.

II. Liberal Arts Concentration and Emphasis

Creative Writing Concentration (12 credits)

If you are an artist or designer who also writes stories, graphic novels, and poems, our Creative Writing Concentration can keep you on track to grow as a creative writer—while you become a stronger visual communicator. Or if you are planning a career in illustration, graphic fiction, game design, or film, and need the career advantage of excellent writing skills, this Concentration allows you to work on your writing while you pursue your studio degree.

The Creative Writing Concentration is comprised of 12 total credit hours (four courses), taken in the Liberal Arts. As a final requirement of the Concentration, you'll create a body of written work.

For more information, consult your Academic Advisor.

Visual Culture Emphasis (18 credits)

This course of study will provide you with the skills to articulate your understanding of theory and history of visual culture and incorporate those perceptions into your own studio work. In the Visual Culture Emphasis you'll study 18 credits of designated Liberal Arts classes in addition to the Foundation Liberal Arts requirements. You'll become a stronger writer and communicator as these studies help you reflect on how art and design are informed by concept, theory, and history.

Areas of study include new media and film; non-western and folk art; contemporary issues in art and design; art criticism; popular and mass culture; philosophy and aesthetics; and critical theory and methods of analysis.

For more information, consult your Academic Advisor.

Animation (ANIM)

Major Studio Courses

		Credits
ANIM201	Concept Development	3
ANIM209	Intro to Animation	3
ANIM220	Drawing for Animation	3
ANIM231	Acting & Directing	3
ANIM307A	Intro to 3D Animation	3
ANIM308	Advanced Animation	3
ANIM313	Narrative Production	3
ANIM313A	Narrative Production II	3
ANIM345	Intro to 3D Modeling	3
ANIM347	3D Texture, Mapping & Digital Lighting <i>OR</i>	
ANIM310	Motion Graphics	3
ANIM350	Community Projects: Animation Production (EP)	3
ANIM401	BFA Research & Preparation	3
ANIM413	Narrative Production III	3
ANIM420	Animation Portfolio Reel & Shorts	3
ILL367	Storyboarding & Sequential Art	3
IME402	BFA Thesis & Exhibition	3

Foundation Studio Courses

		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses

		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective		3
<i>Fulfilled with 300 or 400 level ACD course</i>		
Distribution Requirements		
Humanities or Cultural Studies		3
Quantitative Reasoning		3
Social or Natural Science		3
Open Liberal Arts elective		3
Writing Requirements		
LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive	<i>Fulfilled with</i> LLC318 Screen Writing	3

Additional Requirements

	Credits
Studio Elective Courses	
4 Open Studio electives	12
Professional Practices	
PPEL398A/398B/398C Professional Practices	3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Ceramics (CER)

Major Studio Courses		Credits
CER200	Ceramics Core*	3
CER201	Ceramics Core*	3
CER204	Ceramics: Intro to Materials & Making	3
CER240/340/440	Potter's Wheel	3
CER248	Mold Making & Multiples	3
CER300	Ceramics Core*	3
CER301	Ceramics Core*	3
CER400	Ceramics Core*	3
CER401	Ceramics Core*	3
CDE200	Creative Process and Material Studies	3
CDE201	Language of Materials	3
CDE300	Digital Surface & Image (EP)**	3
CDE301	Digital Modeling & Making	3
CDE400	BFA Research & Thesis	3
CDE401	BFA Exhibition & Portfolio	3

*Ceramics Core

All six topics are required for graduation and are offered in a rotation:

- Architonic Clay
- Clay & Context
- Color & Form
- Environment, Public & Private
- Production Process
- Vessel & Utility

Foundation Studio Courses		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective	<i>Choose one below:</i>	3
ACD376	American Craft History	
ACD462	Design & Craft in Modern Culture	

Distribution Requirements

Humanities or Cultural Studies	3
Quantitative Reasoning	3
Social or Natural Science	3
Open Liberal Arts elective	3

Writing Requirements

LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive	<i>Fulfilled with any non-Writing & Inquiry course</i>	3

Additional Requirements		Credits
Studio Elective Courses		
5 Open Studio electives		15
Professional Practices		
PPEL398A/398B/398C Professional Practices		3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Drawing (DRG)

Major Studio Courses

		Credits
DRG215	Illusionism: Intro to Drawing	3
DRG216	100 Drawings	3
DRG221/321	Drawing Beyond Observation	3
DRG360	Systems Drawing	3
DRG415	Drawing in Context	3
DRG430	Drawing Thesis	3
DRGXXX	Drawing Studio Elective	3
VAT200	Image & Form I	3
VAT202	Image & Form II: Reproducibility: 2D OR 3D	3
VAT300	Aesthetics, Style, & Content	3
VAT327	Hybrid Approaches to Drawing & Painting: Digital Media	3
VAT400	The Role of the Artist as Producer (EP)	3
VAT493	BFA: Statement & Exhibition	3
VATXXX	3 VAT Studio Electives (from outside the major)	9

Foundation Studio Courses

		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses

		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective		3
<i>Fulfilled with 300 or 400 level ACD course</i>		
Distribution Requirements		
Humanities or Cultural Studies		3
Quantitative Reasoning		3
Social or Natural Science		3
Open Liberal Arts elective		3
Writing Requirements		
LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive <i>Fulfilled with</i>		3
LLC373W	Art of the Personal Essay	

Additional Requirements

	Credits
Studio Elective Courses	
4 Open Studio electives	12
Professional Practices	
PPEL398A/398B/398C Professional Practices	3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Game Design (GAME)

Major Studio Courses		Credits
ANIM201	Concept Development I (GAME)	3
ANIM209	Intro In Animation (GAME)	3
ANIM307A	Intro to 3D Animation	3
GAME215	Introduction to Game Design	3
GAME216	Introduction to Video Game Development	3
GAME318	Level Design	3
GAME320	Game Media Production I (EP)	3
GAME321	Game Media Production II	3
GAME322	Introduction to Game Development	3
GAME345	Introduction to 3D Modeling	3
GAME347	3D Texture, Mapping & Digital Lighting	3
GAME401	BFA Research & Preparation	3
GAME408	Serious Game Design	3
GAME430	Spec VFX/Simulation & Virtual Reality	3
GDS200	Graphic Design for Non-Majors	3
IME402	BFA Thesis & Exhibition	3

Foundation Studio Courses		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective		3
<i>Fulfilled with 300 or 400 level ACD course</i>		

Distribution Requirements		Credits
Humanities or Cultural Studies		3
Quantitative Reasoning		3
Social or Natural Science		3
Open Liberal Arts elective		3

Writing Requirements		Credits
LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive	<i>Fulfilled with</i>	3
LLC318	Screen Writing	

Additional Requirements		Credits
Studio Elective Courses		
4 Open Studio electives		12
Professional Practices		
PEL398A/398B/398C Professional Practices		3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Glass (GLS)

Major Studio Courses

		Credits
GLS200	Glass Core*	3
GLS201	Glass Core*	3
GLS243	Glass Forming Survey	3
GLS300	Glass Core*	3
GLS301	Glass Core*	3
GLS400	Glass Core*	3
GLS401	Glass Core*	3
GLSXXX	Glass Studio Elective3	
CDE200	Creative Process and Material Studies	3
CDE201	Language of Materials	3
CDE300	Digital Surface & Image (EP)**	3
CDE301	Digital Modeling & Making	3
CDE400	BFA Research & Thesis3	
CDE401	BFA Exhibition & Portfolio	3

*Glass Core

All six topics are required for graduation and are offered in a rotation

Color
Context
Form
Material
Production
Surface

Foundation Studio Courses

		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses

		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective <i>Choose one below</i>		3
ACD376	American Craft History	
ACD462	Design & Craft in Modern Culture	
Distribution Requirements		
Humanities or Cultural Studies		3
Quantitative Reasoning		3
Social or Natural Science		3
Open Liberal Arts elective		3

Writing Requirements

LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive	<i>Fulfilled with any non-Writing & Inquiry course</i>	

Additional Requirements

	Credits
Studio Elective Courses	
6 Open Studio electives	18
Professional Practices	
PPEL398A/398B/398C Professional Practices	3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Graphic Design (GDS)

Major Studio Courses		Credits
ANIM310	Motion Graphics	3
GDS203	Typography I	3
GDS204	Typography II	3
GDS238	Graphics for Design	3
GDS265	Design for Communication I	3
GDS266	Design for Communication I	3
GDS305	Web Design / Interactive I	3
GDS306	Web Design / Interactive II	3
GDS341	Package Design	3
GDS365	Design for Communication: ADV Studio I	3
GDS366	Design for Communication: ADV Studio II	3
GDS367	Contemporary Marketing	3
GDS420	User Experience/User Interface Design (EP) <i>OR</i>	3
PHV295	Introduction to Photography & Digital Film	3
GDS46	BFA Thesis	3
GDS466	BFA Seminar	3

Liberal Arts Courses		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective		3
<i>Fulfilled with 300 or 400 level ACD course</i>		

Distribution Requirements		Credits
Humanities or Cultural Studies		3
Quantitative Reasoning		3
Social or Natural Science		3
Open Liberal Arts elective		3

Writing Requirements		Credits
LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive	<i>Fulfilled with</i>	3
LLC318	Screen Writing	

Foundation Studio Courses		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Additional Requirements		Credits
Studio Elective Courses		
5 Open Studio electives		15
Professional Practices		
PPEL398A/398B/398C Professional Practices		3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Illustration (ILL)

Major Studio Courses

		Credits
ANIM201	Concept Development	3
GDS200	Graphic Design for Non-Majors	3
ILL260	Layout Rendering Techniques	3
ILL263	Fundamentals of Illustration	3
ILL264	Principles of Illustration	3
ILL265	Character Design & Development	3
ILL363	Illustration for Publication	3
ILL364	Illustration II	3
ILL367A	Graphic Novel & Sequential Art	3
ILL370	Professional Standards in Illustration	3
ILL371	Visual Concepts in Illustration	3
ILL389	Community Projects: Ill & Prod Workshop (EP)	3
ILL463B	Advanced Illustration	3
ILL464B	Illustration Portfolio/Visual Essay	3
IME402	BFA Thesis & Exhibition	3
IME463A	BFA Preparation	3

Foundation Studio Courses

		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses

		Credits
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Art, Craft & Design (ACD) History Requirements

ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective		3
<i>Fulfilled with 300 or 400 level ACD course</i>		

Distribution Requirements

Humanities or Cultural Studies	3
Quantitative Reasoning	3
Social or Natural Science	3
Open Liberal Arts elective	3

Writing Requirements

LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive	<i>Fulfilled with</i>	3
LLC318	Screen Writing	

Additional Requirements

	Credits
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Studio Elective Courses

4 Open Studio electives	12
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Professional Practices

PPEL398A/398B/398C Professional Practices	3
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120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Industrial Design (IND)

Major Studio Courses		Credits
GDS237	Graphic Design Basics	3
GDS238	Graphic Design/Portfolio Preparation	3
IND235	Industrial Design 1.1	3
IND236	Industrial Design 1.2 (EP)	3
IND239	Materials & Processes	1.5
IND240	Materials & Processes	1.5
IND280	Ergonomics & Design	3
IND285	Communication Skills	3
IND286	Communication Skills	3
IND303	3D Modeling 1.1	3
IND304	3D Modeling 1.2	3
IND335	Industrial Design 2.1	3
IND336B	Industrial Design 2.2 (EP)	3
IND336C	Industrial Design 2.2 (EP)	3
IND375	Marketing & Design	3
IND403	3D Modeling 2.1	3
IND404	3D Modeling 2.2	3
IND435B	Industrial Design 3.1	3
IND435C	Industrial Design 3.1	3
IND436	Industrial Design 3.1	3

Foundation Studio Courses		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective		3
<i>Fulfilled with 300 or 400 level ACD course</i>		

Distribution Requirements		
Humanities or Cultural Studies <i>fulfilled by</i>		NA
IND375	Marketing & Design	
Quantitative Reasoning		3
Social or Natural Science <i>fulfilled by</i>		NA
IND280	Ergonomics	
Open Liberal Arts Elective <i>fulfilled by</i>		NA
IND239/240	Marketing & Processes	

Writing Requirements		
LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive	<i>Fulfilled with any non-Writing & Inquiry course</i>	3

Additional Requirements		Credits
Studio Elective Courses		
4 Open Studio electives		12
Professional Practices		
PEL398A/398B/398C Professional Practices		3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Industrial Design: Transportation Track (INDT)

Major Studio Courses

		Credits
ANIM454T	3D Modeling for Concept Vehicles 1	3
ANIM455T	3D Modeling for Concept Vehicles 2	3
GDS237	Graphic Design Basics	3
GDS238	Graphic Design/Portfolio Preparation	3
IND235	Industrial Design 1.1	3
IND236	Industrial Design 1.2 (EP)	3
IND239	Materials & Processes	1.5
IND240	Materials & Processes	1.5
IND280	Ergonomics & Design	3
IND303	3D Modeling 1.1	3
IND304	3D Modeling 1.2	3
IND335	Industrial Design 2.1	3
IND375	Marketing & Design	3
IND250T	Transportation Design 1.1	3
IND251T	Transportation Design 1.2	3
IND287T	Communication Skills; Transportation	3
IND288T	Communication Skills; Transportation 1.2	3
IND350T	Transportation Design 2.1 (EP)	3
IND351T	Transportation Design 2.2 (EP)	3
IND352T	Automotive Design Language 1.1	3
IND353T	Automotive Design Language 1.2	3
IND450T	Transportation Design 3 credits.1 (EP)	3
IND451T	Transportation Design 3 credits.2 (EP)	3
IND452T	Advanced Automotive Design	3
IND453T	Advanced Automotive Design	3

Foundation Studio Courses

		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses

		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective		3
<i>Fulfilled with 300 or 400 level ACD course</i>		
Distribution Requirements		
Humanities or Cultural Studies <i>Fulfilled by</i>		NA
IND375	Marketing & Design	
Quantitative Reasoning		3
Social or Natural Science <i>Fulfilled by</i>		NA
IND280	Ergonomics	
Open Liberal Arts Elective <i>Fulfilled by</i>		NA
IND239/240	Marketing & Processes	
Writing Requirements		
LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive <i>Fulfilled with any non-Writing & Inquiry course</i>		3

Additional Requirements

	Credits
Professional Practices	
PPEL398A/398B/398C Professional Practices	3

123 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Interior Architecture (INTA)

Major Studio Courses		Credits
GDS237	Graphics for Design	3
INTA231A	Space & Planning Fundamentals	3
INTA231B	Architectural Drawing & Documentation	3
INTA232A	Retail, Restaurant & Store Design	3
INTA232B	Materials, Research, & Space Planning	3
INTA285	INTA Communication Skills 1	3
INTA286	INTA Communication Skills 2	3
INTA331	Interior Architecture: Intermediate Problems (EP)	3
INTA332	Retail Design & Brand Design (EP)	3
INTA333	INTA AutoCAD.	3
INTA385	Architecture & Communication Skills 3	3
INTA390	Sustainability: LEED & Detailing	3
INTA431A	INTA Senior Thesis Problem (EP)	3
INTA431B	INTA Senior Thesis Problem (EP)	3
INTA432A	INTA BFA Survey	3
INTA432B	INTA Advanced Problems (EP)	3

Foundation Studio Courses		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective		3
<i>Fulfilled with 300 or 400 level ACD course</i>		
Distribution Requirements		
Humanities or Cultural Studies		3
Quantitative Reasoning		3
Social or Natural Science		3
Open Liberal Arts elective		3
Writing Requirements		
LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive		<i>Fulfilled with any non-Writing & Inquiry course</i> 3

Additional Requirements		Credits
Studio Elective Courses		
4 Open Studio electives		12
Professional Practices		
PPEL398A/398B/398C Professional Practices		3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Jewelry+Metals (MET)

Major Studio Courses

		Credits
MET200	Jewelry & Metals Core*	3
MET201	Jewelry & Metals Core*	3
MET249	Introduction to Jewelry & Metals	3
MET2XX	Jewelry & Metals Studio Elective	3
MET300	Jewelry & Metals Core*	3
MET301	Jewelry & Metals Core*	3
MET3XX	Jewelry & Metals Studio Elective	3
MET400	Jewelry & Metals Core*	3
MET401	Jewelry & Metals Core*	3
CDE200	Creative Process and Material Studies	3
CDE201	Language of Materials	3
CDE300	Digital Surface & Image (EP)**	3
CDE301	Digital Modeling & Making	3
CDE400	BFA Research & Thesis	3
CDE401	BFA Exhibition & Portfolio	3

*Jewelry + Metals Core

Six topics are required for graduation and are offered in a rotation:

Alternative Metals
 Casting
 Fabrication
 Flatware
 Forming
 Jewelry Concepts
 Mechanisms
 Production
 Setting
 Surface

Foundation Studio Courses

		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses

		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective <i>Choose one below</i>		3
ACD376	American Craft History	
ACD462	Design & Craft in Modern Culture	

Distribution Requirements

Humanities or Cultural Studies	3
Quantitative Reasoning	3
Social or Natural Science	3
Open Liberal Arts elective	3

Writing Requirements

LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive	<i>Fulfilled with any non-Writing & Inquiry course</i>	3

Additional Requirements

	Credits
Studio Elective Courses	
5 Open Studio electives	15
Professional Practices	
PPEL398A/398B/398C Professional Practices	3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Life Sciences Illustration (LSI)

Major Studio Courses

		Credits
GDS265	Design for Communication I	3
GDS266	Design for Communication II	3
LSI114	Principles of Biology I	3
LSI115	Principles of Biology II	3
LSI250	Anatomy for the Artist	3
LSI253	Natural Science & Zoological Illustration (EP)	3
LSI254	Intro to Digital Biomedical Illustration (EP)	3
LSI260	Line: Information Visualization	3
LSI264	Digital Color: Style & Representation in Science (EP)	3
LSI345	Introduction to 3D Modeling	3
LSI346	Introduction to 3D Design	3
LSI356	Surgical Illustration	3
LSI357	Cellular & Molecular Illustration	3
LSI359	Interactive Narratives	3
LSI405	BFA Thesis Research	3
IME401	BFA Thesis & Exhibition	3

Foundation Studio Courses

		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses

		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective		3
<i>Fulfilled with 300 or 400 level ACD course</i>		
Distribution Requirements		
Humanities or Cultural Studies <i>Fulfilled by</i>		NA
*LSI116	Anatomy & Physiology I (BIO116, CWRU) <i>or</i>	
*LSI117	Anatomy & Physiology I (BIO117, CWRU) <i>or</i>	
CWRU Science elective		
Quantitative Reasoning		3
Social or Natural Science <i>Fulfilled by</i>		NA
LSI114	Principles of Biology I	
Open Liberal Arts elective <i>Fulfilled by</i>		NA
LSI115	Principles of Biology II	

Writing Requirements

LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive <i>Fulfilled by</i>		3
LLC213	Writing for the Sciencesw	

Additional Requirements

	Credits
Studio Elective Courses	
4 Open Studio electives	12
1 of which may be a CWRU science elective	
Science Elective Courses	
3 CWRU Science electives	9
*two of which may be Fulfilled with LSI116 or LSI117	
Professional Practices	
PPEL398A/398B/398C Professional Practices	3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Painting (PTG)

Major Studio Courses

		Credits
PTG221	Introduction to Painting History	3
PTG232	Beyond Observation	3
PTG333	Painting After the Photo	3
PTG335	Constructing Narratives	3
PTG421	Senior Studio: BFA Research	3
PTG422M	Painting Seminar: Contemporary Issues in Painting	3
VAT200	Image & Form I	3
VAT202	Image & Form II: Reproducibility: 2D OR 3D	3
VAT300	Aesthetics, Style, & Content	3
VAT327	Hybrid Approaches to Drawing & Painting: Digital Media	3
VAT400	The Role of the Artist as Producer (EP)	3
VAT493	BFA: Statement & Exhibition	3
VATXXX	3 VAT Studio Electives (from outside the major)	9

Foundation Studio Courses

		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses

		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective		3
<i>Fulfilled with 300 or 400 level ACD course</i>		
Distribution Requirements		
Humanities or Cultural Studies		3
Quantitative Reasoning		3
Social or Natural Science		3
Open Liberal Arts elective		3
Writing Requirements		
LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive <i>Fulfilled with</i>		3
LLC373W	Art of the Personal Essay	

Additional Requirements

	Credits
Studio Elective Courses	
5 Open Studio electives	15
Professional Practices	
PPEL398A/398B/398C Professional Practices	3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Photography (PHV)

Major Studio Courses		Credits
GDS200	Graphic Design for Non-Majors	3
PHV201	Photo 2: Digital Photo Imaging	3
PHV267	Photo Major 2.1 Narrative Structures	3
PHV268	Photo Major 2.2 Sophomore Seminar	3
PHV270	Fine Art Silver Print	3
PHV292	Fundamentals of Studio Lighting	3
PHV295	Photo 1: Introduction to Photography	3
PHV297	Digital Cinema 1: Screen Grammar	3
PHV325	Photo Major 3 credits.1 Contemporary Color: Theory & Practice	3
PHV330	Photo Major 3 credits.2 Visual Thinking	3
PHV350	Photo Archive, Book & Portfolio	3
PHV395	Photo 3: advanced Digital Projects	3
PHV495	Photo Major; 4.1 BFA Thesis & Research	3
PHVXXX	2 PHV Studio Electives	6
IME402	BFA Thesis & Exhibition	3

Liberal Arts Courses		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective	<i>Fulfilled with</i>	3
ACD248	History of Photo Survey	

Distribution Requirements		Credits
Humanities or Cultural Studies		3
Quantitative Reasoning		3
Social or Natural Science		3
Open Liberal Arts elective		3

Writing Requirements		Credits
LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive	<i>Fulfilled with any non-Writing & Inquiry course</i>	3

Foundation Courses		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Additional Requirements		Credits
Studio Elective Courses		
4 Open Studio electives		12
Professional Practices		
PPEL398A/398B/398C Professional Practices		3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Photography (PHV): Video + Digital Cinema Track

Major Studio Courses

		Credits
GDS200	Graphic Design for Non-Majors	3
PHV201	Photo 2: Digital Photo Imaging	3
PHV240	Experimental Film & Video Art	3
PHV267	Photo Major 2.1 Narrative Structures	3
PHV268	Photo Major 2.2 Sophomore Seminar	3
PHV292	Fundamentals of Studio Lighting	3
PHV295	Photo 1: Introduction to Photography	3
PHV297	Digital Cinema I: Screen Grammar	3
PHV32	Photo Major 3 credits.1 Contemporary Color: Theory & Practice	3
PHV330	Photo Major 3 credits.2 Visual Thinking	3
PHV341	Documentary Video	3
PHV397	Digital Cinema II	3
PHV422	Advanced Video & Digital Cinema Projects (EP)	3
PHV495	Photo Major; 4.1 BFA Thesis & Research	3
PHVXXX	1 PHV Studio Elective	3
IME211	Sound Design Fundamentals	3
IME402	BFA Thesis & Exhibition	3

Liberal Arts Courses

		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective	<i>Fulfilled with</i>	3
ACD248	History of Photo Survey	
Distribution Requirements		
Humanities or Cultural Studies		3
Quantitative Reasoning		3
Social or Natural Science		3
Open Liberal Arts elective		3
Writing Requirements		
LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive	<i>Fulfilled with any non-Writing & Inquiry course</i>	3

Foundation Courses

		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Additional Requirements

	Credits
Studio Elective Courses	
3 Open Studio electives	9
Professional Practices	
PPEL398A/398B/398C Professional Practices	3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Printmaking (PRI)

Major Courses

		Credits
PRI200	Print: Image Construction I: Line & Sequence	3
PRI201	Print: Image Construction II: Form & Color	3
PRI376	Expanded Print: New Media & Imaging	3
PRI377	The Liberated Print: (Multiple/One) Investigation of Alternative Methods (EP)	3
PRI440	Propaganda, Media, Dissemination (EP)	3
PR445	Contemporary Issues in Printmaking	3
PRI450	Printmaking: Advanced Topics	3
PRI232/332/432	The Artist's Book Now: Narrative & Form	3
VAT200	Image & Form I	3
VAT202	Image & Form II: Reproducibility: 2D OR 3D	3
VAT300	Aesthetics, Style, & Content	3
VAT327	Hybrid Approaches to Drawing & Painting: Digital Media	3
VAT400	The Role of the Artist as Producer (EP)	3
VAT493	BFA: Statement & Exhibition	3
VATXXX	2 VAT Studio Electives (from outside the major)	6

Foundation Courses

		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses

		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective		3
<i>Fulfilled with 300 or 400 level ACD course</i>		

Distribution Requirements

Humanities or Cultural Studies	3
Quantitative Reasoning	3
Social or Natural Science	3
Open Liberal Arts elective	3

Writing Requirements

LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive	<i>Fulfilled with</i>	3
LLC373W	Art of the Personal Essay	

Additional Requirements

	Credits
Studio Elective Courses	
4 Open Studio electives	12
Professional Practices	
PPEL398A/398B/398C Professional Practices	3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Sculpture + Expanded Media (SEM)

Major Courses

		Credits
CDE301	Digital Modeling & Making	3
SEM231	Intro Sculpture & Expanded Media	3
SEM232	Intro Sculpture Fabrication	3
SEM236	Time-Based Strategies	3
SEM429	BFA Research	3
SEM430	BFA Reseach & Exhibition	3
SEMXXX	2 SEM Studio Electives	6
VAT200	Image & Form I	3
VAT202	Image & Form II: Reproducibility: 2D OR 3D	3
VAT300	Aesthetics, Style, & Content	3
VAT400	The Role of the Artist as Producer (EP)	3
VAT493	BFA: Statement & Exhibition	3

Foundation Courses

		Credits
FNDN110L	Safety Lab	0
FNDN110	2D Design	3
FNDN111	3D Design	3
FNDN120	Digital I	3
FNDN121	Digital II	3
FNDN130	Observational Drawing	3
FNDN131	Life Drawing	3
FNDN140	Freshman Elective	3

Liberal Arts Courses

		Credits
Art, Craft & Design (ACD) History Requirements		
ACD150	Critical Issues in Visual Culture	3
ACD250	Themes & Movements in Art Design History	3
Topics in Contemporary Art, Design & Media		3
<i>Fulfilled with 300 level ACD course</i>		
Open ACD elective	<i>Fulfilled with</i>	3
ACD486	Media Arts & Visual Culture	
Distribution Requirements		
Humanities or Cultural Studies		3
Quantitative Reasoning		3
Social or Natural Science		3
Open Liberal Arts elective		3

Writing Requirements

LLC101	Writing & Inquiry I: Basic Composition Contemporary Ideas	3
LLC102	Writing & Inquiry II: Research & Intellectual Traditions	3
LLC203	Writing & Inquiry III: Narrative Forms	3
Writing Intensive	<i>Fulfilled with</i>	3
LLC373W	Art of the Personal Essay	

Additional Requirements

	Credits
Studio Elective Courses	
7 Open Studio electives	21
Professional Practices	
PPEL398A/398B/398C Professional Practices	3

120 Credit Hours

Notes:

A minimum of 3 credits of **Engaged Practice (EP) are required for graduation, through courses, internships, or independent pathways. EP courses are noted on advising worksheets and in the catalog and semester schedules, with an (EP) following the course title.

An optional 3 credit summer internship may be taken after the sophomore year.

Section 9: Course Catalog

BY ACADEMIC DEPARTMENT:

Animation	Liberal Arts: Art/Craft/Design History + Theory
Ceramics	Liberal Arts: Humanities/Cultural Studies
Craft + Design	Liberal Arts: Literature, Language + Composition
Drawing	Liberal Arts: Qualitative Reasoning
Foundation	Liberal Arts: Science + Natural Studies
Game Design	Life Sciences Illustration
Glass	Painting
Graphic Design	Photography + Video
Illustration	Printmaking
Industrial Design	Professional Practices + Engaged Learning
Integrated Media	Sculpture + Expanded Media
Interior Architecture	Visual Arts
Jewelry + Metals	

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Art/Craft/Design History + Theory

Critical Issues in Visual Culture

ACD 150

This discussion-style course will introduce students to the following: critical theories and methods of analysis for interpreting modern and contemporary visual art and culture; major themes in visual culture, including trends and issues specific to design.

3 credits.

Themes and Movements in Art and Design History

ACD 250

This course examines significant developments and themes in art and design history from the pre-modern through modern periods. While selected movements, chronologies, and works from standard surveys of art history will be touched upon where pertinent, the course will take varied approaches to overarching debates, narratives, and theories: e.g., the persistence of classicism and its continued symbolic meaning in art, architecture, and the city; and the representation of the body since antiquity; and social and political identity and visual expression. **3 credits.**

Visual Culture and the Manufacture of Meaning

ACD 305

This course will introduce students to critical theories and methods of analysis for interpreting contemporary visual art and culture. Topics include: formalism and stylistic analysis; semiotics and structuralism; Marxist theory; biography; psychoanalytic theory; feminist analysis and gender studies; postcolonial theory; post-structuralism and postmodernity; and media arts studies (electronic/digital technologies). Select interpretive frameworks employed in the “manufacture of meaning” will be situated historically and discussed fully and critically, using seminal writings. Required for Visual Culture Emphasis. Fulfills post-1960s art history requirement. **3 credits.**

Cinematic Time after 1960

ACD 320

What does a cinematic image of time look like? Why did this question suddenly seem pressing after the Second World War? How has cinematic time been explored by filmmakers and artists in the past 50 years? What possibilities does this exploration open up? These questions will guide our investigation of cinematic time since 1960. We will consider a wide range of films and moving image media in which time takes on strange qualities--where the emphasis is on what is happening in the image, rather than on what has happened or will happen in the next shot. \$25 course fee required. Fulfills post-1960s art history requirement.

3 credits. Formerly ACD 320X.

Race and Representation in Contemporary Art and Culture

ACD 321

This seminar-style course considers the relationship between race and representation in visual art and culture during the last three decades using contemporary methods including multi-culturalism and postcolonial theory. We will discuss and analyze examples of contemporary art as well as popular culture drawn from advertisements, animation, film, the internet, installation and performance art, sculpture, photography, television, and video. The focus will be on American culture, but discussions will also include the cultural contexts of Africa, the Caribbean, Europe, and Latin America. In addition to the primary focus on the representation of race, questions of class, sexuality, and gender will also be considered. Questions to be addressed include: Is race largely a biological or cultural phenomenon? How are “white” and “mixed-race” understood as racial categories? How have artists of different races dealt with racial identity and representation? Do popular media such as commercial advertisements and music videos convey prevailing notions of racial stereotypes? Visual Culture Emphasis course. Fulfills post-1960s art history requirement. **3 credits.** Formerly ACD 420.

Social Cinemas: Politics of Representation and Engagement

ACD 322

Social is a term used to describe all kinds of art and media today including social media, social practice, and activist media directed toward “social change.” This course examines film and video work that demands we think carefully about how the social is defined and represented as an idea, an experience, and a world (or worlds). We will begin by considering Jean Vigo’s call for a new “social cinema” in the 1930s. We’ll consider how experimental and avant-garde film functioned as a means for organizing social worlds and expressing social critique. We’ll ask what Stan VanDerBeek might have meant when he described the rise of a “new social media consciousness” in 1974. And finally we’ll look at how contemporary filmmakers and video artists respond to the way the Internet has changed our relationships to one another and to the events that shape our sense of how the larger social world is structured and defined. May be applied as an art history elective, post-1960s art history elective, or humanities/cultural studies elective. Visual Culture Emphasis course. **3 credits.**

African American Art

ACD 334

This course covers African American art from the late 1700s to the present emphasizing the formal qualities of art as well as the social and cultural contexts within which it was created. Lectures and assigned readings are drawn from the scholarship of art history, literature, anthropology and history. We examine works by U.S. Artists of African descent and others who engage aspects of African American life and culture. Visual Culture Emphasis course. **3 credits.**

Modernism in Latin America

ACD 343

Whether one considers constructivist sculpture, architectural design, photography, painting, printmaking or decorative arts, much of the 20th century art production in Latin America countries is best understood in terms of the struggle to assimilate, redefine and/or resist styles and concepts of “modernism.” In this course, we will consider how 20th century Latin American art and artists have been interpreted vis-a-vis trends in Europe and the United States, paying particular attention to how issues of cultural and economic exploitation created unique types of personal and national identity. In addition to analyzing the works of such well-known artists as Diego Rivera, Frida Kahlo, David Alfaro Siqueiros, Jose Clemente Orozco, Wifredo Lam and Oscar Niemeyer, classes will be arranged thematically to better explore developments in various media and to draw distinctions among the arts of various countries, especially Mexico, Puerto Rico, Cuba and Brazil. Visual Culture Emphasis course.

3 credits.**Advertising and Consumer Culture**

ACD 347

This course will examine advertisements in the print media with respect to various elements, including: economic and social class; race; ethnic identity; age; gender; and sexuality. The course begins with an introduction to the method of analysis called semiotics, the techniques of which will be used to determine how advertisements convey their messages and how they address themselves to particular consumers. In addition to the elements outlined above, we will discuss several recent controversial issues. While this course will not center on a history of advertising, it will treat the historical place of print advertising in capitalist consumer culture. Interventionist tactics by various artists that attempt to subvert the economic and ideological function of ads will also be examined. Visual Culture Emphasis course. Fulfills post-1960s art history requirement.

3 credits. Formerly ACD 448.**The Body: Tradition, Transformation, Transgression**

ACD 359

This seminar-style course will explore one of the most important themes of twentieth-century visual art: the body (male and female). We will discuss a complex range of ideas and values associated with the nude (and naked) body as it has been re-presented in 20th c. photography; painting; sculpture/installation; performance and body art; and video. While the “great tradition” of the nude will be introduced, the course will focus on art produced since the 1950s (from the late modern to the postmodern era). Among other topics, we will study the visual body as a representational site for the self; for erotic desire; for the political position of women; and for formal experimentation. We will look at art that presents bodies which are very much outside tradition: i.e., bodies that are sick, decaying, dying, dead, aging, obese, androgynous, deformed, etc. Topics and terms of analysis will include: the traditional nude; feminist critiques of sexism; voyeurism; “exploitation,” “obscenity,” and censorship; objectification (gaze theory) sexuality; the nude self-portrait and portrait; parody and quotation; the female nude and modernism; Kenneth Clark’s nude-naked (ideal-real) dichotomy; identity and performance; and formal aestheticizing of the body. Visual Culture Emphasis course. Fulfills post-1960s art history requirement.

3 credits. Formerly ACD 458.**World Cinemas**

ACD 374 / HCS 374

Writing on film aesthetics in 1930, a year marked by global financial crisis and mounting political conflict, Béla Balázs did not feel it was possible to speak of the “people of the world.” But if that day were ever to arrive, he predicted, film would be there “ready and waiting to provide the universal spirit with its corresponding technique of expression.” Today we talk about how technology has altered the world, making it feel smaller and infinitely expanded at the same time. But can we still say film holds the promise of universal expression? If not, what does it promise now? What, in other words, do film’s techniques of expression correspond to in our contemporary world?

In this course, we will spend time looking carefully at cinematic technique in films produced all over the world during the course of the medium’s history. At the same time we will also look carefully at the ideas and fantasies that animate “world cinema” as a label for certain kind of films without taking for granted that this phrase always means or has meant the same thing. Why do some critics and theorists embrace this term while others find it inadequate, a bad fit, something in need of qualification or replacement? What corrections and critiques have these writers offered? How do their observations change the way we see film technique and our own unexamined assumptions about how film makes the world available to each of us as viewers? May be applied to fulfill the non-western art history requirement.

\$25 course fee required. **3 credits.**

Formerly ACD 374X / HCS 374X.

American Crafts History

ACD 376

This course will necessarily focus on American crafts. However, an effort will be made to incorporate other expressions (especially non-western) into the mix too. For example, there are readings in Adamson on the Scandinavian slöjd system, Bauhaus aesthetics, the Japanese concept of mingei, the Indian notion of svadharma, the Mande blacksmiths of West Africa, and subversive (feminist) stitchery, in addition to writings by Anni Albers, Karl Marx, Frank Lloyd Wright, Ellen Gates Starr, George Nakashima, Carole Tulloch, Garth Clark, and many more. Visual Culture Emphasis course. **3 credits.**

Issues in 20th and 21st Century Art: Research, Engagement + Politics in Contemporary Art

ACD 380

This joint course between CIA and CWRU will revolve around the main issues and questions of late 20th and 21st century art, namely:

- What is Contemporary? Possible definitions and conceptual revisions.
- Theory versus Praxis, or a more combined Art + Research model?
- Art as a thinking process | Thinking as a creative process (following the contemporary, and truly trans-historical model: “art as research” and “research as art”)
- The dynamic inter-relationship of different media, and fields of study (as in installation art, and Krauss’s “post-medium condition”).
- The anxiety of interdisciplinarity (an inquiry and examination of the efforts, as well as the resistance, towards such approach).

Artists, for the most part, no longer define themselves as medium-specific, but primarily as visual artists and researchers. Fluidity among media is currently explored in a philosophical and artistic positioning that regards indeterminacy, uncertainty, and even ambiguity as positive and productive values.

Inter/Cross/Trans/Multi are, therefore, welcomed prefixes and defining elements of an artistic discourse that aims at moving beyond established categories.

Interdisciplinarity involves the combining of two or more disciplines into one activity, and it entails creating something new by crossing or thinking across boundaries. This might generate a sense of anxiety, which reflects the territorialization quite prevalent in academic and artistic arenas.

More than specifically or strictly answering these main questions, the course will attempt to open channels for exchange, debate, and discussion, raising awareness about the most relevant and pressing issues in the 21st Century Art.” Fulfills post-1960s art history requirement. **3 credits.** *Formerly ACD 380X.*

Art & Its Social Life in Madagascar

ACD 382 / HCS 382

Madagascar is a large island in the Indian Ocean, just southeast of the African mainland. Artistic practice in Madagascar is very distinctive, being informed by a unique blend of the 20 different ethnic groups on the island and a broad division between rural (animist, or ancestral cultures) and urban lifestyles. This course explores a range of Malagasy arts, giving particular attention to the forms these arts take, the processes of their production and the relations they maintain to the island’s social and cultural lives. Throughout the course, readings and discussions will be supplemented by images, videos and collected art. Students will be asked to analyze the various Malagasy art forms and the processes that go into their production, as well as to think critically about the relations these aesthetic practices have with Malagasy socioculture. **3 credits.** *Formerly ACD 379X/HCS 379X.*

Conceptual Art

ACD 383 / HCS 383

This theme-based art history course is designed to give students an in-depth, semester-long investigation into the art movements and ideas that informed Conceptual Art’s development in the 1960s and 1970s as well as its impact on contemporary art making in the decades that followed. This course will cover, but not be limited to, the so-called heyday of Conceptual Art in the 1960s and 1970s, a focus on which would otherwise reinforce the traditional modernist art historical framework that defined styles in part by limiting them to a specific time period. Significant time in the class will be devoted to investigating examples of conceptually-informed art created in the 1980s, 1990s and the early 21st century, underscoring the impact of Conceptual Art’s legacy for art, craft and design today. The course will investigate the philosophies that informed conceptual art that allowed artists to problematize the conditions and encounters with art; the conventions of its visuality, and the circumstances of its production. Visual Culture Emphasis course. Fulfills post-1960s art history requirement. **3 credits.** *Formerly ACD 483X / HCS 483X.*

Media Arts and Visual Culture: Installation

ACD 387

This course investigates the emergence, prominence and impact of the installation as a new medium in contemporary art. “Media arts” or “new media” include but are not limited to video and experimental film, performance, interactive art, digital media, and especially the installation, which itself embraces a wide range of media. We will focus on the growth of the installation from “environments” in the 1960s into a distinct artistic medium used widely since the 1980s. We will discuss the work of many recognized artists and some less familiar artists from around the world as well as corresponding theories of media within the broader field of visual culture. Using a wide range of installations as examples, particular attention will be given to the implications

that new media, especially digital media, have for the creative process and the critical social issues that they raise. Visual Culture Emphasis course. Fulfills post-1960s art history requirement. **3 credits.** *Formerly ACD 486.*

Media Arts & Visual Culture: Interactive Zones

ACD 388

What is “interactivity”? A recent publication is titled Total Interaction, but what does that mean? In this course we will look closely at the history, theory, and practice of the interactive as a facet of contemporary art, design, and media culture. We will explore thematic zones or territories of the interactive both real and imagined, including: cybernetic systems, sci-fi and popular culture, visionary design, interactive animations and massive multi-player games, convergent technology, responsive environments, and “A.I.” (i.e., artificial intelligence). A previous course in modern and contemporary art or visual culture is assumed for all participants. Visual Culture Emphasis course. Fulfills post-1960s art history requirement. **3 credits.** *Formerly ACD 488.*

From the Front Row

ACD 389 / HCS 389

Does writing about a film mean something different from writing other things? What is cinematic representation? Cinema is a cultural phenomenon but what do we mean when we say such a thing? Is film a language? What is critical theory? The aim of the seminar is to encourage undergraduate students interested in cinema to develop better written and verbal skills within the context of a broader field of cinema studies. Students will debate the essence of cinema and acquire a framework for understanding its formal qualities. In the process, they will learn to experience film as a visual language, explore its similarities to other arts, and analyze its relation to critical dialogue. FROM THE FRONT ROW; Cinema and An Approach to Critical Writing is divided into three sections or thematic discussions with each section intended to follow one another

to provide a cumulative sense of the field of study. Some cross-reference is required to initiate debate and discussion. May be applied as Post 1960s art history course. **3 credits.**

Art History, Theory, Criticism Emphasis Senior Research Paper

ACD 415

Research paper required of seniors pursuing the Visual Culture Emphasis. Not open as an elective. Offered spring. Pass/fail. **3 credits.**

Issues in Design: Theory and Culture of Design

ACD 416

What exactly is the “culture” of design? We will explore the interdisciplinary aspects of contemporary design practice and theory in relationship to the complexities of culture and society, especially with respect to urban environments. We will move from conventional considerations of the history of modern and postmodern art and design, to a broader contemporary understanding of design with respect to globalization, consumerism, technological change, sustainability, infrastructure, city planning, urban design and alternative trends. Visual Culture Emphasis course. Fulfills post-1960s art history requirement. **3 credits.**

History of Photography Survey

ACD 421

This is a photo historical survey course. Lectures are presented on leading photographers throughout the history of photography from its earliest beginnings to the present within a context of cultural, art historical, social and political trends. Students develop skills in critical thinking, writing and research through lectures, group discussions, reading and writing assignments along with the production of a comprehensive research paper. Required of Photography Majors. ACD or open liberal arts elective. Offered fall. Visual Culture Emphasis course. **3 credits.** *Formerly ACD 348.*

An Introduction to African Art

ACD 422

This art history course provides an introduction to the visual art traditions of sub-Saharan Africa from ancient cultures to the present. Lectures and readings are drawn from art historical scholarship as well as from other disciplines (anthropology, archaeology, visual culture studies) that provide a sense of the social, political and religious contexts within which the art was created and used. The study of African art from a Western perspective presents questions that are covered in class: When and under what circumstances did “Africa” as a concept emerge? Did Africans consider their works “art” in the same sense that Westerners use that term? How did Western museums acquire African art and how does that inform the way we understand African works? In what ways did colonialism, the spread of Islam and Christianity, pan-Africanism and post-colonial movements affect artistic production? How do we understand modernism in an African context? Fulfills non-western or cross-cultural art history requirement. Visual Culture Emphasis course. **3 credits.** *Formerly ACD 358.*

Indigenous Cultures: The Inca, Aztec and Maya

ACD 460 / SNS 460

This will be a lecture based, Anthropology course that focuses on the three major civilizations of Pre-Hispanic Latin America; the Aztec, Maya, and Inca. We will study the three civilizations to understand the complexity of New World cultures, and to understand what their legacy to the Americas is today. Apply as social or natural science or non-western art history elective. **3 credits.** *Formerly Pre-Hispanic Civilizations: The Aztec, the Maya, the Inca; ACD 360/SNS 360.*

Design and Craft in Modern Culture

ACD 462

This course is an introduction to graphic and three-dimensional design from the Industrial Revolution to the present. We will examine modern and contemporary artists, styles, and objects across the design and craft disciplines, including finely crafted furniture and other objects designed for public and private spaces (architectural details and ornamentation, wallpaper, textiles, lamps, kitchenware, etc.); decorative objects such as ceramics, metalwork, and glass; objects of mass production and consumer culture (cars, trains, cameras, corporate and residential furnishings, electronic goods, etc.); art posters, private press books and illustrations, and innovative forms of communication graphics. Special consideration will be given to the social and cultural meanings of objects, issues related to the design and craft fields as professional occupations, and the art historical and theoretical relationships of the various design and craft disciplines beyond medium (material) specific concerns. Visual Culture Emphasis course. **3 credits.** Formerly ACD 363X.

Exhibition Theory and the Culture of Display

ACD 463

While fundamental theories of exhibition design are applicable to exhibiting art in a variety of public and private places, there are considerations of philosophy and methodology that are unique to this field. This course is designed to give students preparing for careers in the arts an understanding of those philosophies and exposure to the practical techniques that have been proven useful by people in the field. The required text book title suggest that the course will focus on contemporary visual display strategies but consistent applications will be made to explore gallery and museum standards. Visual Culture Emphasis course. **3 credits.** Formerly ACD 363X.

Art of China

ACD 465

The primary goal of this course is to explore the art and culture of China (including mainland China and Taiwan). Political, religious, social, and visual aspects of the art will be stressed in class. In order to understand Chinese art and civilization, we will look at art objects from terra-cotta pottery of the Neolithic period, bronze vessels, Buddhist murals and sculptures of the Tang era, literati paintings and imperial tastes of medieval China up to contemporary art. Subjects such as women artists and performing arts will be also discussed in this course. As the semester progresses, some additional readings may be assigned. Visual Culture Emphasis course. **3 credits.** Formerly ACD 365.

Asian Art Survey

ACD 472

This course serves as a “survey” or a window for the art of multiple cultures. This lecture/exercise/discussion-style course explores the art and visual culture of Asia, focusing on India, Japan and China. Political, religious, social, and visual aspects of the art will be stressed in class. In order to understand the art and civilization of these three countries, we will look at art objects ranging from ancient archeological finds, medieval architecture to modern and contemporary art. Subjects such as women artists, performing arts and animation will also be discussed in this course. The content of this course will be generally divided into pre-Modern, Modern & Contemporary eras in which art and visual culture will be discussed with geographic perspectives. As the semester progresses, some additional readings and films may be assigned. Each student is encouraged to find examples learned in this course and apply them to his/her intellectual development. Visual Culture Emphasis course. **3 credits.** Formerly ACD 372.

Art of East Asia

ACD 473

This lecture/discussion-style course is to explore the art and visual culture of East Asia, focusing on Japan and China. Political, religious, social, and visual aspects of the art will be stressed in class. In order to understand art and civilization of these two countries, we will look at art objects from ancient archeological objects, medieval architecture to modern and contemporary art. Subjects such as women artists, performing arts and animation will be also discussed in this course. Visual Culture Emphasis course. Fulfills non-western art history requirement. **3 credits.** Formerly ACD 373X.

India: Culture & Society

ACD 480 / SNS 480

Once the jewel in the crown of the British Empire, India has some 5,000 years of artistic tradition and architectural heritage. This course focuses on the essential role of the visual in India’s ancient and modern cultural and religious traditions. The creation and nature of visual imagery are explored in sculpture, temples, palaces, persons, symbols, times and places. From bustling cities to remote villages and pilgrimage sites, from beggar to Brahmin to Hindu gods and goddesses, the course explores the “divine image” in India. Fulfills non-western art history requirement. **3 credits.** Formerly ACD 380X / SNS 380.

Japanese Visual Culture: Where Modernity Meets Tradition

ACD 485

This course will explore all aspects of Japan’s visual culture, island by island, theme by theme. Special attention will be devoted to Japan’s major cities, and the most important cultural sites, including temples, shrines, gardens, and parks. We will discuss the history of Japan, traditional Japanese culture, and current Japanese pop culture. Student assignments will focus on the history of Japanese illustration, including ukiyo-e, manga, and anime. The course lectures will introduce these topics, as well as present an examination of all traditional Japanese art forms, from temple architecture to the tea ceremony. **3 credits.** Formerly ACD 386X.

Animation

Concept Development I

ANIM 201

A core requirement to learn digital painting in motion, scene design, character development, technical direction, and related animation production pipeline standards for developing animated stories, shorts, films, and animated cinematography. This course examines the media production requirements for animation students in applied professional studios. This course serves to develop the animator's core mechanics and vocabulary in the broad areas of animation integrated workflow (story conception, storyboarding, animatics, motion studies, character flow and design, scene, set, and props (look artists), technical direction, and summary of post-production flow) to meet industry expectations and professional output. Offered spring. **3 credits.**

Intro to Animation

ANIM 209

The goal of this class is to gain a basic understanding of the fundamentals of movement, timing and rhythm and how they convey mood and character, even in the most abstract sense. Animation is the artificial movement of an otherwise static object. By moving that object incrementally - whether by position, color, shape, size, etc., we can create movement. By syncing that movement to sound, we emphasize the movement and create further depth and meaning. Required materials: A 7200 rpm hard drive. Offered fall. **3 credits.**

Drawing for Animation

ANIM 220

Drawing for Animation is an essential course for anyone who is interested in visual storytelling. This course will teach students how to draw ideas, actions, and gestures that effectively communicate a story. Students will draw from live models in costumes, animals in motion, and create characters that capture storytelling poses. An emphasis will be placed on exaggeration, silhouetting, line of action, balance, and gesture: all of which are needed to communicate a character's attitude and story. This course is highly recommended for animators and illustrators. Offered fall. **3 credits.**

Acting + Directing

ANIM 231

Acting & Directing is an intense production course designed for aspiring art directors, screenwriters, and actors who wish to pursue a career in film and/or animation. The course requires both performance and cinematic practice. Directors will create and produce short scenes taking on the full responsibility of creating clear communication using the audio/visual language of cinema and focusing on the developing and execution of performance on screen. Beyond just holding the responsibility of successful execution of a project, directors will also switch roles with the actor, working from the other side of the lens to better understand the acting process and what kind of specific direction an actor needs to perform according to another director's vision. Open elective. **3 credits.**

Experimental Animation

ANIM 240

This course will introduce students to the history and experimental techniques used in the animation industry. Students will learn how to bring stories to life through stop-motion, charcoal drawings and mixed-media animation. Students will learn how to build sets, rig puppets, and use technology such as the green screen/ lighting studio and cameras. This course serves as a great introduction to non-traditional animation for students who are interested in bringing physical materials to life. Offered spring. **3 credits.**

Intro 3D Animation: Character

ANIM 307A

This is an introductory course in 3D animation as an art form, with an intensive focus on the use and development characters in animation. Successful animation breathes life into motion with clear communication of thought, emotion, narrative or experience. Any moving object is a "character" in film or animation. We will hold regular discussions and workshops on how the dialogue of an otherwise stagnant object changes and evolves when put to motion. Methods of instruction will consist of lectures, demonstrations, artist research, studio assignments, in-class lab time, and group critiques. **3 credits.**

Advanced 3D Animation

ANIM 308-408

Prerequisites: Intro to 3D Modeling and Intro 3D Animation.

Motion Graphics

ANIM 310

An advanced project-based course whose goal is to create finished broadcast- or web-ready animation or motion graphics pieces. Emphasis will be on learning After Effects. This course covers contemporary issues in motion graphics and broadcast design. In this class, students will visualize, develop, and realize various creative solutions for tasks in 2D and 2.5D animation projects. Concept development, visual storytelling, montage theory, typography, sound design, and principles and meanings of movement will be explored. Ultimately, the student will be expected to produce two complete pieces. **3 credits.**

Narrative Production I

ANIM 313

This course will focus on students working in teams to create assets in the pre-production phase of development for an animated short film. This will include story development, asset development (character design, environment design, prop design, color scripting, 3D modeling, rough animation and 2D and or 3D character rigging).

Tools students need include: drawing materials, working knowledge of Maya, working knowledge of Adobe Animate, TVPaint or Toon Boom Harmony; working knowledge of film and cinematic language; working knowledge of digital painting using Adobe Photoshop. Books and supplies to be determined by instructor. **3 credits.**

* While there is not a prerequisite course for this class, juniors must exhibit knowledge in these areas gleaned from courses that were taught during their sophomore year. Required for all junior Animation majors.

Narrative Production II

ANIM 313A

This course will focus on the production and post production phases of the animated film that was begun the previous semester in Narrative Production I. This includes 2D or 3D Animation, Lighting/Texturing, Editing, Compositing, Special FX Animation and Sound Production. Tools students will need include: working knowledge of Maya, working knowledge of Adobe Animate, TVPaint or Toon Boom Harmony; working knowledge of film and cinematic language; working knowledge of Adobe After Effects. Required for all junior Animation majors. Prerequisite: ANIM 313 credits. Books and supplies to be determined by instructor. **3 credits.**

Intro to 3D Modeling

ANIM 345

The course is designed to cover concepts in digital 3D organic and device model construction, whereby the virtual models designed are rendered and composited for 2D illustration purposes to solve specific conceptual problems. The subject matter within the Game Design curriculum reflects the development of characters, game environments and specific assets for game development. Students outside the Game Design Major, are required to work with subjects appropriate to their major field of study for concept development and for long term portfolio objectives. Projects include concepts and workflow for constructing a virtual 3D surface by: (1) defining the visual problem within a concept sketch in pre-production, (2) utilizing specific introductory modeling methods to build the 3D illustration components, (3) the use of basic lighting and rendered materials, (4) export methods into Adobe Photoshop for augmentation, finishing and final illustration techniques and layout. Projects require the student to gain and improve upon conceptual skills, problem-solving in specific media situations (digital 2D & 3D) and technical proficiency at an introductory level in 3D modeling. **3 credits.**

3D Texture, Mapping, Digital Lighting

ANIM 347

This course is designed to cover concepts in digital application of texture maps for 3D game models rendered in a real-time 3D game engine. Optimization of textures maps, and materials, Poly count limits, and how to “bake” extremely high levels of detail into low detail models capable of being rendered in real-time, and the benefits of using “Levels of Detail” with static, and dynamic lighting concepts, design, and optimization. The use of toggle-able lighting, and attachment of lighting to game assets and players. The importance of creating immersive environments, capable of being walked through, and/or viewed from multiple, often unspecified angles of view. Projects include concept integration into technical production workflow for describing, and optimizing digital 3D surfaces for rendering in a real-time game engine; creating immersive environments that express mood, and narrative through the materials, and lighting. Projects require the student to continually improve upon conceptual problem solving, time management strategies, communication/presentation and technical skills. **3 credits.**

Community Projects: Animation Production (EP)

ANIM 350

Students will animate and provide art and production services for individual clients as well as for organizations in a professional studio setting. The course emphasizes the student’s development in problem solving, meeting client demands, communication skills, organization, effective time management and teamwork and collaboration. This course will be an introduction to real-world projects and challenges. Required of junior Animation majors. Open to electives with instructor’s permission. Fulfills Engaged Practice requirement. **3 credits.**

Animation: Internship (EP)

ANIM 399-499

Elective credit can be given on a case-by case basis for student internships developed through the Career Services Office, with advance permission of instructor and department chair. Fulfills Engaged Practice requirement.

2D/3D Compositing for Animation

ANIM 400

The course is designed to instruct students in the process and concepts of integrating 2D and 3D images from multiple digital sources into a single, seamless whole composite. The course will be examining tools, techniques and concepts which help to augment and compose digital space for sequences of images (still images, animations & video). Digital compositing is the manipulated combination of at least 2 or more sources of images to produce and integrated result. The course will use the process of compositing to demonstrate the following advanced concepts & techniques: digital compositing concepts, motion graphics integration, post production special effects, matte painting/masking, basic 2D rotoscoping and animation of different composited layers, depth and 2D space composites, 3D generated render passes, lighting and color correction for image synthesis and rendering with correct frame rate and aspect ratios. The fundamental concepts, principles and practices of time based digital compositing and rendering in order to establish a common aesthetic and technical language necessary to develop quality professional visual communications. Based primarily in the software program Adobe After Effects, students will immerse themselves in the making of integrated 2D works that are driven by medical/scientific, socially, culturally and research connected narratives. Offered spring. **3 credits.**

BFA Research + Preparation

ANIM 401

This course is structured to support the individual in shaping her/his own project and the production of all elements of the BFA Thesis, strong conceptual skills developed through a professional planning and a good researched idea are core to this process. Offered fall. **3 credits.**

Narrative Production III

ANIM 412

Students learn how to fully develop a narrative based concept for production. In this class, students will: 1. develop their ideas, 2. write a script based on those ideas, 3 credits. deconstruct their script in order to fully understand their proposed piece, 4. rewrite their script, 5. produce, review and edit storyboards, and finally, 6. produce, review and edit an animatic based on their storyboards. This is a project based learning experience designed to help students develop narrative based work, and will be especially helpful for seniors doing BFA project development. Offered fall.

3 credits.

Animation Portfolio Reel & Shorts

ANIM 420

This course is a requirement for Animation students but also recommended for any student interested in the entertainment industry. Students will build and present a professional portfolio while learning career search and interviewing skills. Students will have the opportunity to create animated shorts and refine their best work. Each student will leave this course with a professional portfolio and a demo reel in their area of expertise. Offered spring.

3 credits.

3D Modeling for Concept Vehicles 1

ANIM 454T

This course focuses on 3D Modeling for Concept Vehicles 1 (Automobiles, Sci-Fi, Fantasy & Tactical). For students focused on transportation, animation or game design, 3D modeling is essential in developing and translating ideas into data that can be used for industry applications.

Course content will provide a foundation in 3D modeling using rapid polygonal and hard modeling techniques. An emphasis will be placed on documentation of basic surfaces, designing around a package and/or free-form exploration in order to support Industrial Design (Transportation Track), Animation or Game Design content development for the auto and entertainment industries. Studio lab time will include lectures, demos, in-class exercises, project support and one-on-one instruction. Intro to 3D Modeling (Game/Animation) is required. Prior 3D modeling experience is helpful. Required of senior Industrial Design majors (Transportation Track), recommended for Animation and Game Design majors and open to any students. Offered fall.

3 credits.

3D Modeling for Concept Vehicles 2

ANIM 455T

This course is a continuation of 3D Modeling for Concept Vehicles 1 and is focused on vehicle modeling such as Automobiles, Sci-Fi, Fantasy and Tactical. For students focused on transportation, animation or game design, 3D modeling is essential in developing and translating ideas into data that can be used for industry applications.

This course will provide further instruction in 3D modeling using rapid polygonal and hard modeling techniques. An emphasis will be placed on documentation of basic surfaces, designing around a package and/or free-form exploration in order to support Industrial Design (Transportation Track), Animation or Game Design content development for the auto and entertainment industries. Studio lab time will include lectures, demos, in-class exercises, project support and one-on-one instruction.

Prior 3D modeling experience is required, specifically courses like Intro to 3D Modeling (Game/Animation). Required of senior Industrial Design majors (Transportation Track), recommended for Animation and Game Design majors and open to any students. Offered spring.

3 credits.

Ceramics

Ceramics Core

CER 200/300/400 and
CER 201/301/401

The Ceramics Core a series of courses that explore materials, skill building and ideation as they apply to the ceramic arts. Ceramics students will develop as artists, makers and designers through experimentation and the development of personal point of view and studio practice. Courses listed below or other approved courses as assigned by the department chair. 3 credits.

Ceramics Core: Architectonic Clay

This course will focus on creating works of ceramic sculpture and ceramic works that will be presented on the wall, floor or used as an architectural element or ornament such as public and domestic art projects and tile projects. We will cover basic ceramic fabrication to include, Large scale work in clay, The use of ceramic materials and construction techniques to create sculpture, tile making, press molding, use of the extruder, glazing and firing of gas and electric kilns. Lectures will include historical and contemporary works. Projects will include architecture-based work for domestic and public formats, experimental unfired solutions and two-dimensional pattern and design work, ceramic surface development, and all Ceramic traditions, which address subject matter outside of domestic utility. Clay is an easily accessible material that makes it ideal for creating both figurative and abstract works in any scale. The course will include some research and testing of sculpture bodies and surfaces.

Ceramics Core: Environment, Public & Private

Ceramics are everywhere you look. From the kitchen to bathroom, restaurant to train stations. This durable material is the backdrop to our lives. In this course, students will explore both ornament and the utilitarian. We will examine applications for architecture, home, commercial and public spaces. Applications include public commissions, community projects, outdoor sculpture, tile, murals, furniture and lighting.

Ceramics Core: Production Processes

This course examines the idea of production from making multiples to batch manufacturing. Production may include the way work is organized by process; forming, glazing, firing yet yielding different results. Or production may describe making multiples of the same form with consistent results. The potter's wheel, molds, dies and templates are all tools of production. Students will design and make vessels of utility, dinnerware and tile.

Ceramics Core: Vessel Utility

This course will investigate the historical and contemporary forms of the ceramic vessel/ pot. The dual nature of works that function, as receptacles for meaning and narrative as well as domestic work for the table or presentation will be researched. Construction techniques to be covered will include hand building and the potter's wheel along with a variety of surface treatments and firing methods.

Ceramics: Image, Pattern + Surface in Clay

CER 202-302-402

This class will concentrate on the integration of form and surface using drawing, painting, pattern and mark making on ceramics. We will use ceramic materials, print processes, decals and digital imagery on both two and three dimensional clay objects. We will research historical and current ceramic works and the technology of image making on clay to invent a personal narrative. Required of all Ceramic Majors. Open to all. Prerequisites: Some clay working experience is suggested. **3 credits.**

Intro Ceramics: Material & Making

CER 204

Clay appears in all cultures throughout history. This malleable material simultaneously achieves our needs of utility and self-expression, merging form and surface. In this introductory course, students will develop skills in forming methods including hand building, extrusion, slab construction and the potter's wheel. We will look at the rich history of ceramics across cultures spanning thousands of years to inform our explorations in forming and surfaces. Students will gain an understanding of ceramic materials through testing and making. Required for majors. Open to all. **3 credits.**

Ceramics: The Potter's Wheel + Production

CER 240-340-440

Students will work in series and iterations to create sets, vessels, server ware and presentation pieces in clay. The potters wheel is an important tool for artists and designers who want to assemble forms using multiple parts. Production techniques will enable students to create multiples, work efficiently and develop a distinct style. Glaze making, glazing and kiln firing will be incorporated into this course. Lectures on historical and contemporary ceramic works will be included to further help students create a personal direction. 1 semester required of all Ceramic majors for graduation. Open to all. Books and supplies to be determined by instructor. **3 credits.**

**Ceramics:
Advanced Handbuilding**

CER 243-343-443

This course will explore basic and advanced hand-building techniques to explore individual investigation of clay for personal ideation and concepts. We will make glazes, fire kilns and explore ceramic history. We will cover all types of work from utility to sculpture and its relationship to site and place. The class will research and test various ceramic materials, clay bodies and surface treatments. Open to all. **3 credits.**

Ceramics: The Narrative Vessel

CER 246-346-446

The focus of this class will be the ceramic object as a vehicle for two and three-dimensional expression. We will introduce the potter's wheel, handbuilding/forming techniques along with glazing and surface treatments. Kiln firing will be introduced, including gas and electric kilns. We will discuss artworks made from clay in the past, present and future. This class is open to all: take as preparation for other course work in the Ceramics Department.

3 credits.**Ceramics:
Majolica, The Painted Pot**

CER 247-347-447

This course will explore the use of the painted image and pattern through the tin-glazed Majolica earthenware tradition. This is a brightly colored glazing technique steeped in the ceramic history of the Middle East, Spain, Italy, and the Netherlands. Wheel based and handbuilt fabrication will be taught along with over-glaze brush techniques. Students will investigate personal iconography and its connection to form, volume and content. Some clay experience is useful.

Open to all. **3 credits.****Ceramics: Mold Making + Multiples**

CER 248-348-448

This class will be engaged with the concepts of multiples in the making of functional, sculptural and design works. Mold making, slip casting, press molds and other production techniques will be utilized. Emphasis is on design and exploration of

form through modeling by hand and machine. 3D modeling and digital fabrication may be explored. There will be lectures that address technical issues and artworks made of clay, both historical and contemporary. Required one time for all ceramics majors. Can be repeated. Open to all. **3 credits.**

Ceramics: Raw Materials

CER 249-349-449

This course will combine ceramic fabrication skills with an emphasis on clay body formulation and glaze testing and development. Students will learn press molding, tile making, and hand-building skills along with clay and glazes for multiple uses and temperatures. Class will include lectures, lab work, and instruction in firing gas and electric kilns. Lectures will address historical and contemporary ceramic works, along with technical issues. Required of all Ceramic Majors. Open to all. **3 credits.**

Ceramics: Nature/Structure

CER 251-351-451

In this class we will be looking to nature for inspiration. The natural world and its infinite structures, patterns, and phenomena are an inexhaustible source for visual artists. We will make use of this vast resource, bringing traces of what can be discovered and integrated into our clay work. Both form and surface will be studied and utilized and we will learn to fire a variety of kilns. There will be lectures on contemporary and historical art and design in clay. Required of all Ceramic Majors. Open to all. **3 credits.**

**Ceramics: Table for Two:
Evolving Rituals of Food**

CER 252-352-452

We will focus on the human experience of eating, and the rituals and modes of communication involving community, food and drink. The potter's wheel will be our primary means of fabrication for the creation of objects, parts and multiples. Glaze formulation, surface techniques and firing of kilns will be incorporated in this class. Required of all Ceramic Majors. Open to all. **3 credits.**

Ceramics: Surface + Form

CER 255-355-455

Students will work on assigned and self-proposed projects which explore the ceramic surface in relationship to two and three-dimensional form. Concepts and critical theory will be addressed. Lectures will discuss historical and contemporary art and design history. Previous clay working experience required. **3 credits.**

Ceramics: Deciphering Digital Design to Physical Materials

CER 258-358-458

Participants will obtain a familiarity with the various fabrication techniques utilized in transforming digital design into ceramics. This familiarity will inform their ability to objectively analyze a digital model for its ability to be translated into ceramics. Additionally, they will obtain an understanding of glaze and clay chemistry, the stages of clay and firing processes. Finally, students will acquire the basic skills necessary for setting up and outputting a model using digital fabrication tools. Books and supplies to be determined by instructor. **3 credits.**

Monumental Clay

CER 260-360-460

This course will explore the physical and conceptual aspects of monuments and their place in public spaces. Utilizing hand-built structures, thrown vessels and cast multiples we will fabricate large-scale tiles, murals, installations and objects. Surface considerations both traditional and non-traditional will be influenced by historical or contemporary events. Allowing drawing and mark making to develop a relationship to mass and volume. The class will also address clay in various forms, such as fired and unfired. Some previous ceramics experience is required. **3 credits.**

Ceramics: Internship (EP)

CER 399-499

Elective credit can be given on a case-by case basis for student internships developed through the Career Services Office, with advance permission of instructor and department chair. Fulfills Engaged Practice requirement.

Craft + Design

Creative Process + Material Studies: Core 1

CDE 200

Students focus on the creative process and material studies across the craft majors. From inspiration to the production of multiples, each major explores design and making through their respective mediums as well as other materials. The sophomores in the Craft + Design environment address common themes while working in their respective major: Ceramics, Glass, and Jewelry + Metals. The course affords the integration of skills and knowledge from foundation including drawing, design, color, digital synthesis, and collaboration, with the practices related to the full scope of the Craft + Design major programs. Offered fall. **3 credits.**

Language of Materials: Core 2

CDE 201

The second course in the core explores commonalities and differences in the “language of materials.” Emphasis is placed on visual and conceptual aspects of materials, and material process. This makes for interesting investigations and explorations within and across mediums. Historically materials and processes are connected with the evolution of function, and meaning. The class will explore inherent physical properties that may bring content and depth to ideas borne of the medium itself. Students continue the process of research and ideation using these common themes, and explore through experimentation. Each student’s individual voice begins to emerge. Fundamental techniques will be explored and practiced, stressing the practice of the maker. Idea-books/sketchbooks will continue to be worked on as an important part of the creative process. Offered spring. **3 credits.**

Digital Surface + Image: Core 3 (EP)

CDE 300

The third year of the Craft + Design core explores the integration of digital technologies, imaging and three-dimensional modeling, new materials and processes, and the connections with ceramics, glass, and jewelry + metals. The fall semester brings a focus to the application and integration of 2D digital imaging on surfaces and forms in clay, enamel, glass, and metal. Projects build on the foundation skill set and encourage the use of digital technology for the development of image, pattern, and texture. Students utilize and develop their skills with imaging software and explore how it translates into the various materials and surfaces. Offered fall. Fulfills Engaged Practice requirement. **3 credits.**

Digital Modeling + Making: Core 4

CDE 301

Craft & Design Core 4 explores the integration of computer-aided design (CAD) across the craft disciplines. Building on the Core 3 course, Digital Modeling and Making addresses a range of new materials and technologies toward innovative applications across the range of Craft, new skills and knowledge from 3D modeling to computer aided manufacturing, and rapid prototyping. Projects integrate design and output experiences toward exploration of new materials, patterns, molds, templates, models, and objects. The seminar/studio course includes weekly seminar discussions, presentations, and reviews as well as dedicated work in the studios, labs, and major spaces. Laptops are recommended but not required. Offered spring. **3 credits.**

BFA Research + Thesis: Core 5

CDE 400

Core 5 is a hybrid seminar/studio courses for seniors with a focus on investigation, growth and verbal intelligibility. Each student develops their own criteria for a thesis and portfolio of work through research, exploration, and experimentation in various materials and media. The seminar includes discussions, presentations, readings, and

writing assignments, which vary to recognize the direction of the group and formal issues and conceptual challenges. The subject, research, and writing for the thesis are developed during the first semester with the final thesis due before the BFA Show and critique. The course includes field trips to museums, galleries, and artist studio visits to expose students to historical and contemporary artwork and practice. The mid-year review at the end of the fall semester is an environment-wide presentation and progress review, which also prepares students for the oral defense of the BFA exhibition in the spring. Required of all graduating Craft & Design majors. Offered fall. Open to electives. **3 credits.**

BFA Statement + Exhibition: Core 6

CDE 401

BFA Statement and Exhibition is a hybrid seminar/studio course that builds on the research and thesis work developed in Core 5. Research, exploration, and experimentation culminate with the presentation of the statement and the BFA exhibition. The seminar includes discussions, presentations, readings, and writing assignments, which vary to recognize the direction of the group and formal issues and conceptual challenges. The subject, research, and writing for the thesis and BFA statement are further developed during the spring semester with the statement and body of work completed for the BFA exhibition and review. The course includes field trips and artist studio visits to offer the students critical, historical, and contemporary points of reflection. The course also addresses the planning and preparation toward career goals including goals statements, resume review, and digital presentations by each senior. Required of all graduating Craft & Design majors. Offered spring. Open to electives. **3 credits.**

Drawing

Collage & Assemblage

DRG 212

Collage and Assemblage are among the most radical innovations of the early 20th century and these forms remain relevant today as sources for innovation and experimentation. Each of these forms acknowledges the fracture of contemporary life and the ongoing need for new means of expression. This course will explore the relationship between collage and assemblage and various disciplines within the visual arts including Painting, Print, and Drawing. Students will learn to discern the significantly different effects and content of the wide range of strategies these approaches encompass. Through classroom discussion, lectures, readings, critiques and studio work students will explore the possibilities available through collage and assemblage. Emphasis will be given to the historical and contemporary studio practices associated with collage and assemblage. This course is open to all students from all majors. Students will be encouraged to apply their area of expertise to the studio work. **3 credits.**

Illusionism: Intro to Drawing

DRG 215M

Advancing the illusionistic rendering skills developed in the first year, students will be introduced to a variety of theories related to sight and perception. Students will develop skills with several traditional mediums and materials as well as experiment concepts of scale, color, and mark-making. Required for sophomore Drawing Majors. Cross listed with VAT. Offered fall. **3 credits.**

100 Drawings

DRG 216M

In creating 100 drawings within a single semester, students will move through many forms of drawing, from direct observation to work from photographic sources, from abstraction to the idiosyncratic.

Assignments are sequenced to encourage experimentation and play with a wide range of drawing materials and methods. At the conclusion of the course, students will have begun to develop their own point of view, style, and approach to drawing. Required for sophomore Drawing majors. Offered spring. **3 credits.**

Figure Drawing

DRG 225

Students will develop an individual approach to the figure through relevant historical and contemporary systems of representation. This course emphasizes on innovative approach to drawing using the figure as a vehicle and primary focus for metaphoric or literal interpretations, and as a site for conceptual inquiry. Diverse combinations of traditional and unconventional mediums will be introduced. Individual reviews of work in progress and group critiques are an integral part of the studio concentration. Museum, gallery excursions, and visiting artists are regularly scheduled to enlighten student pursuits.

Formerly DRG 226-326-426.

3 credits.

Drawing Beyond Observation

DRG 221

This course will explore strategies for representation beyond direct perception, moving past the use of the traditional still life, landscape, or model as subject. How can a drawing describe the world that is beyond the range of our common visual observations? Different approaches to drawing, including free-association, metaphor, and mapping are explored to help define and circumvent personal barriers. Required for junior Drawing majors. Offered fall. *Formerly DRG 221-321M-421.*

3 credits.

Hybrid Approaches to Drawing & Painting: Digital Media

DRG 327H

Emphasis is on integrating digital processes into studio practice and production. The class deals with a spectrum of digital applications in a studio practice including straight forward digital output, using digital as a means of producing source material as well as actually integrating digital processes into the production of work. Through slide presentations, viewing actual work, discussions and readings, students will be introduced to the place of the digital in contemporary studio practice. In studio production, students will use varied media and subjects, both traditional and non-traditional, to further develop their analytical and expressive means in their creative practice. Students are encouraged to draw from many disciplines incorporating them in the projects presented to the class for group critiques. Open to all Students – required of Printmaking and Drawing juniors. Offered fall. **3 credits.**

Systems Drawing

DRG 360

This course will investigate the means by which various systems of drawing and representation function as methods of communication. How do historical, cultural and social contexts frame an artist's ability to send messages through their work? And, like in a game of telephone, in any system of communication it is inevitable that potential problems may occur- misunderstandings, errors, and falsehoods. Can these absorbed into the content of the work? Illusionistic, abstract, allegorical, diagrammatic, mathematical and idiosyncratic systems of drawing and representation will be investigated through this course, through studio practice, readings, critique and in-class discussion. Required of all junior Drawing majors.

Formerly DRG 360-460. **3 credits.**

Drawing: Images: Series, Episodes + Time

DRG 37X

Through the many permutations of the discipline such as drawing as narrative, drawing as process, and drawing as animation, the concept of the sequential will be explored. The course will include readings, in-class discussion and critiques, as well as an examination of the practices of diverse artists including William Kentridge, Matthew Ritchie, Judith Bernstein, William Anastasi, and Marjane Satrapi. Assignments will be given that address various methods of describing time through the medium. This course is open to all majors and is cross-listed with Visual Arts. *Formerly 27X-37X-47X.* **3 credits.**

3-Dimensional Drawing: The Psychology of Space

DRG 38X

Through a theoretical understanding of drawing as mapping students will be asked to deal with problems of three-dimensionality in relationship to movement and time through space. Of particular interest will be concerns of mapping, spatial location and relative positioning and the ideas fourth dimensionality or the "hidden". Students will be asked to consider ideas of trace, residue, and rhizomatic or non-linear vs. linear progressions. Questions will include: How does the student navigate both three-dimensional and conceptual spaces? How can space be explored, mapped, studied both as a physical location and a spatial event.

3 credits.**Drawing: Internship (EP)**

DRG 399-499

Elective credit can be given on a case-by case basis for student internships developed through the Career Services Office, with advance permission of instructor and department chair. Fulfills Engaged Practice requirement.

Drawing Major Day: Drawing in Context

DRG 415M

What provides the context for a contemporary drawing? Is it the graphic novel or a classical form of figurative representation? Does it find its place in the space of the gallery or on the street? Students will explore the ways in which form and style contribute to the content of their work. Projects are student driven with an emphasis on working with each student to develop his or her ideas through research, exploration, and experimentation. Museum and gallery excursions and visiting artists are regularly scheduled to expose students to historical and contemporary artwork and practice. Required for senior Drawing majors. **3 credits.**

Advanced Drawing: Senior Major Day

DRG 416M

Majors explore diverse disciplines in, and develop a wide range of, visual linguistics and technical skills. Traditional and unconventional mediums and materials are explored and verified through application. An infinite range of resource information is utilized from direct observation, photo documentation, and introspective insights. Projects are student driven with an emphasis on working with the students to develop their ideas through research, exploration, and experimentation with different drawing media. Using critique as a format for class interaction, work will be presented for both formal and interpretive analysis during several stages in its production. Museum and gallery excursions and visiting artists are regularly scheduled to expose students to historical and contemporary artwork and practice.

3 credits.**Drawing: Style Context**

DRG 423

Students explore diverse disciplines in, and develop a wide range of, visual linguistics and technical skills. Traditional and unconventional mediums and materials are explored and verified through application. An infinite range of resource information is utilized from direct observation, photo documentation, and introspective insights. Projects are student driven with an emphasis on working with the students to develop their ideas through research, exploration, and experimentation with different drawing media. Using critique as a format for class interaction, work will be presented for both formal and interpretive analysis during several stages in its production. Museum and gallery excursions and visiting artists are regularly scheduled to expose students to historical and contemporary artwork and practice. *Formerly DRG 323-423.* **3 credits.**

Drawing Thesis

DRG 430

Building on understandings of narrative, systems and context, students will work towards the creation of a final BFA thesis. Through working in the studio, students will build a coherent understanding of the process, content, and context for their artwork, as drawing. Students will produce works in response to topics and through critique, readings and discussion come to an understanding of how they function in their own work. Required of all senior Drawing majors and open as an elective with the prerequisite of Illusionism or through permission of instructor or Drawing Program Head. **3 credits.** Books and supplies to be determined by instructor.

Foundation

2D Design

FNDN 110

In this fundamental visual composition course, students learn the primary elements and principles of visual language and are introduced to a range of formal and conceptual problems which become increasingly complex as the course progresses. Students are challenged to explore core design principles of visual organization in unique and challenging ways, and to gain the ability to problem-solve through ideation processes, group dialogue, perceptual refinement and skills management. Developing analytical skills and the ability to effectively engage in an ongoing process of critique are also core components of the course. 2D Design involves the planning and organization of the parts within a whole, through a sense of experimentation, risk taking and discovery. This course focuses primarily on 2-dimensional forms but also gradually introduces some elements related to 3-dimensional forms. Material exploration and the development of strong manual skills in regard to visual acuity and craft sensitivity are a key aspect of every assignment. Knowledge and skills gained in concurrent Foundation program areas such as drawing and digital skills are fundamental for communicating ideas and are reinforced in 2D Design. **3 credits.**

Design Safety Lab

FNDN 110L

Design Safety Lab class introduces woodshop safety and basic skills in machinery use. Students learn the fundamental characteristics of wood as a versatile medium, as well as appropriate construction methods for particular applications. Offered fall and spring.

0 credits.

3D Design

FNDN 111

This course builds on the experiences of 2D Design with compositional and conceptual problems being explored fully in three dimensions. Form, mass, volume, spatial interactions, material qualities, and physical forces are key factors. Students continue to learn to perceive and control visual relationships within the design structures they make. The aesthetic and conceptual potential of materials and processes (craft) are also vital aspects of this studio course. Creative processes of problem solving through research, investigation and ideation, together with an attitude of discovery, are required for all concept and project explorations. Ideational drawing, model making, material studies, and prototypes contribute to developing ideas to a high and thoughtful level. Various methods and approaches to giving form (such as additive, subtractive, assemblage and joinery) are challenges for every concept explored. 3D Design projects have the potential to be explored as sculpture, functional design, or even as hybrid. Students are challenged to follow their passions and gain experience in self-directing project outcomes. **3 credits.**

Digital I

FNDN 120

Digital 1 is a course that introduces foundational digital tools and concepts in art and design. Use of the computer, digital cameras, wacom pens, printers, scanners, and similar digital tools will be covered. Topics include color in additive synthesis (light), color theory, perception, illustration, integration of digital work with non-digital work, file management locally and in the cloud, online communication, and digital presentations. **3 credits.**

Digital II

FNDN 121

Digital II builds technical proficiency and critical thinking about the role of digital technology. The course offers a common core that reviews file management and digital workflows, covers video editing, time-based images, narrative structures, 3D output of assets from digital models, and forms digital literacy in relation to vocabulary, resources, and digital research. Students will gain experience with basic coding, interactivity, and go more in depth into a particular topic in their chosen track. Course structure consists of introductory concept lectures, technical instruction, lab time with guidance and group critique of finished assignments. **3 credits.**

Image & Sequence

Digital Image & Sequence is a course that introduces foundational digital painting skills and principles of animation. Focus will be on digital painting and how classical painting translates to digital and how it has influenced modern art, and on fundamental animation principles while also having an opportunity to bring their drawings to life. Course structure consists of introductory concept lectures, technical instruction, lab time with guidance and group critique of finished assignments.

Intermedia

Intermedia is a course that introduces foundational digital applications and methods. Focus will be on integration of media into drawing, design, sculpture, expanded media and sound. Overarching themes will include visual culture viewed through the lens of digital media. Course structure consists of introductory concept lectures, technical instruction, lab time with guidance and group critique of finished assignments.

Modeling & Fabrication

Modeling & Fabrication is a course that introduces foundational digital 3D applications and methods. Focus will be on 3D output including digital options and physical options. Various methods covered will include using CNC, laser cutters, casting/mold making, 3D printing, VR/AR, and Computer Graphics. Course structure consists of introductory concept lectures, technical instruction, lab time with guidance and group critique of finished assignments.

Physical Computing

Physical Computing is a course introducing foundational digital applications and methods as they relate to the physical world. Focus will be on integration of digital media into physical interactive displays using code, programmable microcontrollers, sensors and other physical computing tools. Course structure consists of introductory concept lectures, technical instruction, lab time with guidance and group critique of finished assignments. Course will build on the Digital II Foundation Core concepts and then focus on physical computing, interactive displays, and sensors.

Observational Drawing

FNDN 130

The primary goals of Observational Drawing focus on core drawing concepts; basic methods, tools and materials; and an introduction into the language of mark making. Composition and visual analysis are emphasized through drawing from observation, including perspective theories as they relate to objects and environments, and a basic introduction to the figure. Students utilize observational information to develop a broad range of manual and perceptual skills and to develop an ability to translate the three-dimensional world into two dimensions. Students are challenged to develop a strong drawing practice through in-class work, out of class assignments, and ongoing sketchbooks. **3 credits.**

Life Drawing

FNDN 131

Life Drawing continues to build on basic drawing concepts, methods, and materials that were introduced in the previous semester. Emphasis for Life Drawing is on the human figure, with observational drawing from the live model in the classroom, and weekly out-of-class drawing assignments which explore various figurative and perspective concepts. Special attention is given to visual analysis, composition, and expression through drawing from observation, including perspective theories as they relate to objects and environments. The language of mark making is also introduced in a range of wet and dry drawing media and includes an introduction to the use of color in drawing. Students develop a personal and process-based approach to drawing through the use of sketchbooks. Students are challenged to incorporate sketches and research into resolved drawings; to think critically regarding the content and process of drawing; to develop confidence when experimenting with new media; and to develop vocabulary in order to be an active, informed participant in class discussions and critiques. Prerequisite: FNDN 130 Observational Drawing. **3 credits.**

Freshman Elective: Animation + Illustration: Visual Storytelling FNDN 140A

This course introduces students to the techniques and terminology used in the animation and illustration industry. Coursework will include projects such as character design, layout and storyboarding with an emphasis on developing observation skills along with enhancing technical and rendering abilities. Students will design for publication while learning to explore, communicate and evaluate basic concepts, which are essential in the development of critical thinking and problem-solving skills in the applied arts. Offered fall. **1.5 credits.**

Freshman Elective: Crafts: Ideas, Objects, Traditions FNDN 140C

This course offers students a hands-on studio experience in three major studios. Through a variety of materials and processes used in the Ceramics, Glass, and Jewelry + Metals departments, students can examine the potential for two-dimensional image, three-dimensional form, and the cultural importance of craft. During this class you will be introduced to and familiarize yourself with each of these disciplines while gaining valuable hands-on skills in diverse materials and design approaches. Offered fall. **3 credits.**

Freshman Elective: Design FNDN 140D

Collaborate with others, create a unique design, use it! This course offers an introduction to Graphic Design, Industrial Design and Interior Architecture. The semester will focus on a project inspired by Frank Lloyd Wright and will involve designing, documenting and building ‘overnight outdoor micro dwellings.’ The project is based on the experience of Wright’s students at Taliesin West in the 1930s, who built their own living space based on the materials available and environmental conditions. Specific course content will include knowledge and skill that is important to each individual discipline, including conducting research, sketching, visual documentation and communication, graphic design basics, prototyping and teamwork.

The course faculty intend for a culminating semester experience to include using the structure during an overnight event. Offered fall. **3 credits.**

Freshman Elective: Game Design FNDN 140G

This course introduces students to the basics of game mechanics, theory, and game history. Students will explore these topics as well as prototype creation, play testing and introductory game engine techniques while developing their own board game concept and creating a game environment. Offered fall. **1.5 credits.**

Freshman Elective: Life Sciences Illustration FNDN 140L

This course serves as an introduction to the Life Sciences Illustration major. Students will be given introductory level projects which will teach the concepts, methods and research—as well as a variety of traditional and digital techniques commonly used in Life Sciences Illustration. Lectures in the course will focus on the accuracy and clarity necessary for an educational audience. Offered fall. **1.5 credits.**

Freshman Elective: Photography + Video: Still & Moving Images: Optics, Form FNDN 140P

This course is an introduction to photographic “seeing” in close examination of the dynamic intersection between still and moving images. Coursework investigates the aesthetic form and visual language of optical imaging and perception historically, and in contemporary context. Students learn to question, explore, communicate and evaluate basic photographic concepts essential in the development of critical thinking skills that are applicable to many disciplines. Students considering a major in photography or video are encouraged to take this session. Offered fall. **1.5 credits.**

Freshman Elective: Visual Arts: Contemporary Art Practice FND 140V

Students will be introduced to:

- Basic concepts and skills relating to contemporary art practices in image making
- Aspects of visual literacy and the process of criticism
- Focus on the vocabulary directly relevant to the field of image making within the contemporary art context

Students will explore:

- How to turn intuitions into subjects
- The role of experimentation and risk taking in art making
- Traditional and non-traditional materials, processes, and forms
- How to formulate critical judgment
- The relation between ideation and realization

Offered fall. **3 credits.**

Game Design

Intro Game Design

GAME 215

Introduction to Game Design take students on an exploration of Gaming Theory and its practice through the development of physical games. Investigation includes game metaphor, story, game mechanics, and chance factors. Students will also analyze games and gameplay including the aesthetics of games and the design of their instructions. In this project based course students will produce fully implemented board games and card games. Offered fall.

3 credits.

Introduction to Video Games

GAME 216

Game design allows artists to create meaningful play and interactive experiences. This introductory course, explores games through the development and creation of 2D video games. The course aims to provide a critical vocabulary and historical context for analyzing games and gaming theory and focuses on the skills and techniques necessary to incorporate game design into an ongoing art practice. Offered spring. **3 credits.**

Game Testing + Level Design

GAME 318

Game Testing and Level Design will be covered as player elements, the game play experience, creating world levels, creating the game interface and creating the atmosphere. In addition, students will learn how to create Game Content for commercial game engines and learn how to setup origination skills for commercial game engines. Students will learn how to create texturing mapping, brushes, light maps etc. Offered fall. **3 credits.**

Game Media Production I (EP)

GAME 320

The course is a project driven course jointly offered between Cleveland Institute of Art and Case Western Reserve University. Students will form production teams and collaborate with using their talents and expertise to develop a working prototype computer game; having an interactive and immersive experience. Students will take on roles of game producers, developers, artists, programmers, and designers. You will learn to brainstorm, design documentation, assemble resources, create assets, implement the game design, and manage their individual tasks and collective project. The course introduces students to the contemporary challenges posed by the ever-changing technologies used to make and deliver video games on today's sophisticated hardware. This course will bring together an interdisciplinary group of advanced undergraduate students to focus on the design and development of a complete, fully functioning computer game prototype. The student teams are given complete autonomy to design their own fully functional games from their original brainstormed concept and research to a playable finished prototype, i.e., from the initial idea through to the designed game brand. The student teams will experience the entire game development cycle as they execute their projects. An excerpt of example responsibilities include (but not limited to): creating a game idea, writing a story, developing the artwork, designing characters, implementing music and sound effects, programming and testing the game, and documenting the entire project with a formal "Design Document" and demonstration with oral presentation. Offered fall. Fulfills Engaged Practice requirement. **3 credits.**

Game Media Production II

GAME 321

This course serves as a continuation of the fundamentals and theory application of game development. The course materials and projects will help students understand how to further develop game concepts, mechanics, interaction design, and prototype the game through the use of animation and simple interactivity. The course will require students to work individually to design game narratives, concepts, design documents (art assets, technical assets and sounds assets) and demonstrate the playability of the prototype game. The course exposes students to examples of the current work and research in game theory and narrative design, which are integral to development of successful polished games. Students will be exposed to industry-specific games with the requirement to test, analyze and review. These examples along with specific lecture topics and materials, will allow the student to understand how to continue to develop their own game projects by learning specific research methods for understanding content, players and engagement strategies. This course does not require programming skill or experience per se; however it is understood that the student usage of Unity (in the Game Development SP2014 course,) and/or UDK may be used for projects with limitations on coded interactions and time constraints. If you wish to create a digital game but do not have technical experience to achieve the full results, you will be required to show an animation of the game concept and prototype in action, with narrative, character/environmental style, GUI, HUD, scoring, mechanics, level design, and instructional prompts. Alternately, you may choose to work on a non-digital game, which notes a similar level of complexity. Please note that this course welcomes both digital and non-digital games, but that the requirements and milestones for each type of game will be somewhat different and require the development of design related documentation, assets and research. Offered spring. **3 credits.**

Introduction to Game Development GAME 322

The course is designed to teach students about the various elements of game development. Students will work to utilize modern tools to develop 2D/3D graphical assets into an interactive game engine through the use of programming. A focus will be applied to skill learning while additional topics and theory will be covered to provide a well-rounded experience.

3 credits.

Introduction to 3D Modeling GAME 345

The course is designed to cover concepts in digital 3D organic and device model construction, whereby the virtual models designed are rendered and composited for 2D illustration purposes to solve specific conceptual problems. The subject matter within the Game Design curriculum reflects the development of characters, game environments and specific assets for game development. Students outside the Game Design Major, are required to work with subjects appropriate to their major field of study for concept development and for long term portfolio objectives. Projects include concepts and workflow for constructing a virtual 3D surface by: (1) defining the visual problem within a concept sketch in pre-production, (2) utilizing specific introductory modeling methods to build the 3D illustration components, (3) the use of basic lighting and rendered materials, (4) export methods into Adobe Photoshop for augmentation, finishing and final illustration techniques and layout. Projects require the student to gain and improve upon conceptual skills, problem-solving in specific media situations (digital 2D & 3D) and technical proficiency at an introductory level in 3D modeling. **3 credits.**

3D Texture, Mapping, Digital Lighting GAME 347

This course is designed to cover concepts in digital application of texture maps for 3D game models rendered in a real-time 3D game engine. Optimization of textures maps, and materials, Poly count limits, and how to “bake” extremely high levels of detail into low detail models capable of being rendered in real-time, and the benefits of using “Levels of Detail” with static, and dynamic lighting concepts, design, and optimization. The use of toggle-able lighting, and attachment of lighting to game assets and players. The importance of creating immersive environments, capable of being walked through, and/or viewed from multiple, often unspecified angles of view. Projects include concept integration into technical production workflow for describing, and optimizing digital 3D surfaces for rendering in a real-time game engine; creating immersive environments that express mood, and narrative through the materials, and lighting. Projects require the student to continually improve upon conceptual problem solving, time management strategies, communication/presentation and technical skills. **3 credits.**

Game Design: Internship (EP) GAME 399-499

Elective credit can be given on a case-by-case basis for an internship developed by the student through the Career Services Office with advance permission of the department head. Fulfills Engaged Practice requirement.

BFA Research + Preparation GAME 401

This course is designed to act as a summative experience for the student. The final BFA Thesis Project will be defined by the student and work with a level of professional collaboration. The requirements for the BFA Thesis will be to solve and effectively visually communicate a comprehensive game design prototype. Integration of outside resources, research effective collaborator/expert communication, professional practices, presentation (oral and written) and documentation of the process of the specific year-long project will be expected to determine successful BFA candidacy. The choice of media and concept will be evaluated on its appropriateness for communicating the message and solving the Thesis problem appropriate to game design and development. The project visualization will be student driven; content needs will be determined by the student and the research into content and industry expectations for successful game design. The emphasis in this course will be on the conceptual development of the content accuracy/relevance and its realization through the design process. The process will fully address research, integration of content, game theory application, target audience, aesthetic and artistic merits, time tracking and scheduling, and ultimately a successful execution of completed prototype. The final work will have the following:

- a two Sentence (Maximum) Thesis Statement,
- a design document process book,
- research paper,
- business-oriented estimates and budget planning for exhibition and materials,
- digital presentation to explain the work,
- artist statement/project scope statement,
- and the final project depicting the solution for the BFA Exhibition as a prototype game design.

Offered fall. **3 credits.**

Serious Game Design: Theory + Application GAME 408

This course introduces the fundamentals of serious or educational game development. The course materials and projects will help students understand how and why games can be used for learning in the fields of health, medicine, science and games for social change. The course exposes students to examples of the current work and research in game design mechanics, game learning mechanics and assessment mechanics; which are integral to development of successful educational games. Students will be exposed to industry-specific serious games (games for learning, corporate training, news games, games for health, science, exer-games, military games, and games for social change.) These examples along with specific lecture topics and materials, will allow the student to understand how to develop their own serious game projects by learning specific research methods for understanding content, players and engagement strategies. **3 credits.**

Game Media Production III GAME 420

The course is a project driven course jointly offered between Cleveland Institute of Art and Case Western Reserve University. Students will form production teams and collaborate with using their talents and expertise to develop a working prototype computer game; having an interactive and immersive experience. Students will take on roles of game producers, developers, artists, programmers, and designers. You will learn to brainstorm, design documentation, assemble resources, create assets, implement the game design, and manage their individual tasks and collective project. The course introduces students to the contemporary challenges posed by the ever-changing technologies used to make and deliver video games on today's sophisticated hardware. The course will bring together an interdisciplinary group of advanced undergraduate students to focus on the design and development of a complete, fully functioning computer game prototype. The student teams are given complete autonomy to design their own fully functional games from their original brainstormed concept and research to a playable finished prototype, i.e., from the initial idea through to the designed game brand. The student teams will experience the entire game development cycle as they execute their projects. An excerpt of example responsibilities include (but not limited to): creating a game idea, writing a story, developing the artwork, designing characters, implementing music and sound effects, programming and testing the game, and documenting the entire project with a formal "Design Document" and demonstration with oral presentation. Offered fall. **3 credits.**

Special VFX/Simulation + Virtual Reality GAME 430

This course explores various aspects of special effects/simulation and virtual reality in game design and multimedia. The course aims to provide a critical vocabulary and historical context of the cutting edge of input and output technologies and their application as well as the underlying biology and psychology. Students will learn how to create robust and immersive experiences by combining the elements of graphics, animation, video, and audio using leading industry software. Students will complete various assignments and create projects that demonstrate their understanding of Special VFX, Simulation & Virtual Reality. Offered fall. **3 credits.**

Advanced Digital Sculpting & Modeling GAME 445X

This class is an open elective course offered through the game design department introducing artist to the world of new techniques and principles within digital sculpting and 3D modeling while utilizing an array of new digital sculpting software and hardware integration. This course integrates work flows and technology which have been adopted as industry standards in most all 3D production houses. The course also focuses on exploring new media such as Virtual reality Sculpting tools/techniques through digital figurative study and design.

This course teaches students how to utilize the traditional principles of sculpting within a limitless digital landscape better preparing them for an evolving industry they can confidently transition into. The course will implement a number or project based exercises around the principles of form shape texture silhouette design, anatomy and many of the traditional tenets of sculpting & design. Students will leave this course with a confident understanding of not only how to integrate new tools and techniques into their R&D but also how to be flexible and adaptive with new digital tools emerging media. Pre-requisite: Intro 3D Modeling. **3 credits.**

Glass

Glass Core

GLS 200/300/400 and
GLS 201/301/401

The Glass Core a series of courses that explore materials, skill building, and ideation as they apply to the glass arts. Glass students will develop as artists, makers and designers through experimentation and the development of personal point of view and studio practice. Courses listed below or other approved courses as assigned by the department chair. 3 credits.

Glass Core: Color

The emphasis of this course will be on Color. The fundamentals of value, balance, and line in both two- and three-dimensional glass work will be explored to further the understanding of Color. Students will work on assigned and self-proposed projects, using the four fundamental techniques of glass working, to explore color applications achievable in glass. Research in developing concepts using glass as a medium for expression, includes work on production practices, one-of-a-kind vessel making and the use of glass to complete sculptural ideas. Majors learn safety in the studio and are assigned responsibilities in studio operation. Team approach emphasized in hot shop, building on and from basic working fundamentals. Students will be involved with practical experience in applying to shows and exhibiting works. Required of all Glass majors. Prerequisite: Intro/ Intermediate Hot Glassblowing or Glass Forming Survey or by permission of Glass chair.

Glass Core: Context

The emphasis of this course will be on Context. The fundamentals of perspective, space, and unity in both two- and three-dimensional glass work will be explored to understand the role that our assumptions about the component parts of an art work plays in the construction of a work and how it is understood by its audience. Students will work on assigned and self-proposed projects, using the four fundamental techniques of glass working, to explore the various forms achievable in glass. Research in developing concepts using glass as a medium for expression, includes work on production practices, one-of-a-kind vessel making and the use of glass to complete sculptural ideas. Majors learn safety in the studio and are assigned responsibilities in studio operation. Team approach emphasized in hot shop, building on and from basic working fundamentals. Students will be involved with practical experience in applying to shows and exhibiting works. Required of all Glass majors. Prerequisite: Intro/ Intermediate Hot Glassblowing or Glass Forming Survey or by permission of Glass chair.

Glass Core: Form

The emphasis of this course will be on Form. The fundamentals of shape, proportions, and scale in both two- and three-dimensional glass work will be explored to further the understanding of Form. Students will work on assigned and self-proposed projects, using the four fundamental techniques of glass working, to explore the various forms achievable in glass. Research in developing concepts using glass as a medium for expression, includes work on production practices, one-of-a-kind vessel making and the use of glass to complete sculptural ideas. Majors learn safety in the studio and are assigned responsibilities in studio operation. Team approach emphasized in hot shop, building on and from basic working fundamentals. Students will be involved with practical experience in applying to shows and exhibiting works. Required of all Glass majors. Prerequisite: Intro/ Intermediate Hot Glassblowing or Glass Forming Survey or by permission of Glass chair.

Glass Core: Material

The emphasis of this course will be on Material. The fundamental methodologies, history, traditions, and cultural context of glass in both two- and three-dimensional glass work will be explored to further understand contemporary glass as material. Students will work on assigned and self-proposed projects, using the four fundamental techniques of glass working, to explore the various forms achievable in glass. Research in developing concepts using glass as a medium for expression, includes work on production practices, one-of-a-kind vessel making and the use of glass to complete sculptural ideas. Majors learn safety in the studio and are assigned responsibilities in studio operation. Team approach emphasized in hot shop, building on and from basic working fundamentals. Students will be involved with practical experience in applying to shows and exhibiting works. Required of all Glass majors. Prerequisite: Intro/ Intermediate Hot Glassblowing or Glass Forming Survey or by permission of Glass chair.

Glass Core: Production

The emphasis of this course will be on Production. The fundamentals of rhythm, movement, and repetition in both two- and three-dimensional glass work will be explored to further the understanding of Production. Students will work on assigned and self-proposed projects, using the four fundamental techniques of glass working, to explore the various forms achievable in glass. Research in developing concepts using glass as a medium for expression, includes work on production practices, one-of-a-kind vessel making and the use of glass to complete sculptural ideas. Majors learn safety in the studio and are assigned responsibilities in studio operation. Team approach emphasized in hot shop, building on and from basic working fundamentals. Students will be involved with practical experience in applying to shows and exhibiting works. Required of all Glass majors. Prerequisite: Intro/ Intermediate Hot Glassblowing or Glass Forming Survey or by permission of Glass chair.

Glass Core: Surface

The emphasis of this course will be on Surface. The fundamentals of pattern, texture, and repetition in both two- and three-dimensional glass work will be explored to further the understanding of Surface. Students will work on assigned and self-proposed projects, using the four fundamental techniques of glass working, to explore the various forms achievable in glass. Research in developing concepts using glass as a medium for expression, includes work on production practices, one-of-a-kind vessel making and the use of glass to complete sculptural ideas. Majors learn safety in the studio and are assigned responsibilities in studio operation. Team approach emphasized in hot shop, building on and from basic working fundamentals. Students will be involved with practical experience in applying to shows and exhibiting works. Required of all Glass majors. Prerequisite: Intro/ Intermediate Hot Glassblowing or Glass Forming Survey or by permission of Glass chair.

Glass Concepts: Casting

GLS 240-340-440

This course aims at advancing students' knowledge and techniques in creative and intellectual ways as well as fostering new conceptual schemes. Students will be introduced to such methods as sand casting, Pate-de-verre, cold working and kiln casting in the course of pursuing their sculptural goals. In the meantime, students will also practice applying problem-solving skills to making art. By the end of this course, students will have a thorough knowledge and understanding of general kiln forming and acquire more advanced casting techniques. Ultimately, with this technical basis, the course will inspire students to shape and realize an individual visual voice. Hot glass will be possibly conducted as complement. Open to all students. No prerequisites. **3 credits.**

**Glass Concepts:
Hot Sculpting**

GLS 242-342-442

This class will emphasize free-hand glass sculpting. We will discuss the similarities and inherent differences between traditional glass blowing techniques, and those that are used for hot glass sculpting. Approaches for making finished sculptures from sketches and designs will be at the core of this class. Areas of focus will include idea development, processes for breaking down and deconstructing complex forms, craftsmanship, and material understanding. Assignments will be given to teach techniques and processes, but will also focus on developing the student's own personal vision and narrative. Course may be repeated. Prerequisite: Intro/Intermediate Hot Glassblowing or Glass Forming Survey or by permission of Glass chair. **3 credits.**

**Glass Forming Survey:
An Introduction**

GLS 243

The focus of this class is in developing an understanding of how glass as a material works, and how one might use it to realize ideas of design and sculpture. This class will be an introduction to the fundamental techniques of glass working. This includes: glass blowing and hot shaping, glass fusing and casting, flame working, glue fabrication, and grinding, polishing and finishing processes. Required of all incoming 2nd year Glass majors. No previous experience necessary. Course may be repeated.

3 credits.**Intro/Intermediate Hot
Glassblowing & Forming
Processes**

GLS 243H-343H-443H

Emphasis on understanding how to manipulate glass in its molten state. Practice in traditional and nontraditional blowing and hot forming techniques. Instruction on the use of various hand tools and torches. Color application techniques and hot glass skill development at your level. Theory and use of annealing kilns, safety in the studio, teamwork in the hot studio. Open to any skill level. **3 credits.**

Intro Warm Glass + Lampworking Processes

GLS 255-355-455

This course will introduce students to the possibilities of glass working through an investigation of the techniques, tools, equipment and materials involved in flame working and kiln working processes. Warm Glass refers to glass processes conducted with heat, but at temperatures under 1500 degrees (casting, fusing, slumping). Students will learn to problem solve glass construction both at the torch and in the kiln. This class will allow students to familiarize themselves with glass as a material, while allowing each student to explore their own artistic voice within the medium. Students will learn to safely manipulate and sculpt molten glass at the torch. The kiln-working aspect of the course will explore moldmaking and kiln operations to manipulate glass into two- and three-dimensional glass objects. **3 credits.**

Glass as Surface: Drawing & Imagery

GLS 260X-360X-460X

The use of glass as a material for self expression has its roots in the studio glass movement, which is only half a century old. Non traditional methods of creating graphic imagery with powder drawing and screenprinting on flat glass are even newer to the scene. This class is aimed at giving an overview of the contemporary techniques and processes that use glass as a surface for creating imagery. There is much left to be discovered; and experimentation is not only encouraged, but necessary. Open to all students above first year. **3 credits.**

Glass: Concept, Theory + Practice

GLS 343-443

Assignments given at all levels 300 and above. Includes research and development of concepts using glass as a media for expression. Practice in hot glass working further advancing fundamentals of blowing off-hand to more advanced techniques surface decoration of vessels and use of hot glass for sculptural ideas. Cold joining using special adhesives; and in cold glass, cutting, grinding and finishing techniques. Emphasis on hot glass in the fall; casting and cold glass in the spring. Safety and General studio operation. Enrollment priority to Glass Majors, intermediate and advanced electives first. First time beginners if enrollment allows. **3 credits.**

Hot Glass: Concept, Theory + Practice

GLS 343A-443A

Assignments given at all levels 300 Independent projects at 400. Includes research and development of concepts using glass as a media for expression. Practice in advanced hot glass working further building on fundamentals of blowing off-hand to more advanced techniques surface decoration of vessels and use of hot glass for sculptural ideas. Advanced methods for forming, may include hot casting, mold blowing, using multiples; cold joining using special adhesives; and cold glass, cutting grinding and finishing techniques. Emphasis on Hot Glass. Safety and General studio operation.

For Glass Majors and Advanced Electives. May be repeated. Prerequisites: One semester of hot glass. **3 credits.**

Glass: Internship (EP)

GLS 399-499

Elective credit can be given on a case by case basis for an internship developed by student through the Career Services Office, with advance permission of instructor and head of department. Fulfills EngagePractice requirement.

Graphic Design

Graphic Design for Non-Majors GDS 200

This course is designed to teach the basics of graphic and communication design to non-Graphic Design majors. Students will be introduced to the key graphic elements of hierarchy, grid, typography, and organizing principles of design. While students learn these basics, they will also be introduced to the concepts of User Focus and User Experience design. The assignments are geared to help the students develop strategic thinking skills as they hone their graphic communication skills. **3 credits.**

Typography I GDS 203

This is one of the two central classes in the first year of study in Communication Design (alongside Design for Communication I) In the first semester, students become familiar with the broader discipline of the field through the construction of abstract design concepts, layout, symbols, and sequential systems. Conceptual thinking and the integration of typography with imagery are explored throughout the course. In the 2nd semester, students investigate projects that follow the various sub-fields of the profession; projects include Identity, Web/Interactive, Information and Wayfinding.

Students will be assigned multiple projects throughout the year. Each project begins with a lecture and demonstration of techniques. Each week, students practice presentation to the larger group in formal and informal critique and brainstorming sessions. Faculty will work one on one with students to answer questions and assist in the process. Reviews will be held at key points during each project. Offered fall. **3 credits.**

Typography II GDS 204

Through the use of studied, well designed and competently executed design solutions, we will emphasize the effective and sensitive use of typeforms in complex and sustained communication projects. The attributes of rhythm, proportion, hierarchy, and progression will be investigated, emphasized, and practiced to produce excellent quality professional solutions.

Projects are carried out in varying degrees of execution including sketchbook roughs, presentation sketches, laser comprehensives, and finished art. Thoughtful experimentation with the software and imaging equipment is encouraged to extend and challenge the process. The course objectives will be pursued through assigned projects, explanations, demonstrations, and group critiques. Prerequisite: GDS 203 Typography I or equivalent. Offered spring. **3 credits.**

Graphics for Design GDS 237-238

This course is designed to teach graphic presentation skills for non-majors in the first semester, and to help students create an effective professional presentation package in the second. The first semester focuses on developing an understanding of key graphic elements, including; grid, type and hierarchy. The second semester focuses on students using these elements to develop their personal portfolios and professional presentation packages. The emphasis of the entire course is to teach effective visual presentation skills. All assignments are geared to help the students develop overall presentation abilities, while building a basic understanding the keys elements of graphic and communication design. Offered fall. **3 credits.**

Design for Communication I (EP) GDS 265

This is one of the two central classes in the first year of study in Graphic Design (alongside Typography). In the first semester, students become familiar with the broader discipline of the field through the construction of abstract design concepts, layout, symbols, and sequential systems. Conceptual thinking and the integration of typography with imagery are explored throughout the course. In the 2nd semester, students investigate projects that follow the various sub-fields of the profession; projects include Identity, Web/Interactive, Information and Wayfinding.

Students will be assigned multiple projects throughout the year. Each project begins with a lecture and demonstration of techniques. Each week, students practice presentation to the larger group in formal and informal critique and brainstorming sessions. Faculty will work one on one with students to answer questions and assist in the process. Reviews will be held at key points during each project. Offered fall. **3 credits.**

Design for Communication II GDS 266

This is one of the two central classes in the first year of study in Graphic Design (alongside Typography). In this course, students investigate projects that follow the various sub-fields of the profession; projects include Identity, Web/Interactive, Information and Wayfinding.

Students will be assigned multiple projects throughout the year. Each project begins with a lecture and demonstration of techniques. Each week, students practice presentation to the larger group in formal and informal critique and brainstorming sessions. Faculty will work one on one with students to answer questions and assist in the process. Reviews will be held at key points during each project. Prerequisites: GDS 265 Design for Communication I or permission of spring instructor. Offered spring. **3 credits.**

Web Design/Interactive I

GDS 305

Through this course, students will learn how to use different software tools to design, implement, and produce a Graphic User Interface. Our efforts will be mostly concentrated on creating web/internet/interactive projects, as these will allow for the exercise of ideas and tools across the entire design spectrum. Students will have a grasp of the essential technology used for web applications: the Hyper-Text Markup Language (including HTML 5) and Cascading Style Sheets (CSS). You will be introduced to several techniques that will allow you to begin making interactive applications, which include PHP, JQuery and Javascript, as well as looking at user experience and design of apps for smart phone and pads. The course will also include an introduction to designing and creating Epub formats. Prerequisites: GDS 265 Design for Communication I or permission of instructor. Offered fall.

3 credits.

Hand Made Book

GDS 309-409

This course will encompass an introduction to bookbinding tools and techniques. A hands-on approach to the school's production facilities, giving students the opportunity to work with the potentials and limitations of the reproduction process. Responsible experimentation with production tools and facilities is encouraged to expand and challenge the process. The course objectives will be pursued through explanations, demonstrations, and critiques. Prerequisites: None. GDS 203 Typography I and GDS 265 Design for Communication I are strongly recommended. Offered fall and spring. **3 credits.**

Publication Design

GDS 35X-45x

This course covers contemporary issues in Publication Design. The aesthetic of type and image remains the most widespread media for graphic designers. Aspects of the printed word and image will be investigated and considered in this class by focusing on the process by which ideas are developed, conceived, written, edited, and ultimately presented. Publication Design will explore projects that will include exercises focused on working within a team, within budgets, with other professionals, and with key vendors. The sequence of the idea is stressed, including how these ideas are presented and revealed through a variety of publishing media. **3 credits.**

Package Design

GDS 341

This course discusses the vast amount of packaged goods in the marketplace. Students develop the design aesthetic software skills to design, create and prepare art to implement consumer packaging. **3 credits.**

Graphic Design: Advanced Studio (EP)

GDS 365

This is the core class for the second year (junior) of study in the major. The class works on client-based projects. All students work on the projects, all students present to clients, and one design is chosen to be realized. During the course, iterations and presentation skills are stressed as students learn how to navigate the crucial relationship with the client. Students work within realistic industry deadlines and adhere to specific current production requirements. Students will realize a number of presentations for clients throughout the year. They practice and realize both hard-copy and digital presentations. Research, empathy, and design skills are stressed. Prerequisites: GDS 203 Typography I and GDS 265 Design for Communication I are strongly recommended. Offered fall. Fulfills Engaged Practice requirement. **3 credits.**

Graphic Design: Advanced Studio

GDS 366

This is the core class for the second year (junior) of study in the major. The class works on client-based projects. All students work on the projects, all students present to clients, and one design is chosen to be realized. During the course, iterations and presentation skills are stressed as students learn how to navigate the crucial relationship with the client. Students work within realistic industry deadlines and adhere to specific current production requirements. Students will realize a number of presentations for clients throughout the year. They practice and realize both hard-copy and digital presentations. Research, empathy, and design skills are stressed. Prerequisites: GDS 203 Typography I and GDS 265 Design for Communication I. Offered spring. **3 credits.**

Contemporary Marketing + Art Direct (EP)

GDS 367

Focuses on using graphic design and visualization skills to communicate ideas in print and in new media. Heavy emphasis on conceptualization. Classroom discussions along with critiques set up to mimic actual creative department environment. Offered fall. Fulfills Engaged Practice requirement.

3 credits.

Graphic Design: Internship (EP)

GDS 399-499

Elective credit can be given on a case-by-case basis for an internship developed by the student through the Career Services Office with advance permission of the department head. Fulfills Engaged Practice requirement.

Graphic Design: BFA Thesis

GDS 465

This is the core class for the senior year of study in the major. The class meets weekly for presentations and to develop research skills and strategic practice. This is the research and idea-phase of the BFA thesis presented in the spring. Presentation, research, and ideational skills are stressed. Offered fall. **3 credits.**

Graphic Design: BFA Statement + Exhibition

GDS 466

This is the second half of core class for the senior year of study in the major. This is the realization phase of the BFA thesis presented at the end of the semester.

Prerequisites: Students must be working toward a BFA in one of the Design Environment departments. Other students may be admitted with permission of the instructor. Offered spring. **3 credits.**

Humanities/ Cultural Studies

EcoPoetry

HCS 303 / LLC 303

In a notebook entry dated in the 1940s, Robert Frost wrote, “You have to be careful with the word natural—with all words in fact. You have to play the words close to the realities.” So what are the “realities” of the natural world? Given that human beings are connected to all living things, can we ever get far enough outside of ourselves to understand the “real,” concrete world of nature? Or are we human beings simply creating, through language, a symbolic world and calling it nature? Is the act of constructing a world using language in order to understand ourselves and other things what makes us natural—is at the root of what we call “human nature”? In exploring those questions, this seminar will look at what effects natural science has had on poetic depictions of the natural world. The focus of the course will tilt toward poetic renderings of the natural world. May be applied as a Humanities/Cultural Studies elective or as a writing-intensive elective.

3 credits. *Formerly Nature Poetry: Before + After Darwin; HCS 301X / LLC 301X.*

Survey of Contemporary Music

HCS 309

This course will give an overview of avant-garde music written in the twentieth (and twenty-first) centuries, with particular emphasis on the relationships between music and the visual arts. Discussions in class will focus on composers whose work helped define contemporary music while creating aesthetic parallels to the visual arts. Emphasis will be placed on listening to avant-garde and experimental music, and students will be expected to attend several recitals of contemporary music and write about their experiences. Students will also have to complete reading and listening assignments on a regular basis. May be applied as Visual Culture Emphasis course.

3 credits.

Cinematic Time after 1960

HCS 320

What does a cinematic image of time look like? Why did this question suddenly seem pressing after the Second World War? How has cinematic time been explored by filmmakers and artists in the past 50 years? What possibilities does this exploration open up? These questions will guide our investigation of cinematic time since 1960. We will consider a wide range of films and moving image media in which time takes on strange qualities--where the emphasis is on what is happening in the image, rather than on what has happened or will happen in the next shot. \$25 course fee required.

3 credits. *Formerly HCS 320X.*

Social Cinemas: Politics of Representation + Engagement

HCS 322

Social is a term used to describe all kinds of art and media today including social media, social practice, and activist media directed toward “social change.” This course examines film and video work that demands we think carefully about how the social is defined and represented as an idea, an experience, and a world (or worlds). We will begin by considering Jean Vigo’s call for a new “social cinema” in the 1930s. We’ll consider how experimental and avant-garde film functioned as a means for organizing social worlds and expressing social critique. We’ll ask what Stan VanDerBeek might have meant when he described the rise of a “new social media consciousness” in 1974. And finally we’ll look at how contemporary filmmakers and video artists respond to the way the Internet has changed our relationships to one another and to the events that shape our sense of how the larger social world is structured and defined. May be applied as an art history elective, post-1960s art history elective, or humanities/cultural studies elective. Visual Culture Emphasis course. **3 credits.**

Avant Garde Film

HCS 325

Film, the quintessential art form of the 20th century, added time and relativity to the artist’s palette. This course examines the abstract and non-narrative tradition: films that focus on manipulation of form, motion, and the collage-like collision of images in time (montage). Topics include early Soviet formalists, Dadaist and Surrealist films of the 1920’s and 1930’s, and American underground films of the 1960’s and 1970’s. Students keep a journal of their impressions of each film shown. COURSE FEE REQUIRED. May be applied as Visual Culture Emphasis course. **3 credits.**

Japanese Expressions

HCS 328

This course is an introduction to the culture of Japan as it is revealed in the Japanese literary and religious tradition and in modern literary and cinematic expression. Readings will include selections from early Japanese myth and poetry, the diary and early novel forms, and the literary and aesthetic response to influence from China. Appropriate attention will be paid to Noh drama and haiku poetry, writings in the samurai tradition, a modern novel and a Japanese film. The purpose of this course is not to survey the whole of the Japanese experience, but rather to read and view representative examples of Japanese expression with understanding and delight. May be applied as Creative Writing Concentration course. **3 credits.**

Existentialism, Reality + the Artist's Identity

HCS 368

This course investigates existential ideas explored by 19th, 20th, and 21st century philosophers and researchers. Existentialism refers to the exploration of what it is to be human and how to find meaning when faced with myriad uncertainties regarding life, death, and the actions we take while we are alive.

Questions arising from texts read, films seen, and art explored include: How does one craft an identity in the 21st century? How may our ideas about self shift from youth to adulthood, as we – as creators and disseminators of information – trudge through an oversaturation of data, visuals, and the excessive overproduction of goods? How do we confront technology, individuality, relationships, reality, time? How can we discover the self, to find meaning in a world where the possibility for meaningfulness is at times questioned?

3 credits. Formerly HCS 368X.

John Cage: His Life, Work + Influence

HCS 369

A course on the life and influence of John Cage. The class will detail his history and delve into his musical and artistic output, ideas, and influence on the creative arts today. Significant discussion will be given on his philosophies, aesthetics, innovations, and teachings. The course will also focus on Cage's connections to the visual arts, and how this connection impacted him artistically, while pushing him to formulate ideas that in turn were a significant and continuous influence on the visual arts community. The class will also touch on how Cage was able to make a living on the fringes of a capitalist society while maintaining the values of anarchy and hard work. Regular reading, writing, and listening assignments will be given in class, and students will be expected to create works of art or musical compositions which embody the legacy of John Cage, while pushing the boundaries of their own artistic processes.

Visual Culture Emphasis course. **3 credits.** Formerly HAS 367X.

World Cinemas

HCS 374 / ACD 374

Writing on film aesthetics in 1930, a year marked by global financial crisis and mounting political conflict, Béla Balázs did not feel it was possible to speak of the “people of the world.” But if that day were ever to arrive, he predicted, film would be there “ready and waiting to provide the universal spirit with its corresponding technique of expression.” Today we talk about how technology has altered the world, making it feel smaller and infinitely expanded at the same time. But can we still say film holds the promise of universal expression? If not, what does it promise now? What, in other words, do film's techniques of expression correspond to in our contemporary world?

In this course, we will spend time looking carefully at cinematic technique in films produced all over the world during the course of the medium's history. At the same time we will also look carefully at the ideas and fantasies that animate “world cinema” as a label for certain kind of films without taking for granted that this phrase always means or has meant the same thing. Why do some critics and theorists embrace this term while others find it inadequate, a bad fit, something in need of qualification or replacement? What corrections and critiques have these writers offered? How do their observations change the way we see film technique and our own unexamined assumptions about how film makes the world available to each of us as viewers? May be applied as Visual Culture Emphasis course. \$25 course fee required. **3 credits.** Formerly ACD 374X/HCS 374X.

Human Antiquity: Evolution

HCS 381

The anthropological study of human evolution, from human origins through the formation of major early civilizations. Course emphasis is on understanding the changing nature of the relationship between human biology, the environment and adaptation of culture as a way of life. Readings, class discussion, slides and films help describe archaeological sites and the paleoanthropological theories and methods used in studying human prehistory. Class will visit the Cleveland Museum of Natural History's human evolution gallery exhibit. Also, if the museum's physical anthropology schedule allows, the class will visit the renowned Hamann-Todd Osteological Collection. This is one of the world's largest, and most thoroughly documented, collections of primate skeletons, with all major groups represented, including humans, apes, prosimians, and New and Old World monkeys. **3 credits.**

Art and Its Social Life in Madagascar

HCS 382 / ACD 382

Madagascar is a large island in the Indian Ocean, just southeast of the African mainland. Artistic practice in Madagascar is very distinctive, being informed by a unique blend of the 20 different ethnic groups on the island and a broad division between rural (animist, or ancestral cultures) and urban lifestyles. This course explores a range of Malagasy arts, giving particular attention to the forms these arts take, the processes of their production and the relations they maintain to the island's social and cultural lives. Throughout the course, readings and discussions will be supplemented by images, videos and collected art. Students will be asked to analyze the various Malagasy art forms and the processes that go into their production, as well as to think critically about the relations these aesthetic practices have with Malagasy socioculture. **3 credits.** Formerly ACD 379X/HCS 379X.

Censorship, Art + the Law

HCS 386

This discussion-based class will explore the mythology of free speech for artists in America. From photographs of crucifixes submerged in urine, through the comedy of Lenny Bruce, threats in rap lyrics, a wedding cake for a gay wedding and a portrait of Emmitt Till painted by a white woman, when it comes to artistic expression, “free speech for all” has always meant “free speech for some.” Using the law as a foundation, we will examine the work of a wide variety of artists such as Mann, Diana, Serra, Mapplethorpe and Krafft to challenge the limits of free speech. Students will examine where the beliefs came from and how a love for and a belief in free speech for all persists as a concept. There are few right or wrong answers. Instead, discussions in this class will center around developing one’s own personal belief system and learning to articulate and defend that system. **3 credits.**

Literature of the Americas

HCS 388 / LLC 388

This course will survey the concurrent but separate developments of the literary traditions of North and South America. Taking Columbus’ arrival on Hispaniola as our point of anchor, we will work backward to the Pre-Columbian original narrative forms, and forward through the written records of the complex colonial contexts of the literary art in both Americas. We will also trace the divergent results of the influences of European literature, following in each case the developments of such directions as we can identify in the prose and poetry of the colonial and postcolonial periods of each America. Reading widely and also closely, we will consider how best to trace the parallel emergence of these national literatures, seeking in a juxtaposed study what common literary and extra-literary antecedents and shaping forces the texts in both traditions may reveal. We will also inquire into the nature of the distinctions that must be made between these traditions, and into the impact the differences between these literatures may have of the understanding of what we mean by the phrase “American literature.” Fulfills Humanities/Cultural Studies distribution requirement. Creative Writing Concentration course. **3 credits.**

From the Front Row: Cinema + Critical Writing

HCS 389 / ACD 389

Does writing about a film mean something different from writing other things? What is cinematic representation? Cinema is a cultural phenomenon but what do we mean when we say such a thing? Is film a language? What is critical theory? The aim of the seminar is to encourage undergraduate students interested in cinema to develop better written and verbal skills within the context of a broader field of cinema studies. Students will debate the essence of cinema and acquire a framework for understanding its formal qualities. In the process, they will learn to experience film as a visual language, explore its similarities to other arts, and analyze its relation to critical dialogue. FROM THE FRONT ROW; Cinema and An Approach to Critical Writing is divided into three sections or thematic discussions with each section intended to follow one another to provide a cumulative sense of the field of study. Some cross-reference is required to initiate debate and discussion. May be applied as Creative Writing Concentration course. **3 credits.**

Sound Art & New Media

HCS 411

A course on how visual artists (and some composers) use sound in their works. Works discussed in class will include “stand alone” works of sound art, musique concrete, sound sculptures, installation works (using sound as a main component), radio art, film, and internet-based works. Students will be expected to identify differing qualities of sound, and there will be regular listening and reading assignments for each class. Students will also be given written assignments, and will have to compose a work of sound art or sound sculpture as a final project. May be applied as Visual Culture Emphasis course. **3 credits.**

Illustration

Picture Book Illustration

ILL 220-320-420

This course will explore the creation of a picture book through historical context, the evolution of children's book illustration, and the methodology of creating art for a picture book. Picture books continue to expand in modern markets through digital applications as well as book art, a sculptural narrative object. Students will gain knowledge of the publishing industry and the process of submitting a body of work. Students will be expected to create a personal illustrative narrative by means of gathering reference and creating consistent and well developed characters that exist in a story.

This course is strongly recommended for elective students interested in picture books and visual narratives. Open to all sophomores, juniors, and seniors.

3 credits.

Layout Rendering Techniques

ILL 260

This course is concerned with introducing students to techniques and materials used by professional illustrators. The emphasis will be on developing critical observation skills along with enhancing technical and rendering abilities to a professional level. Also, purpose and application of techniques for layout presentation, as well as refining finished art for reproduction. Emphasis will be on drawing, painting and other tactile techniques, as well as digital rendering techniques for the preparation of finished art for the final application of artwork created.

Offered fall. **3 credits.**

Fundamentals of Illustration

ILL 263

To prepare illustration students to become working professionals by providing them with the necessary skills and knowledge to advance through the courses provided at the Institute to develop a professional level of performance for future employment. The department of Illustration emphasizes the understanding of contemporary themes and concepts as a basis for nurturing the student's ability to translate this acquired thematic vocabulary into inventive visual solutions. The main objective is to motivate the student's visual awareness to a professional level. For them to be aware that illustration is an applied art, a business, to satisfy the client needs, and should be executed in a professional business manner by experiencing classroom assignments prepared in a job like situation. Offered fall.

3 credits.

Principles of Illustration

ILL 264

This course assures the student the opportunity to develop a saleable skill, perform in a professional manner and demonstrate good attitude and work habits that meet client needs and deadlines. Encounter a strong emphasis on different techniques, methods, styles and types of illustration that will further provide advancement towards future employment. Students will be introduced to past- and present-day illustrators to get a comprehensive sense of what role an illustrator plays when dealing in the solutions of design/illustration problems. Students will also acquire an understanding of style and techniques used by illustrators to solve these problems they may confront in the future as professionals. Offered spring. **3 credits.**

Character Design + Development

ILL 265

This course will concentrate on the character creation process, focusing on all aspects of character concept and development. Students will learn to understand character types, body language and production techniques. In the fast growing gaming and animation industry, the ability to create characters is essential. Graphic novels/ comics, children's books and advertising also rely heavily on an illustrators ability to create characters that meet client demands/ needs and make them part of a cohesive world. Offered spring. **3 credits.**

Illustration for Publication

ILL 363

This course will focus on applications of digital and tactile processes, materials, and techniques from concept development through final reproduction. Offered fall.

3 credits.

Illustration II

ILL 364

This course will prepare illustration students to become working professionals within the marketing communications community. It will motivate the student's visual awareness, teaching the student to conceptualize, design and execute on a professional level. Students learn to produce quality illustrations and to be responsible for the conceptual aspects of a project whenever necessary. This course encourages students to develop a confident knowledge of design in illustration, the thinking process, and production techniques necessary to compete in the field of applied arts.

Prerequisite: ILL263 Fundamentals of Illustration. Offered spring. **3 credits.**

Storyboarding + Sequential Art

ILL 367

This course covers the areas of sequencing and storyboard development. This is a growing field within the traditional print illustration discipline. New techniques, ideas and concepts will be threads throughout the class as students explore character development, lighting and perspective and background concepts development.

Offered spring. **3 credits.**

Professional Standards in

Illustration

ILL 370

Introduction for junior students in dealing with professional standards set by the Illustration market place. Concentration on the preparation of art work to meet the demands required for successful application for client needs. Students will gain an appreciation for deadlines, client expectations and business practices in collaboration of real-world scenarios.

Offered fall and spring. **3 credits.**

Visual Concepts in Illustration

ILL 371

This course encourages students to develop a confident knowledge of design in illustration, the thinking process, and production techniques necessary to compete in the field of applied arts and prepares illustration students to become working professionals within the marketing communications community. It will motivate the student's visual awareness, teaching the student to conceptualize, design and execute on a professional level. Students become familiar with several techniques used in editorial illustrations, book illustrations, advertising illustrations, as well as many others using an extensive range of materials. Students learn to produce quality illustrations and to be responsible for the conceptual aspects of a project whenever necessary. Offered fall. **3 credits.**

Community Projects (EP)

ILL 389

Students will illustrate and provide art and production services for individual clients as well as for organizations in a professional studio setting. The course emphasizes the student's development of problem-solving, meeting client demands, communication skills, organization and effective time management, proper preparation of artwork for reproduction, teamwork and collaboration - all specific to the marketplace as an introduction to real-life challenges. For Illustration majors only.

Other majors only with instructor's approval.

Offered fall and spring. Fulfills Engaged Practice requirement. **3 credits.**

Illustration: Internship (EP)

ILL 399-499

Elective credit can be given on a case-by-case basis for an internship developed by the student through the Career Services Office with advance permission of the department head. Fulfills Engaged Practice requirement.

Illustration: BFA Preparation

ILL 463A

An independently initiated illustration thesis project is defined in a statement detailing the nature and purpose of the project, medium, and procedural timetable. A year-long project is created displaying the technical competence, solution-based ideas, responsibility to professional standards, self-reliance, determination and perseverance learned throughout a student's years of education. Offered fall.

3 credits.

Illustration: Advanced Illustration Studio Projects

ILL 463B

Students are required to begin thinking of their upcoming BFA thesis project over the summer. On the first day of class students will be expected to present their thesis' central idea and have first iterations for visual expression of that idea. The beginning of the thesis project consists of research, discussion and tightening up of the central idea. Offered fall. **3 credits.**

Illustration: Final Project: Illustration Portfolio

ILL 464B

The illustration department emphasizes the understanding of contemporary themes and concepts as a basis for nurturing the student's ability to translate this acquired thematic vocabulary into inventive visual solutions. The main objective is to motivate student's visual awareness to a professional level to meet market place needs. Offered spring. **3 credits.**

Industrial Design

Industrial Design 1.1

IND 235

This course will focus on basic processes and principles of industrial design and product development. An emphasis will be placed on user-centered problem solving, and methods for achieving innovative results. Multiple semester projects are structured around key design concepts and individual career interests. Projects are structured to reinforce research, concept generation and refinement, resulting in solutions that address functional and aesthetic issues. Regular formal reviews will enable individuals to develop verbal and visual presentation skills, and formal lectures will be balanced against one-on-one in-studio instruction. Offered fall.

3 credits.

Industrial Design 1.2 (EP)

IND 236

This course is an extension of Industrial Design 1.1, with a focus on advanced industrial design and product development processes and principles. Emphasis will be placed on in-depth analysis and synthesis, in addition to market-driven exploration. One semester project will focus on problem solving based on systematic ergonomic testing, while the other is a sponsored project that involves interaction with design, marketing and engineering professionals. Regular formal reviews will enable individuals to develop verbal and visual presentation skills, and formal lectures will be balanced against one-on-one in-studio instruction. Prerequisite: Industrial Design 1.1. Offered spring. Fulfills Engaged Practice requirement. **3 credits.**

Materials + Processes

IND 239

This course provides an overview of contemporary manufacturing methods used in industry, in addition to the material selections used to support them. Lectures will provide an overview of the generally accepted design practices for selected manufacturing processes and materials, along with a framework to make cost-based decisions for selecting a specific process. Class activities will include disassembly and evaluation of the manufacturing methods used in an electro-mechanical consumer device. Each class will include lectures and exercises, and will be supplemented with assigned readings and regular performance opportunities. **1.5 credits.**

Materials + Processes

IND 240

This course is an extension of the Fall Materials + Processes and will focus on contemporary manufacturing methods used in industry, in addition to the material selections used to support them. Lectures will provide an overview of the generally accepted design practices for selected manufacturing processes and materials, along with a framework to make cost-based decisions for selecting a specific process. Class activities will include disassembly and evaluation of the manufacturing methods used in an electro-mechanical consumer device. Each class will include lectures and exercises, and will be supplemented with assigned readings and regular performance opportunities. Offered fall. **1.5 credits.**

Transportation Design (EP)

IND 250T-251T/350T-351T/450T-451T

This series of courses exposes students to the basic knowledge, skills and qualities that are important for a career in transportation design. CIA faculty and practicing transportation designers will demonstrate methods for creating context, inspiring designs, ideation through sketching/rendering, physical model building and verbal and visual communication. Specific project themes will be driven by industry sponsors while deliverables will be determined by the individual aptitude and experience. Regular formal reviews will enable individuals to develop verbal and visual presentation skills, and formal lectures will be balanced against one-on-one in-studio instruction. Professional designers, both staff level and management, in addition to guests with specialized industry expertise will visit throughout the semester. Series of six courses required of Transportation Track students. Offered fall and spring. IND 350T, 351T, 450T, 451T each fulfills Engaged Practice requirement. Each course in the series carries. **3 credits.**

Ergonomics + Design

IND 280

This course focuses on the process of designing for human use. Anthropometrics, task analysis, user experience, research and safety are explored. Course content is aligned with projects in Industrial Design 1.2. Each class will include lectures and exercises, and will be supplemented with assigned readings and regular performance opportunities. Offered spring. **3 credits.**

Communication Skills

IND 285

This course will focus on the development of effective visual communication for product design. An emphasis will be placed on exploring and communicating ideas through manual sketching, rendering, orthographic drawing, modeling and verbal/visual presentation. Studio time will include demos, one-day assignments, work time and one-on-one instruction. Coursework is designed to align with projects in Industrial Design 1.1. Offered fall. **3 credits.**

Communication Skills

IND 286

This course is an extension of the Fall Communication Skills and will focus on the development of effective visual communication for product design. An emphasis will be placed on exploring and communicating ideas through sketching, rendering, orthographic drawing, modeling and verbal/visual presentation. Digital communication tools and techniques will be introduced, including the use of digital drawing tablets. Studio time will include demos, one-day assignments, work time and one-on-one instruction. Coursework is designed to align with projects in Industrial Design 1.2 Prerequisite: Communications Skills 1.1. Offered spring.

3 credits.

Communication Skills: Transportation

IND 287T

This course runs concurrently with IND285 and includes effective visual communication for product and transportation design. An emphasis will be placed on exploring and communicating ideas through manual sketching, rendering, orthographic drawing, modeling and verbal/visual presentation. Guest instructors will teach specific tools and techniques for transportation-related visual communication. Studio time will include demos, one-day assignments, work time and one-on-one instruction. Coursework is designed to align with projects in Industrial Design 1.1 and Transportation Design. **3 credits.**

Communication Skills: Transportation

IND 288T

This course runs concurrently with IND286 and is an extension of Fall Communication Skills. Course content will focus on the development of effective visual communication for product and transportation design. An emphasis will be placed on exploring and communicating ideas through sketching, rendering, orthographic drawing, modeling and verbal/visual presentation. Digital communication tools and techniques will be introduced, including the use of digital drawing tablets. Studio time will include demos, one-day assignments, work time and one-on-one instruction. Coursework is designed to align with projects in Industrial Design 1.2 and Transportation Design. Prerequisite: Communications Skills 1.1. Offered spring. **3 credits.**

3D Modeling 1.1

IND 303

This course focuses on introducing students to 3D digital modeling for the industrial design profession. It employs a surface modeling approach using Autodesk Alias software to create multiple class-driven projects. Study consists of a lecture demo format in a computer lab environment. In-class work will emphasize key modeling concepts and will be supplemented with student-driven projects intended to develop practical application strategies and skills. Junior standing is required for registration of this class. Offered fall. **3 credits.**

3D Modeling 1.2

IND 304

This course is a continuation of the fall 3D Modeling (IND 303) course with an emphasis on an expanded knowledge of surface modeling techniques. An emphasis will be placed on surface continuity and transition, in addition to exploration of organic forms. Students will acquaint themselves with the process of preparing and exporting files for output. Rapid prototyping will be introduced with and opportunity to create physical parts using an on-site three-dimensional printer. Additional methods and resources for rapid prototyping will also be introduced. Prerequisite: 3D Modeling 1.1. Offered spring. **3 credits.**

Design Center Based Learning (EP)

IND 317-417

This course functions as a professional design studio, placing an emphasis on client-based projects and interdisciplinary teamwork. All companies/organizations who are participating in the course make a financial commitment to CIA and intern team members may be compensated. When compensation is available it may vary, but is based on the project budget, time commitment and individual contributions. The faculty, who will oversee the process, deliverables and schedule for each project, will determine studio responsibilities. Prerequisites for Industrial Design majors: one year of industrial design training and approval of the course faculty. Prerequisite for non-Industrial Design majors: approval of the course by the faculty assigned to the course. Offered fall and spring. Fulfills Engaged Practice requirement. **3 credits.**

Industrial Design 2.1

IND 335

This course will focus on in-depth design exploration, placing an emphasis on high-level research, innovative concept generation and refinement focused on problem solving and manufacturability. Semester projects will focus on sustainability and furniture, the latter project requiring a full-size functional prototype. Project themes are intended to cover key critical information, while tailoring material to individual interests. Regular formal reviews will enable individuals to develop verbal and visual presentation skills, and formal lectures will be balanced against one-on-one in-studio instruction. Prerequisite: Industrial Design 1.2. Offered fall. **3 credits.**

Industrial Design 2.2 (EP)

IND 336B-336C

This course is an extension of Industrial Design 2.1, with a focus on strategic aspects of design. Further emphasis will be placed on research, concept generation and refinement focused on problem solving. Semester projects will focus on design in the context of business objectives and a broader product development environment. Project work will involve teamwork and direct interaction with outside design and marketing professionals. Regular formal reviews will enable individuals to develop verbal and visual presentation skills, and formal lectures will be balanced against one-on-one in-studio instruction. Prerequisite: Industrial Design 2.1. Offered spring. Fulfills Engaged Practice requirement. **3 credits.**

Automotive Design Language 1.1

IND 352T

This course will introduce students to fundamental processes and approaches of vehicle design language development. An emphasis will be placed on identification of design theme and vehicle overall body construction. Course content runs concurrently with the Transportation Design course, allowing faculty to guide research, develop innovative vehicle body construction, define proportion and define gesture and develop vehicle layout. Class and studio time will include lectures, demos, formal reviews, verbal/visual presentations, sketching and rendering. Offered fall. **3 credits.**

Automotive Design Language 1.2

IND 353T

This course is an extension of Automotive Design Language 1.1. An emphasis will be placed on connecting form languages with functional solutions and developing greater sensitivity to vehicle exterior and/or interior surfacing. A semester-long project will run concurrently with the Transportation Design course. The course is structured to reinforce form-giving while refining methods and skills, resulting in a visual language that communicates functional needs. Class and studio time will include lectures, demos, formal reviews, verbal/visual presentations, sketching and rendering. Offered spring. **3 credits.**

Marketing + Design

IND 375

This course exposes students to the relationship between design and marketing, specifically addressing social/ethical responsibility, research, strategic marketing, branding, distribution, advertising and pricing. Each class will include lectures and exercises, and will be supplemented with assigned readings and regular performance opportunities. Individuals will be required to develop a marketing plan for a product created in the Industrial Design studio. Offered fall. **3 credits.**

Industrial Design: Internship (EP)

IND 399-499

Elective credit can be given on a case-by-case basis for an internship developed by student through the Career Services Office, with advance permission of instructor and department chair. Fulfills Engaged Practice requirement.

3D Modeling 2.1

IND 403

This advanced digital modeling course offers the option to continue with surface modeling using Autodesk ALIAS Automotive (for automotive design) or Solid Works for those interested in gaining exposure to solid modeling (for product design). The ALIAS option will include advanced methods for exterior surfacing, while the Solid Works option will focus on the user interface and basic solid modeling procedures. Prerequisite: 3D Modeling 1.2. Offered fall. **3 credits.**

3D Modeling 2.2

IND 404

This is a continuation of the fall 3D Modeling course (IND403) with an option to continue Autodesk ALIAS Automotive (for automotive design) or Solid Works (for product design). The Autodesk ALIAS Automotive option will focus on advanced rendering techniques for automotive design presentations, including Key Shot animation and rendering procedures. Projects will culminate in fully modeled exterior or interior design presented as a finished animation of student's own design. The Solid Works option will focus on surface modeling techniques and the differences and advantages of combining solids with surface modeling techniques. Areas of study will include surfacing tools loft and boundary and continuity options for curvature and 3D sketching. Advanced rendering techniques will be explored. Prerequisite: 3D Modeling 2.1. Offers spring.

3 credits.

Industrial Design 3.1

IND 435B

This course focuses on the semester-long thesis project. Individuals will define the project theme and work with faculty to identify key problems and opportunities. In-depth research will inform concept development, ultimately resulting in a refined solution that considers functional needs, aesthetics and manufacturing. Additionally, individuals are expected to create compelling visual, verbal and written presentations that create context for the project and effectively communicate the validity of the project and outcomes. In order to gain exposure in the design community, individuals will be required to submit their final design to a design competition. Formal reviews will be balanced against weekly one-on-one studio discussion. Prerequisite: Industrial Design 2.2. Offered fall. **3 credits.**

Industrial Design 3.1

IND 435C

This course focuses on the semester-long thesis project. Individuals will define the project theme and work with faculty to identify key problems and opportunities. In-depth research will inform concept development, ultimately resulting in a refined solution that considers functional needs, aesthetics and manufacturing. Additionally, individuals are expected to create compelling visual, verbal and written presentations that create context for the project and effectively communicate the validity of the project and outcomes. In order to gain exposure in the design community, individuals will be required to submit their final design to a design competition. Formal reviews will be balanced against weekly one-on-one studio discussion. Prerequisite: Industrial Design 2.2. Offered fall. **3 credits.**

Industrial Design 3.2

IND 436

This course will focus on planning and preparation and execution of work for three primary milestones, including employment search, BFA and Spring Show. Individuals will be responsible for determining what work will be accomplished based on career objectives and for an overall work schedule which will serve as a guide for the semester. Faculty will be available in studio to provide advice on organization, project work, portfolio development and networking. Offered spring. **3 credits.**

Advanced Automotive Design Language 2.1

IND 452T

This course focuses on advanced vehicle design language development with an emphasis on the translation of in-depth brand language and trend research into form and detail development. A semester-long project will run concurrently with the Transportation Design course. The course will focus on the refinement of compelling visual languages, the development of brand literacy and the resolution of high quality form and details based on exterior and interior functional elements. Class and studio time will include lectures, demos, formal reviews, verbal/visual presentations, sketching and rendering. Offered fall.

3 credits.

Advanced Automotive Design Language 2.2

IND 453T

This course is a continuation of Fall Advanced Automotive Design Language. A semester-long project will run concurrently with the Transportation Design course, allowing individuals to work with faculty to systematically design a concept vehicle from basic structure/vehicle architecture, through form development and color/material selection. Students are expected to design a vehicle exterior and interior based on meaningful research. The design should have a strong theme reflecting user emotional and functional needs, brand heritage, a unique body construction base on purpose, refined surface/detail treatment and appropriate color/material choices. Class and studio time will include lectures, demos, formal reviews, verbal/visual presentations, sketching and rendering. Offered spring. **3 credits.**

Integrated Media

Sound Design Fundamentals

IME 211

This course will focus on the fundamentals of sound design and foley which relate to the film, television, animation, video games and the entertainment industry. Students will learn how to record, edit, and mix sounds while learning how to use microphones, software, and the recording studio. In this course, we will record and edit sound effects, voiceover work and music to be used in projects that support or enhance moving images. Required of Game Design majors and Photography majors in the Video + Digital Cinema track. **3 credits.**

BFA Thesis + Exhibition

IME 402

These courses provide a platform for senior Animation, Life Sciences Illustration, Game Design, Illustration, and Photography majors who are BFA candidates. The course is structured to support the individual in shaping her/his own project and the production of all elements of the BFA thesis. Strong conceptual skills developed through professional planning and research are core to this process. Offered spring. **3 credits.**

Interior Architecture

Space & Planning Fundamentals

INTA 231A

This course will cover the basic understanding of space planning and documentation, floor planning and elevations material selection, sample and presentation boards, space and lighting relationships, furniture and mechanical layouts, flow and movement. Open elective, sophomore and above. This course is a prerequisite for INTA 232B Materials, Research & Space Planning. Offered fall. **3 credits.**

Architectural Drawing + Documentation

INTA 231B

This course is an introduction to hand drafting and documentation including drawing, lettering and historic referencing as well as ADA topics, historic vernacular, and space planning. Field trips may be included. Mandatory for all sophomore Interior Architecture majors. Open elective, sophomore and above. Offered fall. Books and supplies to be determined by instructor. **3 credits.**

Retail, Restaurant + Store Design

INTA 232A

Course includes several retail design problems covering various problem-solving methods including: retail fixture/specialty retail project working with a local Cleveland-based company and retail storefront design. Students will participate in formal critiques using presentation methods and skills. Mandatory for all sophomore Interior Architecture majors. Open elective, sophomore and above. Offered spring. **3 credits.**

Materials, Research + Space Planning (EP)

INTA 232B

Space planning projects based on special programming and research including furniture design, finishes and furnishings, material presentations from the manufacturing industry and field trips. Students will participate in formal critiques using presentation methods and skills. Final project is group collaboration. Mandatory for all sophomore Interior Architecture majors. Open elective, sophomore and above. Prerequisite: INTA 231A Space & Planning Fundamentals or instructor's permission. Offered spring. **3 credits.**

Interior Architecture: Communication Skills 1

INTA 285

The basics of perspective drawing are taught in twelve assignment modules covering all forms of measured perspective drawing. The final design project will include drawing and renderings as a requirement. Open elective, sophomore and above. Mandatory for all sophomore Interior Architecture majors. Offered fall. **3 credits.**

Interior Architecture: Communication Skills 2

INTA 286

Intermediate Level drawing and rendering including perspective drawing from several viewpoints, rendering techniques in several styles media and design projects throughout course. Mandatory for all sophomores Interior Architecture majors. Open elective, sophomore and above. Prerequisites for Interior Architecture majors: INTA 285. No prerequisites for electives. Offered spring. **3 credits.**

Interior Architecture: Intermediate Problems (EP)

INTA 331

Intermediate level retail and space design including various conceptual and visual projects increasing in detail and complexity, such as building exteriors, exhibit, and museum design as well as local community project. Introduction of fabrication methods. Industry professional input at various critiques. Mandatory for all junior Interior Architecture majors. Open to all juniors and seniors. Prerequisites: INTA 232A. Offered fall. Fulfills Engaged Practice requirement. **3 credits.**

Retail Design + Brand Design (EP)

INTA 332

Course includes brand-focused projects including a retail design project hosted at client location with the final presentation to their design team and an advance design problem with industry interaction or competition with a potential summer internship. Mandatory for all junior Interior Design majors. Open elective, sophomore and above. Prerequisites for Interior Architecture majors: INTA 232A and INTA 331. No prerequisites for electives. Offered spring. Fulfills Engaged Practice requirement. **3 credits.**

Interior Architecture: AutoCAD

INTA 333

A series of modules covering the basics of AutoCAD with a final project. Mandatory for all junior Interior Architecture majors. Open elective, sophomore and above. Offered fall. **3 credits.**

Architecture + Communication Skills

INTA 385

Advanced level drawing and rendering, focusing on traditional and digital media. Mandatory for all junior Interior Architecture majors. Open elective, sophomore and above. Prerequisites: INTA 285 and INTA 286 required for Interior Architecture majors. No prerequisites for elective students. Offered fall. **3 credits.**

Sustainability: LEED + Detailing
INTA 390

The first half of the course introduces students to LEED sustainable practices and prepares students for the LEED certification process. In the second half of the course, students will learn to detail their designs in preparation for fabrication and implementation while taking into consideration ethical and sustainable fabrication methods and material selections.

3 credits.

Interior Architecture: Internship (EP)

INTA 399-499

Elective to Interior Architecture juniors who have an internship opportunity with the approval from the Department Head. Fulfills Engaged Practice requirement.

Interior Architecture: Senior Thesis Problem (EP)

INTA 431A

A semester-long self-defined intense problem, involving a research document, several advisors, and two major presentations. The final presentation is given in a gallery environment and is open to the general public. The thesis encompasses all aspects of the student previous course work and is their most thorough project. Mandatory for all senior Interior Architecture majors. Senior Students outside Interior Architecture may petition to take this course with Department Head approval. Offered fall. Fulfills Engaged Practice requirement. **6 credits for Interior Architecture majors; 3 for electives.**

Interior Architecture: Senior Thesis Problem (EP)

INTA 431B

A semester-long self-defined intense problem, involving a research document, several advisors, and two major presentations. The final presentation is given in a gallery environment and is open to the general public. The thesis encompasses all aspects of the student previous course work and is their most thorough project. Mandatory for all senior Interior Architecture majors. Senior Students outside Interior Architecture may petition to take this course with Department Head approval. Offered fall. Fulfills Engaged Practice requirement. **6 credits for Interior Architecture majors; 3 for electives.**

Interior Architecture: BFA Survey

INTA 432A

Final Preparation for senior BFA. Faculty work with seniors to prepare & plan their final BFA Exhibition & Presentation for spring. Preparation for career search and interviewing skills will be a part of the course. Prerequisites: All sophomore and junior major studio courses must be completed. Offered spring. **3 credits.**

Interior Architecture: Advanced Problems (EP)

INTA 432B

A senior level advanced design problem will be assigned to the students with a final review with an industry professional. Prerequisites: All sophomore and junior major studio courses must be completed. Senior students from outside the department may petition to enroll in the course with major department chair's approval. Offered spring. Fulfills Engaged Practice requirement. **3 credits.**

Jewelry + Metals

Jewelry + Metals Core

MET 200/300/400 and
MET 201/301/401

Jewelry + Metals core courses address context, subject, materials & technologies to challenge students to conduct research, push boundaries, explore frontiers, and innovate. We sustain an environment that fosters risk taking and creative problem solving, and encourages interdisciplinary thinking, and making. Courses listed below or other approved courses as assigned by the department chair. 3 credits.

Jewelry + Metals Core: Alternative Materials

The limitless possibilities of materials are investigated and applied to create wearable objects. These materials are explored for their conceptual potential and the capacity they hold as related to design elements for production. Students reinterpret and remake materials. Self-directed work and projects relating to the topic are presented throughout the semester. Reading, research, and critiques are an integral part of the class. Slides, images, and actual works supplement the course. Open to sophomore Jewelry + Metals majors and all electives.

Jewelry + Metals Core: Casting

As a basic technology in the jewelry and metals field, casting provides the opportunity to explore complex and dynamic form, surface and texture, the organic and geometric language. Technologies and materials from ancient to the cutting edge provide new and exciting possibilities for models, molds, parts. The course will address concepts and technologies of basic waxwork and model making, CAD/CAM, and casting processes to challenge students to apply new techniques and technologies to create work that remains unique to their direction. From fundamental wax carving and found objects to 3D modeling and output to the Solidscap[™] 3D wax printer and the CNC

milling machine, the course will cultivate new skills and opportunities for the creation of new work. Vacuum, centrifugal, gravity, and rubber mold casting are addressed to provide a range of opportunities for tangible objects. A wide variety of metals, plastic resins, and rubber provide endless possibilities. Readings, essays, and discussion offer the integrated seminar experience. Visiting artists, field trips, and presentations will supplement the activity in the department. Open to sophomore Jewelry + Metals majors and all electives.

Jewelry + Metals Core:

Jewelry Concepts

Why is jewelry worn? How is jewelry worn? This course will focus on the motivations behind why we make jewelry, and how jewelry functions in our contemporary culture, and others. The question of the boundaries of what defines jewelry, and the exploration of concepts guide the work. Self initiated projects as well as assignments relating to jewelry concepts are presented throughout the semester. Readings, research, and dialogue are an integral part of the class. Slides and actual contemporary and historic pieces supplement the course. Open to sophomore Jewelry + Metals majors and all electives.

Jewelry + Metals: Fabrication

Emphasis in the studio is placed on fabrication techniques, from pattern work to cold connection, soldering on larger scale and hollow construction. Independent work is encouraged. Visiting artists, field trips, and slide presentations supplement the class. Open to sophomore Jewelry + Metals majors and all electives. Prerequisites: MET249 Introduction to Jewelry + Metals.

Jewelry + Metals Core: Flatware

Flatware is an exploration of utensils for preparing, serving, and eating food. Emphasis is placed on function, related concepts, and use of materials. Independent work is also encouraged. This is an intermediate and advanced level course designed to challenge students' conceptual and design skills. The exploration of advanced studio processes will be encouraged to help facilitate the projects' design and fabrication. Problems

are presented to challenge all levels of students. Visiting artists, field trips, and slide presentations supplement the class. Open to sophomore Jewelry + Metals majors all electives. Prerequisites: MET249 Introduction to Jewelry + Metals.

Jewelry + Metals Core:

Forming

This course is designed to develop skills in forming nonferrous metal through the various metalsmithing processes of raising, stretching, seaming, snarling, crimping, and pitch work used to create volumetric forms for functional and nonfunctional objects as well as jewelry. Problems are presented to challenge all levels of students, recognize the direction of the group and include singular object-driven problems, along with discussion of formal and conceptual issues. Presentations, visiting artists, slides, and actual objects supplement the course. Open to sophomore Jewelry + Metals majors and all electives.

Jewelry + Metals: Mechanisms

Throughout the history of jewelry and metalwork mechanisms have served physical, aesthetic, and conceptual functions, from movement to closure, ornament to interaction. This course is designed as a project-based curriculum to offer experiences to learn to design and make mechanisms, catches, latches, and hinges for movement and closure of jewelry and objects, as well as linkage systems, findings for jewelry, and mechanical objects. Each student has the opportunity to complete technical exercises, samples, and finished work for your portfolio. Slides, demonstrations and samples supplement the course. Open to sophomore Jewelry + Metals majors and all electives. Prerequisites: MET249 Introduction to Jewelry + Metals.

Jewelry + Metals Core: Production

Jewelry and object production is a complex and demanding avenue that can be navigated by many strategies. We explore a full range of production design, concepts, and technologies with a focus on wearable jewelry and functional objects. We address research, trends and concepts, ideation, design & redesign, production techniques & technologies, marketing, presentation, packaging, time management, pricing, and artist/gallery relationships. Challenges include short and long term projects based on demonstrations, research, and readings. The course is supplemented with presentations, examples of actual works, and visiting artists who make their living as production artists/designers. Ultimately you will conceptualize, design, and create one or more lines. The course includes preparation for shows and galleries, and participation in the Student Art Sale in December. Open to sophomore Jewelry + Metals majors and all electives. One course in Jewelry + Metals recommended.

Jewelry + Metals Core: Settings

This course will examine the subject and techniques of settings. Exploration of basic stone setting procedures are addressed. The 'stones' being set during the course of the semester will be precious or semi-precious gems, minerals, found or handmade objects created from a variety of materials. Individual investigations result in several pieces of jewelry or objects created as they are addressed by assignments in the class. The course addresses multiple sources for gems, and includes assistance with acquisitions. Demonstrations, samples and a visiting artist will supplement the course. Open to sophomore Jewelry + Metals majors, intermediate and advanced electives. Prerequisites: MET249 Introduction to Jewelry + Metals.

Jewelry + Metals Core: Surface

This course explores various techniques for affecting and embellishing the surface of non-ferrous metals. An emphasis on technical exercises throughout the semester runs concurrently with self directed work. Experimentation is encouraged and students complete the course with finished works. Slides, videos, demonstrations, samples and actual exemplary pieces

supplement the course. Open to sophomore Jewelry + Metals majors and all electives. Prerequisites: MET249 Introduction to Jewelry + Metals. 3 credits.

Enamel: Image, Surface, Relief MET 245

Fused glass (enamel) to metal is the focus of this course. Drawing and painting skills will transcend graphite, paper, oil and canvas to molten glass on metal. Transparent, opaque, liquid and dry enamels will be introduced. Experimental to traditional processes in the medium will be covered. Photographic and digitally produced images are options for resists for the acid etching process. The linear aspects of cloisonné will be considered through the fusion of formed silver and copper wires into the enamel surface. **3 credits.**

Multiples in Enamel MET 246-346-446

This course will focus on the use of enamel through the use of multiples: series, limited edition and production. Beginning through advanced level students will explore the medium through these models of studio production. Processes covered will be those easily adapted to working in multiples and not exclude any techniques. ENA 245 Enamel: Image, Surface, Relief. **3 credits.**

Three-Dimensional Forms in Enamel

MET 247-347-447

The emphasis of this course will be applications of enamel on the three-dimensional form. Enamel used in functional, decorative, jewelry or sculptural context may be explored. Metal forming and fabrication techniques that apply specifically to the use of enamel will be introduced. Beginning enameling skills required for three-dimensional forms will be covered. **3 credits.**

The Printed Image in Enamel MET 248-348-448

The focus of this course will be on the use of the printed image with the medium of enamel. Photographs, photocopies and digitally produced and enhanced images will be transferred to the medium through acid etching, silk-screening, decals and photographic transfers. The emphasis will be on the use of enamel on the two-dimensional surface, although those with metal forming experience may explore three-dimensional forms in combination with the processes above. **3 credits.**

Intro to Jewelry + Metals MET 249

Work in this studio involves the field of jewelry and metalsmithing, its history, contemporary issues and activities, and the use and understanding of materials and processes. As a medium, metal presents more variables and potential than any other material. It can serve to produce sound, light, heat, motion, to present color, texture, and form, to store and release energy, and provide strength, and durability, all of which increase the options in your work. An introduction to the field of jewelry and metals includes the foundation techniques, skills, and technologies necessary to create jewelry and objects of material culture. The course includes extensive presentations, demonstrations, technical exercises and assignments, discussions, and critiques. Throughout the semester we explore the use of metal as a medium for artistic expression. A strong emphasis is placed on your ability to address and apply design principles, aesthetic considerations, and conceptual content to achieve a visual statement. Required of first semester Jewelry + Metals majors. Open to all electives. Offered fall. **3 credits.**

Enamel in the Public Realm

MET 250-350-450

The use of enamel for public, community based, collaborative, or interactive art is the focus of this course. Demonstrations will support beginning to advanced level students and will vary based on needs to complete individual projects. The emphasis for beginning students will be on the use of enamel on the two-dimensional surface. Students with metal forming experience may explore three-dimensional forms in combination with enamel. **3 credits.**

Jewelry + Metals: Advanced Projects

MET 253-353-453

The course is designed to examine concepts and technologies of the field, and pursue work of individual direction. Various advanced studio practices and techniques will supplement the course to challenge conceptual growth, facilitate design, and present new means of fabrication. Subjects are presented to direct students to conduct research and examine their own position. The course includes demonstrations and presentations to support individual directions. Ongoing discussions and readings are an integral part of the course. Open to sophomore Jewelry + Metals majors and electives with instructor's permission. **3 credits.**

Jewelry + Metals: Art + Machine

MET 255-355-455

An intermediate and advanced level course designed to provide new opportunities to discuss and explore the historical and contemporary roll of tools, machines, and technology in art and design. New technologies and materials provide an exciting range of possibilities in models, molds, and parts for jewelry and object making. The course will address the practices, concepts and technologies of tool making, machine tool processes, 3D modeling and 3D printing. Students develop and apply new skill sets to develop and create work of individual direction. The course includes 3D modeling, rendering, and output to the department's (2) devices, (CNC - computer numerical control) milling machine and the Solidscape 3D "wax printer", as well as the Institute's FDM (fused

deposition modeling – 3D printer) and service bureaus. Readings, essays, and discussion offer the integrated seminar experience. Visiting artists, a field trip to a service bureau, and presentations supplement the course. Open to sophomore Jewelry + Metals majors and all electives. **3 credits.**

Jewelry + Metals: Modeling

MET 256-356-456

Modeling explores the changing role of 3D modeling and 3D printing in art and design. A rapidly expanding range of technologies and materials provides new and exciting possibilities for models, molds, and parts for jewelry and object making. The course will address and apply concepts and technologies of 3D modeling, CAD/CAM + RP (computer aided design / computer aided manufacturing / rapid prototyping), 3D printing, and fabrication processes. Through a project-based curriculum, the course will challenge each student to apply these technologies to create work that remains unique to their individual vision. 3D modeling and rendering with Rhino, and output to the CNC (computer numerical control) milling machine, Solidscape 3D wax printer, FDM fused deposition modeling – 3D printing) and printing through service bureaus provide new opportunities in the presentation and creation of new work right here in our studio. Readings, essays, and discussion offer the integrated seminar experience. Visiting artists, field trips, and presentations supplement the activity in the department. Open to sophomore Jewelry + Metals majors. Recommended as an elective for Craft + Design majors, sculpture, ID, interior architecture, life sciences illustration, and other students with a 3D modeling interest. **3 credits.**

Jewelry + Metals: Recycling + Renovation

MET 257-357-457

This course is more relevant in the world today than ever before. We explore the concepts of recycling and up-cycling as means of design development and expression through artwork. Various discarded materials, used or found objects that have been previously created to serve some other purpose will be reused to create work. Students will also revisit ideas through existing objects within our culture and re-address an individual's previous work. Formats of the work in this course may take the shape of jewelry, wearables, or objects. Students must come prepared during the semester with found objects, thrift store or flea market finds, thrown away materials and be willing to alter them. Research and concept development are part of the weekly dialog. Slides and samples will supplement the course. Demonstrations will be provided as needed. Open to sophomore Jewelry + Metals majors and all electives. No previous metalworking skills are needed. **3 credits.**

Jewelry + Metals: Color

MET 260-360-460

The use of color in jewelry and metals presents great possibilities. This course will explore a range of approaches to the use of color and colored materials in the creation of jewelry, functional objects, and small sculpture. Beyond the classic greens and browns, we will develop and apply chemical patinas to produce a range of effects in colors and patterns. In aluminum, the electro-chemical process of anodization will allow pigment dyes to be deposited in the surface of the metal. Plastics will be presented to allow for fabrication with stock materials, casting of resins and polymers, and laminations. Other pigments such as colored-pencils, paints, and powder coating are also addressed. Extensive samples and slides supplement the course. Open to sophomore Jewelry + Metals majors and all electives. **3 credits.**

Jewelry + Metals: Ceremony + Ritual

MET 261-361-461

Consider the importance of the objects we use in specialized events, ceremonies, and our daily rituals. How does ceremony and ritual fit into the context of the 21st century and our society? We explore historic and worldwide references to ceremonial and ritual objects through the slide presentations, videos, and actual works. Students create objects based on individual exploration and interest relevant to the subject. Additional independent work is also required. Open to sophomore Jewelry + Metals majors and all electives. **3 credits.**

Jewelry + Metals: Settings

MET 265-365-465

This course extends the subject as well as the processes of setting by revisiting some of the basics and presenting more advanced setting techniques including bead, reverse, flush, and tension. Basic-level techniques and materials are presented for novices. Individual investigations result in several pieces of jewelry or objects. The course addresses multiple sources for gems, and includes assistance with acquisitions.

Demonstrations, samples and a visiting artist supplement the course. Open to sophomore Jewelry + Metals majors all electives. Prerequisite: MET 249 Intro to Jewelry & Metals. **3 credits.**

Jewelry + Metals: Casting + Modeling

MET 267-367-467

Casting and Modeling is a hybrid course designed to address the connection of modeling and casting. As a basic technology in the jewelry and metals field, casting provides the opportunity to explore complex form, surface and texture, dynamic change of plane and line, and everything from organic to geometric aesthetic. Modeling ranges from carving, sculpting, fabrication, and direct casting of organic objects and materials, to CAD models and molds made in the department through machining and 3D printing. Students experience three different casting methods: gravity, centrifugal, and vacuum, all of which provide unique opportunities to create jewelry, objects, and small sculpture.

Jewelry and metalworking techniques are presented to complement the current level and experience of the group. Independent work is encouraged. Readings, essays, and discussion offer the integrated seminar experience. Visiting artists, historical and contemporary examples, field trips, and presentations supplement the class. Open to sophomore Jewelry + Metals majors and all electives. **3 credits.**

Jewelry + Metals: Pewter

MET 270-370-470

Pewter is a material that lies somewhere between metal and clay. It is an extremely versatile metal, beautiful for functional objects, jewelry, and sculpture. Pewter affords dynamic, intuitive, and direct work in metal. The course includes pattern making, fabrication, casting, slumping, forging, spinning, and other forming methods. Additional materials and techniques from self-directed applications to advanced studio technologies, including CAD for pattern making and design will supplement the course to provide new challenges, facilitate design, and present new means of fabrication. Readings, essays, and discussion offer the integrated seminar experience. Projects recognize the direction of the group and include singular object-driven problems, formal issues, and conceptual challenges. Open to sophomore Jewelry + Metals majors and all electives.

3 credits.

Fashion-Jewelry-Accessories

MET 271-371-471

Fashion has the power to transcend the mundane, to offer new and novel experiences, to transform the wearer, to empower and provoke, and to reflect and record the times in which we live. As artists and designers we live in a culture of unprecedented access to information, new ideas, materials, and technologies.

Fashion-Jewelry-Accessories is designed to focus on the changing landscape of art and design, where we will examine history, concepts, design practices, materials and technologies toward fashion jewelry and accessories. Varied materials and techniques from self-directed exploration to advanced studio technologies will supplement the course to challenge conceptual growth, facilitate design, and present new means of fabrication.

“Challenges” are presented to afford students the opportunity to conduct research and explore their own directions. Readings, essays, and discussion offer the integrated seminar experience. The course includes visiting artists/ designers, a field trip, presentations, and demonstrations to support individual directions. Open to sophomore Jewelry + Metals majors and all electives. **3 credits.**

Accessories

MET 272X-372X-472X

As an element of fashion, accessories may serve to punctuate a statement, create a persona, and at their best, serve to reflect and record the times in which we live.

Jewelry + Metals is an expansive discipline that plays an important role in fashion, and accessories design. Accessories is designed to extend our opportunities to explore new frontiers of art and design where we will examine history, concepts and design practices, materials, and technologies toward men's and women's accessories. Varied materials and techniques from self-directed exploration to advanced studio technologies will supplement the course to challenge conceptual growth, facilitate design, and present new means of fabrication. Projects are presented to challenge students to conduct research and explore their own direction. Discussions and presentations recognize the direction of the group. The course includes group discussions, visiting artists/designers, a field trip, presentations, and demonstrations to support individual directions. **3 credits.**

Advanced Enamel Processes

MET 352-452

This course will focus on advanced and experimental processes with enamel. Processes may include but are not limited to: torchfiring, electroforming, grissaille, plique-a-jour, enameling on silver and gold. Advanced students are expected to continue their exploration of the medium, focusing on enamel techniques not covered in the beginning course. Students are encouraged to explore 3-dimensional formats and large-scale applications at the same time as mastering their skills in the processes previously learned. Graduating students are generally working independently on research and production of work for the BFA exhibit. Technical demonstrations will be based on the skill level of the students enrolled each semester. Prerequisites: ENA245 Enamel: Image, Surface, Relief.

3 credits.

Jewelry + Metals: Internship (EP)

MET 399-499

Majors are encouraged to have an internship in the jewelry, metals, and related fields. They may carry up to 3 elective credits. Majors have interned with Liz Claiborne, Juicy Couture, Kraftmaid, Nine West, Albert Paley Studios, Thomas Mann, Heather B. Moore, and others. Available to junior Jewelry + Metals majors. Fulfills Engaged Practice requirement. **3 credits.**

Life Sciences Illustration

Principles of Biology I

LSI 114

A basic biology course designed for Life Sciences Illustration majors. Topics include: molecules of life, cell structure, respiration and photosynthesis, molecular genetics and gene technology, heredity and human genetics, population genetics and evolution, diversity of life, and function of ecosystems. Course includes some applications of biological principles to agricultural, medical, and environmental concerns. Offered fall on the CIA campus. **3 credits.**

Principles of Biology II

LSI 115

A continuation of the concepts and principles learned in Principles of Biology I, LSI 114. Offered spring on CIA's campus.

3 credits.

Human Anatomy + Physiology I

LSI 116

This course is the first course in a two-semester sequence that covers most systems of the human body and covers homeostasis, membrane structure and function, membrane transport, tissue types, the integumentary system, neurons and nerves, the central nervous system, the peripheral nervous system, special senses (vision, hearing and equilibrium, taste, smell), and the cardiovascular system.

Prerequisites: LSI 114. Cross-registration at CWRU required. Offered fall. **3 credits.**

Human Anatomy + Physiology II

LSI 117

This course is the second course in a two-semester sequence that covers most systems of the human body and covers respiratory system, endocrine system, digestive system, lymphatic system, immune system, urinary system, acid-base regulation, and reproductive systems.

Prerequisite: LSI 116. Cross-registration at CWRU required. Offered spring. **3 credits.**

Anatomy for the Artist

LSI 250

This course is required for sophomore Life Sciences Illustration majors and is also open to elective students on a space-available basis for studio or liberal arts Social + Natural Science (SNS) credit. The course is designed to strengthen the student's understanding and use of figure anatomy within their work, reflecting the interdisciplinary nature of biomedical art. These components reflect a multidisciplinary approach to muscular anatomy and figure drawing. Study in this area is designed to provide the student with a solid grasp of muscular anatomy as it strongly relates to drawing the figure and its proportions. This course will provide the student the opportunity to interpret anatomy knowledge by working directly from the human model. This course is designed to provide the student with a solid basic understanding of muscular anatomy as it relates to surface anatomy, proportion and movement of the human figure. The course incorporates lectures on anatomy, figure proportion and drawing techniques linked to direct and accurate observation of the figure model. Offered spring. **3 credits.**

Natural Science + Zoological Illustration (EP)

LSI 253

This course is designed to develop strong observational skills, and integrate traditional and digital media within the scope of monochromatic production. The goal will be to convey an aesthetically powerful illustration, which effectively provides a solution for a specific visual communication problem. The student will learn a vocabulary for expressing pertinent natural science and medical art concepts in relation to technique, design, composition, object accuracy/integrity and context. Students outside the major of Life Sciences Illustration will be required to apply the concepts and techniques taught in class to observational subjects pertinent to their major of study. The emphasis will be tonal and line-based methods in various media, including graphite, ink, black/white color pencil, carbon dust, and introductory digital illustration techniques in Adobe Photoshop. The rendering concepts learned will provide a solid foundation for subsequent

semesters and be integrated further into the broader scope and applications in Life Sciences Illustration. Offered fall. Fulfills Engaged Practice requirement. **3 credits.**

Intro to Digital Life Sciences Illustration (EP)

LSI 254

This course serves as a continuation of the first Natural Science & Zoological Illustration course. In this section, the student will continue to focus on natural science and anatomically based concepts and subject matter. Utilizing knowledge from Principles of Biology I & II and anatomical references, the student will continue to develop keen observational skills and apply those concepts through digital methods. Course work will include visitations to the Cleveland Metroparks Zoo, the Cleveland Museum of Natural History and CWRU Gross Human Anatomy department. Students outside the major will learn techniques in digital illustration and concepts in visual communication for editorial and narrative based projects. The integration of digital media using Adobe Photoshop and Illustrator will be used in methods unique to scientific illustration to explore the boundaries of medium and convention in modern production. The rendering concepts learned will provide a solid foundation for subsequent semesters and be integrated further into the broader scope of the Life Sciences Illustration major. Offered spring. Fulfills Engaged Practice requirement. **3 credits.**

Line: Information Visualization

LSI 260

This course serves as a comprehensive investigation of line to communicate simplistic to complex informational systems. Both traditional forms of media (graphite, pen/ink, charcoal pencil etc.) and digital forms of line (vector ink, vector paint, and raster ink, raster paint) will be utilized to explore subjects in plant science, animal science, general biology and micro and macro processes and human systems. From gesture, quick sketching in line, preliminary line concepts, to sequential narrative in line, and fully rendered line projects; will be central outcomes in the course. All non-majors are encouraged to enroll; the course is specifically design as course support for Illustration, Drawing, and Animation majors. The subject matter for non-majors will NOT be science based but editorial, experimental, and sequential narrative. Offered fall. **3 credits.**

Digital Color: Style + Representation in Science

LSI 264

This course is required for sophomore Life Sciences Illustration majors and is open as an elective on a space-available basis to all students interested in techniques and concepts in traditional and digital color media. The course will focus on principles of color theory, light on form, line, texture, aesthetic impact, and accuracy of content in the illustration of scientific information and editorial content. Through research, planning, and the application of medical and scientific knowledge, the students use color to effectively communicate conceptual and observational problems. Assignments focus on the creative use of color to express specific communication objectives to a range of audiences for both majors in Life Sciences Illustration and other majors of study. This course supplements the integration of traditional and digital illustration techniques for non-majors, focused on editorial, and narrative-based course work. Offered spring. **3 credits.**

Educational Media Installation

LSI 306B-406B

This Educational Media Installation class serves as an introduction to, and the exploration of, media installation and exhibition design techniques; including how physical media, and virtual interactive and linear media can be applied to educational and informational settings including museums, cultural institutions and public education access points. Lectures will cover concepts and presentations of the history of educational display, museum arts, and how traditional media intersects with contemporary digital media, to inform and educate specific audiences at public institutions of culture/knowledge. Course work will be hands-on practice of techniques and concepts presented in lecture, discussion of readings, and critique of student projects. This class will involve both ideation and proposal development, as well as producing 1-2 educational media installations in collaboration with the curators and staff at the Cleveland Museum of Natural History, Cleveland Botanical Garden, and the Cleveland Metroparks Zoo. The course will also incorporate field trips and guest lecturers to supplement the knowledge and practiced gained from studio practice. Projects will involve working with diverse materials, media, and electronic media. **3 credits.**

Serious Game Design: Theory + Applications

LSI 308-408

This course introduces the fundamentals of serious or educational game development. The course materials and projects will help students understand how and why games can be used for learning in the fields of health, medicine, science and games for social change. The course exposes students to examples of the current work and research in game design mechanics, game learning mechanics and assessment mechanics, which are integral to development of successful educational games. Students will be exposed to industry-specific serious games (games for learning, corporate training, news games, games for health, science, exergames, military games, and games for social change.) These examples, along with specific lecture topics and materials, will allow the student to understand how to develop their own serious game projects by learning specific research methods for understanding content, players and engagement strategies. **3 credits.**

Veterinary Illustration

LSI 340X-440X

Veterinary illustration is expanding as pet owners seek information explaining pet care in their home and/or farm. Once reserved for the veterinarian, articles in magazines, brochures and pharmaceutical pamphlets are popular outlets where the lay audience seeks to be better educated about medical and routine care for their pets. This course will define selected taxonomic groups of the animal kingdom and how they correlate anatomically in a veterinary environment. Drawing assignments will apply techniques to depict anatomic detail of various types of animals, particularly those common in veterinary fields, such as equestrian, canine, feline, aves. Emphasis on basic anatomy, comparative anatomy, behavior, and movement are key elements to describe and illustrate an accurate image as applied to a specific veterinary topic. Using appropriate media, students will complete several veterinary projects addressing topics found in both veterinary (professional level) and lay audience applications. Prerequisites: Strong drawing skills and an interest in understanding biology and animal science. Open only to junior and senior LSI majors. Others with instructor permission. **3 credits.**

3D Bioforms: Intro to 3D Modeling

LSI 345

The course is designed to cover concepts in digital 3D organic and device model construction, whereby the virtual models designed are rendered and composited for 2D illustration purposes to solve specific conceptual problems. The subject matter within the Game Design curriculum reflects the development of characters, game environments and specific assets for game development. Students outside the Game Design Major, are required to work with subjects appropriate to their major field of study for concept development and for long term portfolio objectives. Projects include concepts and workflow for constructing a virtual 3D surface by: 1) defining the visual problem within a concept sketch in pre-production; 2) utilizing specific introductory modeling methods to build the 3D illustration components; 3) the use of basic lighting and rendered materials; 4)

export methods into Adobe Photoshop for augmentation, finishing and final illustration techniques and layout. Projects require the student to gain and improve upon conceptual skills, problem-solving in specific media situations (digital 2D & 3D) and technical proficiency at an introductory level in 3D modeling. **3 credits.**

LSI: Intro to 3D Animation

LSI 346

This course serves as an introductory platform to investigate and discover object, environment, human and natural science 3D animation to create a narrative with goals to communicate a message and/or educate and instruct the viewer. The student will use the concept of narrative to tell animated short stories of the body, environment and/or natural science through the medium of 3D digital animation software. Within the course, strong conceptual skills are emphasized and developed through professional production techniques, workflow and time-based linear media. Successful animation breathes life into motion with clear communication of thought, emotion, narrative or experience. Any moving object is a "character" in film or animation. We will hold regular discussions and workshops on how the dialogue of an otherwise stagnant object changes and evolves when put to motion. Methods of instruction will consist of lectures, demonstrations, art & scientific research, studio assignments, in-class lab time, and group critiques. The principles of 3D space and motion/timing will be used as the foundation for understanding how to communicate a message through animation. Learning the ideas of simplistic object, environment and body motion accuracy/timing will be taught in 3D and students will be expected to create simple to complex animations (based on level and individual progress.) The computer will be explored like other art media and will serve as a tool for creation. This course is designed to benefit all majors AND non-majors who have had a prerequisite course in 3D modeling. **3 credits.**

Surgical Illustration & Media (EP)

LSI 352

This studio course is an introduction to the illustration of surgical procedures and its fundamental application within the discipline of biomedical art. It is based on the belief that understanding the concepts of medical and/or veterinary surgery is essential to creating effective illustrations and other media that visually communicates the information. Students will research surgical procedures and techniques, sketch procedures in the operating room, prepare comprehensive sketches outlining visual narrative of surgical procedures, and render final illustrations/media presentations using a variety of digital media. Special access to University Hospitals of Cleveland will be granted and all students must follow ALL rules during medical observation; and be conscious of patient-related regulations and privacy standards. Required of junior Life Sciences Illustration majors. No electives. Offered spring. Fulfills Engaged Practice requirement. **3 credits.**

**Life Sciences Illustration:
Advanced Media Concepts**
LSI 353

This course serves as the first iteration of media concepts and problems in Life Sciences Illustration, and builds on observational and other skills acquired from preceding LSI courses. The course focuses on digital illustration and drawing techniques which help to explore editorial, narrative and educational communication problems. The course is also available for non-majors to develop strong skills in digital illustration/drawing techniques (Adobe Photoshop, Illustrator and InDesign) The course entails developing skills and knowledge necessary for effective visual communication of concepts and subject matter such as human anatomy, veterinary/zoology subjects, body systems and natural science subject matter. The focus will be on developing advanced visual storytelling skills. Students will learn to take complex information presented by specific life sciences subject matter and selectively simplify it to effectively solve visual communication problems. Students will work exclusively in digital media will to develop practical competence in the rendering methodologies and learn the conventions of modern production. When appropriate, project-based learning and client relationships will be incorporated into the course for specific assignments and exercises. Students outside Life Sciences Illustration will not be required to produce illustrations based on biomedical content, but instead will focus on developing visually illustrated narrative projects, of equal complexity, pertinent to their own areas of interest. Offered fall. **3 credits.**

**Life Sciences Illustration:
Advanced Problems,
Concepts, + Media**
LSI 354

In this course the student will continue investigating complex concepts and techniques in life sciences media and apply them to advanced visual communication problems. The focus will be on developing conceptual visual storytelling skills (first in sketch form/storyboarding for client proofing, then rendered digitally for final art). Students will learn to take complex information presented by biomedical subject matter and simplify it to solve visual communication problems effectively for the target audience. Advanced digital illustration techniques in Adobe Photoshop, Illustrator, and the integration of time-based software will be used as the basis to solve illustration problems. Students outside the major will learn techniques and concepts in visual communication for editorial and narrative-based projects. Offered spring. **3 credits.**

**Life Sciences Illustration:
Forensic Imaging/Modeling**
LSI 356-456

This course is an introduction to Forensic Modeling and Reconstruction methods and concepts; which brings materials developed in the medical and forensic industry to the sculpture lab. Materials such as clay, plaster, and alginate used in body casting, silicone molding materials, polyurethanes, and clear casting materials will be used in projects that reconstruct facial and human body elements from skull and environmental clues. The course will utilize the Cleveland Museum of Natural History specimens, and possible visits to local forensic agencies for additional hands-on applications. Experimentation and integration of sculpture methods to produce body and facial reconstructions will be explored. The course is open to all majors and non-majors as an elective. No previous experience necessary. **3 credits.**

**Life Sciences Illustration:
Interactive Narratives**
LSI 359

This course serves as an introductory platform to investigate and discover object, environment, human, and natural science 2D/web-based animation, in addition to basic interface design, to create a narrative with goals to communicate a message and/or educate and instruct the viewer. The student will use the concept of narrative to tell animated short stories of the body, environment and/or natural science through use of time-based software and scripting in conjunction with Adobe Illustrator, Photoshop, and Dreamweaver. Within the course, strong conceptual skills are emphasized and developed through professional production techniques, workflow and time-based linear media. The principles of 2D animation and web-based interface design will be used as the foundation for understanding how to communicate a message. Learning the ideas of simplistic object, environment and body motion accuracy/timing will be taught in 2D, and students will be expected to create simple to complex animations (based on level and individual progress.) This course is designed to benefit all majors and non-majors with required prerequisites. Offered fall. **3 credits.**

**Life Sciences Illustration:
Internship (EP)**
LSI 399-499

This course is designed as a 3-credit professional internship in the area of Life Sciences Illustration; and in association with an industry-specific job (client, company or institution). Any major seeking to register for the Life Sciences Illustration Internship must seek *prior approval* by the chair of the Life Sciences Illustration department. The internship will be graded in accordance with CIA grading standards, and professional review with the company and/or client providing the opportunity. Fulfills Engaged Practice requirement. **3 credits.**

Applied Portfolio and Professional Strategies

LSI 404

The Applied Portfolio and Professional Strategies course will help the student develop applied portfolios in offline and online media, demo reels, and print-related materials relating to professional packages (resumes, cover letters, business cards, etc.) Students will learn real-world business approaches for art and culturally-based professionals within community networks. The understanding of contracts, copyright, budgeting and marketing and presentation concepts as applied to commercial-based work and freelance opportunities will be explored. The course is designed to help the student navigate the professional areas of art and integrated media, while gaining critical insight into art practice and leadership in the business environment.

3 credits.

BFA Thesis Research

LSI 405

This course is designed to act as a summative experience for the student. This final BFA thesis project will be defined by the student and executed with a level of professional collaboration. Requirements for the BFA thesis will be to solve and effectively visually communicate a medical or scientific problem. Integration of outside resources, research effective collaborator/expert communication, professional practices, presentation (oral and written) and documentation of the process of the specific yearlong project will be expected to determine successful BFA candidacy. The choice of media and concept will be evaluated on its appropriateness for communicating the message and solving the thesis problem. The project visualization will be student driven; content needs will be determined by the student and the research/collaboration. Emphasis in this course will be on the conceptual development of the content's accuracy/relevance and its realization through the design process. The process will fully address research, expert collaboration, target audience, time spent, visual communication problem solving, and successful execution of completed production. The goal will be effective visual communication with a strong aesthetic, fully considered project, which integrates several layers of media.

The final work will have the following:

- a two sentence (maximum) thesis statement,
- a written/designed proposal,
- research paper,
- business-oriented documentation,
- a digital presentation to explain the work,
- artist statement/project scope statement,
- and the final project depicting the solution for the BFA exhibition.

Offered fall. **3 credits.**

Gross Anatomy

LSI 411

This in-depth, cadaver dissection-based course covers all aspects of human gross anatomy. The course is modeled after a traditional medical school gross anatomy curriculum and taught by CWRU's School of Medicine Department of Anatomy faculty. It is divided into three sections: thorax and abdomen; pelvis/perineum and limbs/back; and head and neck. One hour of lecture will precede 3 hours of dissection laboratory Monday, Wednesday, and Friday. Lectures and dissection labs will cover all human anatomy, and students should be prepared to devote more time than the scheduled hours of 1 to 5pm. Dissection labs are open 24 hours/7 days a week. Spring semester only. Cross-registration with CWRU required. **6 credits.**

Cellular & Molecular Illustration

LSI 470

This course will focus on current techniques for visualizing and illustrating cellular structure and molecules that make up living organisms: phospholipid bilayers, chemical exchange, carbohydrates, lipids, proteins, nucleic acids, etc. The ability to accurately represent cellular and molecular structures has become critical with recent advances in microbiology, biotechnology, genetics, and pharmacology. You will learn how to locate 3D molecular model files on the Internet and manipulate these models on the computer. Working from conceptual drawings, you will use these files to render (and possibly animate) molecules in 2D using Photoshop and/or Illustrator and in 3D using a modeling application (such as 3D Studio Max). Required of senior Life Sciences Illustration majors. **3 credits.**

Literature, Language + Composition

Writing & Inquiry I: Basic Composition + Contemporary Ideas

LLC 101

A composition-intensive course that emphasizes basic composition skills, while introducing basic research and documentation skills. Along with cultivating the concomitant skills in critical reading and thinking, this course also introduces an explicitly theoretical approach to contemporary culture. Twenty pages of student expository writing will be required. Offered fall. **3 credits.**

Writing & Inquiry II: Research + Intellectual Traditions

LLC 102

An intermediate writing and research course based in readings on the western intellectual and cultural heritage and their global contexts. The course will emphasize the basic research skills involved in both academic writing and studio processes. Twenty pages of student expository writing will be required. Prerequisite LLC 101. Offered spring. **3 credits.**

Writing & Inquiry III: Narrative Forms

LLC 203

This course continues to build students' skills in writing, research, critical thinking, and argument, while introducing a survey of narrative forms and critical methods based in narratology to be used in the analysis and understanding of narrative. Offered fall and spring. Prerequisites: LLC 101 and LLC 102. **3 credits.**

Hybrid Writing

LLC 206W

Sophomore level writing seminar focusing on inter-genre hybrid writing, with an emphasis on the New Narrative movement, open to all students, of special interest to students interested in writing adventurously and creatively about their chosen art and design forms. The method of instruction for this class will combine short lectures with class discussion, workshops, and in-class writing experiments. The class will be structured around the idea of creative research, and will potentially involve research days utilizing the museum or the library. Peer feedback sessions and a final short critical paper are designed to assist students in developing a constructive, original vocabulary to critically assess both their own creative work and that of others. (H/CS) CWC). **3 credits.**

Formerly LLC 206WX.

Poetry Writing Workshop

LLC 211W

This class will focus on the creation, revision, oral and visual presentation of poems. Because good writing requires deep reading, we'll also be reading and responding to poems from an anthology throughout the semester. Students will be required to keep a journal that responds to anthology poems in the form of imitation poems, commentary, letters to the poets, or illustrations. Class time will be spent doing writing and revision exercises, small-group work, discussing poems from the anthology, playing with various aspects of poetry, and workshopping poems written in class. The final project will entail creating a chapbook of poems written during the semester. Fulfills Humanities/Cultural Studies distribution requirement. Creative Writing Concentration course. Writing-intensive course. Prerequisites: LLC 101 and LLC 102. **3 credits.**

Writing about Material Culture

LLC 212W

How is the material world understood in human culture? What do "things" mean—and why? Students will investigate various disciplinary approaches to material culture, through Freudian, semiotic, sociological, Marxist, and archaeological studies. Interdisciplinary approaches will be emphasized. In addition, the course will illuminate our personal attachments, the hidden history of things, our experience of material consciousness (as artists and designers), and the scholarly "packaging" of objects in support of cultural/art history.

3 credits.

Writing for the Sciences

LLC 213W

This course introduces the basic written discourse forms of the sciences. It gives an overview and rationale of scientific reports describing the results of original research. It provides students with an opportunity to develop competency in the discourse model that has evolved over centuries of scientific practice. Students will learn the specific lexical, grammatical, and stylistic conventions that comprise the accepted written format, in addition to the components of a scientific report; i.e., the Introduction (including the Literature Review), the Methods, the Results (including their display and documentation), the Discussion, and the References. The term project for each student will be focused on the preparation of a full written report of that student's individual inquiry into an area of scientific research relevant to their particular studio work and/or interests. Class meetings will center on discussion of readings, research, and on class critique of written drafts that students prepare as they work toward the final versions of their reports. Offered yearly. Open only to LSI seniors; juniors may request written permission from instructor. Fulfills writing intensive requirement. Prerequisites: LLC 101 and LLC 102. **3 credits.**

Interactive Fiction

LLC 214W

This class focuses on writing branching narratives and other nonlinear stories, and it's ideal for students who want to write digital or tabletop games. This is a workshop class, which means that—after an introduction to interactive stories and techniques—the course will focus on reading and critiquing stories made by students in the class. Texts will vary by semester, but students should expect to read and analyze analog games like *Sherlock Holmes: Consulting Detective*, *Tales of the Arabian Nights*, *Legacy of Dragonholt*, and *Gloomhaven*. We'll also explore digital narratives like those made in *Twine*, *ChoiceScript*, and other formats. Students will also read essays and books like *Koster's A Theory of Fun for Game Design* and *Crawford's On Interactive Storytelling*. We'll also explore some classic nonlinear and experimental narratives like *Borges's "The Garden of Forking Paths,"* *Coover's "Heart Suite,"* and *Shelley Jackson's "Patchwork Girl."* **3 credits.**

Creative Writing

LLC 215W

Courses with the Creative Writing designation will cover a specific kind, or genre, of creative writing. Examples might include travel writing, interactive fiction, writing Young Adult (YA) fiction, memoir, nature writing, novel writing, and emerging and experimental forms. The topic covered in specific courses designated as such will be listed when students register. At the beginning of the course, students will read published examples in the area, read craft essays to understand vocabulary and technique, and complete writing exercises to learn and practice. After the first, reading-intensive phase of the semester, the class will workshop student writing. "Workshop" means that everyone in the class will read drafts by all students, provide each writer with written feedback, and discuss the work thoroughly in class. The main goal of the class is for all students to write their own original work. Other assignments include reading responses, writing exercises, and feedback to peers. Prerequisites: LLC 101, LLC 102. **3 credits.**

Creative Writing: Text As Object

Writers are often inspired by objects. And when writing goes into a book, a poster, or a scroll, that text becomes an object too. In this course we'll read essays and poems about objects like the hoodie, the egg, and the button. We'll look at illuminated manuscripts and sculptural texts that have an objectness. We'll write about the heirlooms, mundane objects, and digital artifacts that populate our lives. This course is a writing workshop in which each student will research, write, and design their own Text as Object.

Creative Writing: Poetry

This class will begin by looking briefly at some traditional fixed forms—the sonnet, the villanelle, the ghazal, the ballad—and then focus at greater length on writing that has moved away from those requirements. What thought structures, ghost notions, and half-devices are still useful/used? Although we'll be reading past and present, this is a workshop class. We'll be writing alongside our discoveries, incorporating and revamping for our own trajectories.

Creative Writing: Mystery and Suspense

Will the crowded lifeboat make it to shore? Will the killer among the snowbound guests at a mountain lodge be revealed before she strikes again? When an exciting unknown is at the heart of your story, you are writing mystery or suspense. In this writing workshop, we will discuss ways of creating, heightening, and sustaining those elements throughout your story.

Creative Writing: Fiction & Desire

For this course, students will read and discuss the work of contemporary short story authors who tackle the theme of desire. The class will examine how these authors approach desire at the margins, often queering or complicating the subject and questioning the types of desire possible (i.e. spiritual desire, bodily desire, sexual desire, aesthetic desire, etc.). How might a better understanding of the manifold kinds of desire yield a better understanding of what it means to be human? How can fiction and fictional techniques—including but not limited to literary realism, dirty realism, autofiction, and magical realism--

accomplish this understanding? The class will read authors such as April Ayers Lawson, Garth Greenwell, Carmen Maria Machado, Ottessa Moshfegh, and Manuel Muñoz. The class will culminate with students producing their own works of fiction and workshoping twice

Creative Writing: Fiction

Fiction is the sustained application of the literary artist's imagination to the observation of life, and writing it well requires a vision of what's true in the story before it ever reaches the page. Fiction Writing provides the student with the opportunity to write short fiction, discuss technique, study master storytellers, and critique one another's work. Weekly topics in writing technique take up the issues of narrative structure, meaning, turning story into plot, scene content and scene break, dialogue, conflict and tension, the power of point of view, the revelation of character, and rewriting. Over the course of the term, students work on three pieces of fiction.

Creative Writing: Science Fiction and Fantasy

The genre (or sub-genre) of science fiction may, on one level, be seen as a variety of Romanticism, as an extended collective response to features of modernity, specifically scientific discoveries and innovations, as well as elements of the Industrial and technological revolutions. Science fiction, in its astonishing number of permutations, has filled a vast canvas of imaginative possibility, discovering a range of responses and forms that range from the dystopian, pessimistic, even nihilistic, to the utopian. We hear and see, in the voices and imaginations of different science fiction writers and artists, warnings and celebrations, but at the bottom, questionings of what it means to be human and of what kinds of possibilities may lay before us. Science fiction is also a remarkably popular genre; it's vitally manifested in books, television shows, films, toys, games. In this class we will investigate some of the space(s), both literal and metaphorical, that science fiction (and popular ideas of science) offer to the imagination. The course's center, however, is the students' own writing and their own ideas, and will be conducted in workshop

format, with relatively brief lectures by the instructor presenting relevant literary, historical, theoretical and biographical backgrounds and contexts. During the semester, students will present two to three original works-in-progress (either creative or critical) to the class, distributing photocopies of their work a week in advance to the members of the class and to the instructor.

EcoPoetry

LLC 303 / HCS 303

In a notebook entry dated in the 1940s, Robert Frost wrote, "You have to be careful with the word natural—with all words in fact. You have to play the words close to the realities." So what are the "realities" of the natural world? Given that human beings are connected to all living things, can we ever get far enough outside of ourselves to understand the "real," concrete world of nature? Or are we human beings simply creating, through language, a symbolic world and calling it nature? Is the act of constructing a world using language in order to understand ourselves and other things what makes us natural—is at the root of what we call "human nature"? In exploring those questions, this seminar will look at what effects natural science has had on poetic depictions of the natural world. The focus of the course will tilt toward poetic renderings of the natural world. May be applied as a Humanities/Cultural Studies elective or as a writing-intensive elective. **3 credits.** *Formerly Nature Poetry: Before + After Darwin; LLC 303 X/HCS 303 X.*

Screenwriting

LLC 318

What is a spec script, a slugline, a smash cut? What's the difference between montage and a series of shots, and why does the screenwriter need to know? One script page averages how many minutes of onscreen film time? In addition to the demands of just plain good storytelling, writing for film entails expressing everything about the story visually, which gives visual artists an advantage in adapting to the demands of the form. It is the screenwriter's job to put all of the sights, sounds and speeches on the page, while still leaving room for interpretation by the filmmakers. In this course we will discuss the elements of good storytelling, study the screenplays of Pulp Fiction and Chocolat, and write a short screenplay formatted to conform to industry standards. Fulfills Humanities/Cultural Studies distribution requirement. Creative Writing Concentration course. Prerequisites: LLC 101 and LLC 102. **3 credits.**

Story Hour: Editing & Publishing a Literary Magazine (EP)

LLC 330

Students in this class will work as the editors of CIA's annual online literary magazine, Story Hour, which publishes original short stories, sci-fi, fantasy, graphic narratives (comics), nonfiction essays, visual and illustrated essays, and experimental work by emerging and established writers from around the country. Student editors will learn to evaluate work submitted for publication, accept work, reject work, and correspond with writers. Student editors will learn to proofread and copyedit accepted work (using the Chicago Manual of Style), prepare manuscripts for design and production, and work with art directors to pair writing with illustrations, photography, and other visual art images by CIA students, faculty, and staff. The class is ideal for students who want to sharpen their storytelling skills from an editorial perspective, as well as for any students who are considering careers that combine image and text. Books & supplies to be determined by instructor. Fulfills Engaged Practice requirement. **3 credits.** *Formerly LLC 330 X.*

Multimodal Composition: Text + Image

LLC 351

This course will allow students to develop the skills and understanding necessary for literacy in our information-saturated times. Facilitated by growth in electronic technologies, more and more types of written texts, in both print and online media, have fused with images and other graphics. Literature producers and consumers of these emerging hybrid texts will need awareness of and competence in the complex communicative strategies that they engage. While this course offers valuable knowledge to any developing artist, it is particularly suitable for students studying in the visual communications majors; i.e., Graphic Design, Illustration, Life Sciences Illustration, Photography, Video + Digital Cinema, Digital Arts. **3 credits.** *Formerly On the Same Page; LLC 351 X.*

Contemporary African + African-American Literature

LLC 359

Today a good deal of Third-World literature in particular expressed in many vital respects postmodern historical awareness of the paramouncy of the power relations hidden behind political, economic and social institutions and structures both nationally and internationally. With particular emphasis on political economy, this course will examine how this literature re-contextualizes such critical sociological questions as: What's traditionalism? What's modernization? The African-American texts highlight African-American socio-economic challenges today, dating back to Emancipation/Reconstruction, alongside their efforts at socio-cultural self-definitions. Fulfills Humanities/Cultural Studies distribution requirement. Creative Writing Concentration course. Prerequisites: LLC 101 and LLC 102. **3 credits.**

Art of the Personal Essay

LLC 373W

In this workshop course we will work on developing an understanding of the personal essay as a distinct yet flexible nonfictional genre, one possessing its own characteristics and contours that distinguish it from other literary forms. You will also work in this course on the craft of writing and revising your own personal essays. To these ends, we will be reading a number of works that demonstrate the essay's protean adaptability. Texts will be drawn from Phillip Lopate's anthology *The Art of the Personal Essay*, as well as from other sources, including selected blogs, nonfictional texts by visual artists, as well as the online compilation *Quotidiana*. (H/CS)(CWC). Prerequisites: LLC 101 and LLC 102.

3 credits.**Jazz: Contemporary African-American Writers**

LLC 374

This course will deal with a very select number of contemporary female and male African-American writers who have won outstanding awards from various national literary awards to The Nobel Prize. The selected authors are Toni Morrison, Patricia Raybon, John Edward Wideman and Edward P. Jones. The central drift of this course will be concerned with today's multifarious significance of the complex black experience. It will therefore look into how all these writers combine a keen historical sense with a discerning aesthetic sensibility to explore afresh in a postmodernist sense the intriguing black experience with deep intellectual reflections. It will also examine how in relation to their individual subject-matters they all artistically problematize the aesthetic and philosophical questions about the thin line between fact and fiction, historical veracity and imaginative truth, and art and artifice. Our class selection will consist of four books published between 1984 and 2003. A number of videos will be shown for visual elucidation of the books' underlying concerns. Fulfills Humanities/Cultural Studies distribution requirement. Creative Writing Concentration course. Prerequisites: LLC 101 and LLC 102.

3 credits. Formerly LLC 374X.**Literature of the Americas**

LLC 388 / HCS 388

This course will survey the concurrent but separate developments of the literary traditions of North and South America. Taking Columbus' arrival on Hispaniola as our point of anchor, we will work backward to the Pre-Columbian original narrative forms, and forward through the written records of the complex colonial contexts of the literary art in both Americas. We will also trace the divergent results of the influences of European literature, following in each case the developments of such directions as we can identify in the prose and poetry of the colonial and postcolonial periods of each America. Reading widely and also closely, we will consider how best to trace the parallel emergence of these national literatures, seeking in a juxtaposed study what common literary and extra-literary antecedents and shaping forces the texts in both traditions may reveal. We will also inquire into the nature of the distinctions that must be made between these traditions, and into the impact the differences between these literatures may have of the understanding of what we mean by the phrase "American literature." Fulfills Humanities/Cultural Studies distribution requirement. Creative Writing Concentration course. Prerequisites: LLC 101 and LLC 102. **3 credits.**

Children's Literature

LLC 390

Many adults feel they are familiar with the classic children's books covered in this course, but actually know only sanitized versions, most produced for the movie screen. This class will examine the original texts of several well-known titles as literature and the fascinating and sometimes disturbing stories behind them. Critical reading, thought, research and writing on these texts will be among the key skills covered. Students will read extensively and discuss what they have read in class, create and deliver peer-evaluated presentations, and write a semester research paper related to the topics of the course. They will view several related films during the semester as well. Prerequisites: LLC 101 and LLC 102.

3 credits. Formerly LLC 390X.**Creative Writing**

LLC 393

This course will give students the opportunity to explore the three essential genres of creative writing in a practicum setting. Study and practice will center on basic analytic methods for reading and basic inventive methods for writing short fiction, poetry, and dramatic narratives. Course assignments will include exercises in writing the short story, including the short graphic narrative; various poetic forms such as the sonnet, the villanelle, and the free verse poem; and variants of the short dramatic narrative such as the screen treatment, the story board, and the short film script. Creative Writing can be taken to satisfy either required junior/senior writing-intensive credit or open elective Liberal Arts credit. It will allow students who are planning visual arts careers involving writing (i.e., illustration, film, and video) to develop the basic critical and writing performance skills necessary for their professional advancement. Students who may be considering the Creative Writing Concentration program are strongly urged to take this course during their sophomore year. Fulfills Humanities/Cultural Studies distribution requirement. Creative Writing Concentration course. Prerequisites: LLC 101 and LLC 102. **3 credits.**

Intro to African and African-American Literature

LLC 411

This course will focus on traditional Africa up to the threshold of the European colonization of the continent. The African texts as a whole offer a brief introduction to traditional African thoughts and ways of life and also to the growing incursion of colonialism. The course highlights the paramountcy of kinship care, communal life, and individual fulfillment in harmony with society. It also stresses a social thinking underlain by a collective unconscious of the inseparableness of the living and the dead, the physical and the metaphysical. The African-American texts taken all together highlight, notably from Harlem Renaissance, significant stages of the African-American cultural-literary expressions of their socio-historical experience and an attendant sense of religion manifested particularly through the Black Church. The subtext of this course is to see if traditional life, an example of which is traditional Africa, still has any value for the technological world of today. Fulfills Humanities/Cultural Studies distribution requirement or non-western requirement. Creative Writing Concentration course. Prerequisites: LLC 101 and LLC 102.

3 credits.**Creative Writing Concentration: Body of Work**

LLC 415-415C

Required of seniors pursuing the Creative Writing Concentration. Not open as an elective. Fall and spring semesters required. Prerequisites: LLC 101 and LLC 102.

1.5 credits each semester.**Graphic Narratives**

LLC 419

Are you fascinated by the graphic novel (or nonfiction)? In this class, we will investigate a variety of ways that texts and images (specifically illustrations and photographs) interact to tell stories: how the visual and the verbal engage and catalyze each other, how they can reflect and inflect, reinforce, strengthen and gesture to each other in compelling, powerful and meaningful ways. To this end, the class will examine and practice different methods used in telling both personal and fictional stories. The course will also involve working at understanding different ways that graphic narratives have been, and may be, theorized. Assignments will include critical responses to our readings and a creative project involving an integration of writing and visual media. Primary readings are likely to include, but are not limited to, work by: Art Spiegelman, Marjane Satrapi, Alan Moore, Craig Thompson, and others. Films we watch may include *Spirited Away*, *The Dangerous Lives of Altar Boys*, and *Rashomon*. Fulfills Humanities/Cultural Studies distribution requirement. Creative Writing Concentration course or Visual Culture Emphasis course. Prerequisites: LLC 101 and LLC 102. **3 credits.**

Writing Across Gender

LLC 424

This course is designed to outline the contributions of women and non-binary authors to the origins and development of literature from antiquity to the present time. It will focus on the role of gender performance and visibility in literary space and explore questions like "What was 'women's writing' in the 19th century? What is "trans writing" today? It will inquire into the areas of race and social class as they are directly relevant to (or feature as tropes within) the literature comprising our reading list. It also introduces some of the basic theoretical questions that trans and feminist scholarship has raised in connection with gender and writing. Through selected readings, research, and critical discussion, members of this class will become familiar with contemporary literature that thinks about and performs gender, its social/historical contexts, and some of the critical approaches through which it has been considered. Creative Writing Concentration course. Prerequisites: LLC 101 and LLC 102.

3 credits. *Formerly Womans' Words.*

Painting

Painted Bodies: The Contemporary Figure PTG 220

This course deals with the position of the figure within contemporary painting and a studio practice extending from that position. Figurative painting represents a tradition that extends back before history and is yet poised to reach into any foreseeable future. Class discussions will be based on readings that deal with critical and historical issues surrounding the figure in painting and on the work of contemporary artists dealing with the figure. By the end of the semester students will be expected to develop a cohesive body of work dealing with the figure as its subject. The student will also be required to articulate a statement that situates their work within a contemporary practice of figurative painting. This course is open to all students. **3 credits.**

Intro to Painting: Painting History: 1828–Present PTG 221

This is a beginning painting course. It is a prerequisite for painting electives and all advanced painting courses. This course introduces students to painting through historic painting practices and conventions using oil-based paint as the primary material. Students are asked to approach painting pre-photographically (as if the year were 1828). Students are introduced to the fundamentals of a traditional painting practice with an emphasis on observational rendering and applied color theory beginning with Newton. Students will learn about color mixing, brush types, support construction and general canvas preparation. Students will paint from life learning how to capture the three-dimensional world on a two-dimensional surface as well as how to use material working through shape, form, texture, and mark to create an illusion of space and mass. Through critiques, discussions, readings, slide presentations, and museum visits, students will develop vocabulary and critical thinking skills essential to their studio practice as well as a sense of the history of painting leading to contemporary practices. Offered fall. **3 credits.**

Painting as System, Method, Organism + Concept PTG 226

This course examines the nature of Painting as it relates to other visual arts media. The creation of systems as a way to generate, organize, compose, pattern, plan, fashion, model, design, execute, and possibly destroy art work will be explored. Artists such as Sol Lewitt, Marcel Duchamp, Survival Research Laboratories, Vito Acconci, Fischli & Weiss, Chuck Close, Alfred Jensen, Jackson Pollock, and Mel Bochner will be examined within the context of how systems function within their work. Reading relevant texts, looking at work, research/special projects, studio work, group and individual critiques are an integral part of this course. Students may work in the area of their expertise. Goals & Objectives: Students should understand the nature of the decision-making process in the creation of work, and establishing analyzing and evaluating criteria. This course is open to all students with the prerequisite of PTG 221 Intro to Painting or PTG 232 Painting Beyond Observation or with the permission of the instructor. **3 credits.**

Popular Culture + Imagery PTG 227

This course will explore the symbiotic relationship of art and culture, and the particular ways in which popular and material culture influence the visual arts and vice versa NOW (if there are indeed any particular ways that stand out in this particular time as opposed to a different time in history). Students will learn to discern both the overt and covert affects/ effects of culture on contemporary artists as well as on their own work and that of their peers. Students in order to take part in relevant class room conversation/ discussion need a working knowledge of current events/ history/popular culture and will need to be ready to read and do research, etc. Open to all Students. **3 credits.**

Painting Beyond Observation PTG 232

Continued emphasis on material, color, and skill-building. Students will work with primarily with acrylic paint. This class moves beyond observational rendering and focuses on other approaches to developing content for work. Class topics focus on contemporary issues in Painting including: “What makes a Contemporary Painter? What is Painting? What is a studio practice? What does it mean to be a professional?” Some of the topics to be considered: abstraction, representation, perception, mimesis, conceptual, subject, reality, expressive, authorship, and interpretation. A few of the artists that will be looked at: Kandinsky, Duchamp, Arshile Gorky, Jackson Pollock, Ad Reinhardt, Gerhard Richter, Jack Whitten, Peter Saul, Agnes Martin, Pipilotti Rist, Lisa Hoke, Jessica Stockholder, Jenny Saville, et. al. This course is open to all non-Painting major students as an elective with the prerequisite of Intro to Painting or with the permission of the faculty. It is required of all Painting major sophomores. **3 credits.**

Painting After the Photograph: Painting in the Age of Mechanical Reproduction PTG 233

Painters going back as far as the Renaissance have been using devices such as the camera obscura to produce a two-dimensional verisimilitude. With the invention of photography in 1839, artists were liberated from the demands of reproducing naturalistic appearances. This course will explore the relationship between the photographic and painting; the effect that the birth of photography has had on the history and current state of painting. A primary question to be considered will be: What are the strategies of Painting in the Age of Mechanical Reproduction? How has photography and mechanical reproduction influenced painting functions? We will look at artists as varied as Delacroix, Courbet, Warhol, Rosen Quist, Tuyman’s, and Richter among others. Readings will include Walter Benjamin’s “Art in the Age of Mechanical Reproduction.” Prerequisite: PTG 221 Intro to Painting or PTG 232 Painting Beyond Observation. **3 credits.**

Painting: The Medium Is the Message

PTG 234

Careful selection and control of the medium enables us to express ideas clearly. In this class students will explore and consider how various materials, methods, and processes operate, function, and ultimately impact meaning. Class demonstrations and lectures will introduce students to basic traditional and nontraditional painting materials and processes including safe handling and use. The class will function as a lab where through the process of trial and error, students will conduct ‘tests’, keep notes, and ultimately catalogue their findings in an archive. Students are expected to explore these ‘findings’ in their own studio practice, as they further develop the practical and conceptual skills necessary for their work. This course is open to all students with the prerequisite of PTG 221 Intro to Painting or PTG 232 Painting Beyond Observation or with the permission of the instructor. **3 credits.**

Painting for the Public

PTG 237-337-437

Painting as public art often takes the form of murals, public portraits, or other publicly inspired subjects. These public projects may come about through proposals put forward by the artist(s) or through commissions, but in all cases such work is responsive to a public constituency ranging from local communities seeking to give expression to local history or a broader national or international audience. It requires that artists working on such projects be sensitive to the audiences they serve and attuned to the potential reception(s) of the works they produce.

This course focuses on developing creative public projects grounded in Painting. Students will be introduced to the history of Painting for the Public looking at examples taken from a range of time periods from the Renaissance to the contemporary. We will consider the various forms and subjects that Painting for the Public encompasses including portraits and murals. **3 credits.**

Painting Lab: Explorations in Representation + Figuration

PTG 23X

This course identifies the components of traditional figurative painting such as space, composition, point of view, color, and scale. Using this as a platform each of these will serve as the subject of a sustained investigation. This approach will function to establish an understanding of these elements in a conventional context as well as the object of experimentation. This course will be useful to students in all areas who are interested in working figuratively in two-dimensions. This course is open to all students with the prerequisite of PTG 221 Intro to Painting or PTG 232 Painting Beyond Observation or with the permission of the instructor. Prerequisite: PTG 221 Intro to Painting or PTG 232 Painting Beyond Observation. **3 credits.**

Watercolor Plus: An Exploration of Water-Based Media

PTG 240

This course explores the different materials and processes used in various water-based media such as acrylic, gouache, watercolor, ink, and other natural substances that can be used to make colors/washes. Various historical models will be examined such as Chinese scroll painting and watercolor from the Song dynasty to Renaissance architecture and figure studies to post-impressionist use of color and mark which will put contemporary use of water-based media into focus. The work of artists as varied as William Blake, Vincent Van Gogh, Charles Burchfield, and Paul Klee to more recent artists such as Francesco Clemente, Marlene Dumas, Amy Cutler, Shazia Sikander, and Franz Ackermann, will be examined within the context of the student’s personal practice. This course is open to all students with the prerequisite of PTG 221 Intro to Painting or PTG 232 Painting Beyond Observation or with the permission of the instructor. **3 credits.**

Painting: Color, Scale, Mark + Form

PTG 241

“Figurative,” “abstract,” “conceptual,” “non-objective,” “romantic landscape,” “post-modern,” “Bob Ross-ian”—paintings all have an underlying structure. This studio course examines how the specificity of color, scale, mark and shape form and affect a painting’s content. Students will be encouraged to focus on their own body of work while exploring issues of content within the themes of the class through the investigation of their own studio practice, and by looking at and analyzing the work of other painters and artists throughout history. This course will be of particular interest to students in Painting, Drawing, & Printmaking. This course is open to all students with the prerequisite of PTG 221 Intro to Painting or PTG 232 Painting Beyond Observation or with the permission of the instructor.

3 credits.

On Painters + Painting: Aura, Author

PTG 251

With an emphasis on the practice of Painting, this class examines the role subjectivity plays in contemporary art. The position of the artist and the frame of the canvas will be traced from the modernist notion of individual expressiveness, to post-modernist practices characterized by the end of the author’s authority and finally to contemporary practices in which the artist’s hand reemerges in dialogue with mechanized and digital processes. Students will be asked to grapple with these complex issues in relationship to what they paint and how they paint. Class discussions will address a variety of critical essays dealing with these topics and the practice of painting as treated by artists and critics. This course is open to all students with the prerequisite of PTG 221 Intro to Painting or PTG 232 Painting Beyond Observation or with the permission of the instructor.

3 credits.

Hybrid Approaches Drawing & Painting: Digital Media

PTG 327H

Emphasis is on integrating digital processes into studio practice and production. The class deals with a spectrum of digital applications in a studio practice including straight forward digital output, using digital as a means of producing source material as well as actually integrating digital processes into the production of work. Through slide presentations, viewing actual work, discussions and readings, students will be introduced to the place of the digital in contemporary studio practice. In studio production, students will use varied media and subjects, both traditional and non-traditional, to further develop their analytical and expressive means in their creative practice. Students are encouraged to draw from many disciplines incorporating them in the projects presented to the class for group critiques. Open to all students – required of Printmaking and Drawing juniors. Offered fall. **3 credits.**

Painting: Constructing Narratives

PTG 335

This class is focused on what constitutes a narrative and the creation of content and strategies in painting. Students will consider implied, explicit, rhizomatic and linear narratives. Through studio practice, lecture and discussion students will engage in producing visual and conceptual narratives within their work. Through investing narrative students will move beyond the fundamentals of Painting and focus on the development of a personal practice as framed by contemporary standards. Students will be expected to do research and generate a project reflecting their personal interests. By the end of the semester students will have identified a subject and created a group of works focused on this subject. Further students will be asked to work toward an artist statement to accompany their work. This course is open to all students with the prerequisite of PTG 221 Intro to Painting or PTG 232 Painting Beyond Observation or with the permission of the instructor. Required for junior Painting majors.

3 credits.**Painting: Internship (EP)**

PTG 399-499

Students will submit a written proposal for a semester's long course of work. This work should have three primary components: a written paper, studio work, and work in the field (eg.: working for a gallery or artist). A timeline for the completion and review of these components are also required. The proposal must be sponsored by the supervising faculty meaning that the proposal must be vetted and accepted by the faculty who will oversee the project before it is submitted to the department head. This course is open to all Painting majors. Prerequisite: PTG 221 Intro to Painting or PTG 232 Painting Beyond Observation. Fulfills Engaged Practice requirement. **3 credits.**

Senior Studio: BFA Research

PTG 421M

Required for all 4th year Painting majors and open as an elective to any senior-level student with a prerequisite of Intro to Painting, Painting Beyond Observation, or permission of the instructor or Painting Chair. This course focuses on developing the student's individual work as it relates to their subject and their means of making work. Emphasis will be on the strategies for constructing the meaning of the work in terms of materials and the way the work is read by a viewer. Students will read work, develop and discuss intention through critiques and discourse. The goal is to develop an understanding of the criteria, standards and values promoted by the artist and how these come to be understood by their audience by exploring the relationship between subject, form, material and process as they relate to content. Offered fall. **3 credits.**

Painting Seminar: Contemporary Issues in Painting

PTG 422M

In preparation for the student's final BFA defense and for working beyond an undergraduate level, this course focuses in an advanced manner on the seminal issues covered over the course of the student's visual arts education. Questions of style, aesthetics, concept, meaning, and context are addressed. Particular emphasis is given to issues concerned with presentation, "framing," audience and reception. Students are expected to engage in critical discourse surrounding the work of fellow students, established artists and their own work. By the end of the term students are expected to have developed a professional body of work to be presented in their BFA Thesis Exhibition, continued to maintain and develop their studio practice, clearly identify the subject of their work, defend their choices in relation to this subject as well as discuss reasonable expectations of audience reception. Course readings will be given in relation to these topics as well as the maintenance of a professional studio practice. Required for all 4th year Painting majors and open as an elective to any senior or with the permission of the instructor or Painting Head. Offered spring. **3 credits.**

Photography + Video

Digital Photo Imaging I for Non-Majors

PHV 201

This course is an introduction to the technical and aesthetic fundamentals of digital photographic imaging for creative application. Students use the computer to modify, manipulate, or to enhance photographic images. Emphasis is placed on consideration of the hardware and software tools required for successfully capturing, manipulating, and exporting images, as well as an understanding of the technical issues involved in each step of the production process. Students gain proficiency in the use of Adobe Photoshop CC, Adobe Bridge, Camera Raw and Lightroom and are made aware of creative options this software facilitates. Open Studio elective. Prerequisites: FND 103D Digital Color and FND 104 Digital Synthesis or instructor signature. **3 credits.**

Photo Major 2.2: Digital Photo Imaging I

PHV 201M

This is an advanced studio course directed for the photography major that provides the technical and aesthetic fundamentals of digital photographic imaging for creative application. Students gain experience and skill working through each step of the production process, from image capture to computer modification, manipulations, and enhancement of images. This course fosters an engagement in a comprehensive digital workflow focused toward the production and presentation of professional quality work for portfolio and exhibition. Students gain proficiency in the use of Adobe Photoshop CC, Adobe Bridge, Camera Raw and Lightroom 5 to make use of the creative options this software facilitates. Required for sophomore Photography majors. Offered spring. **3 credits.**

The Contemporary Portrait

PHV 228-328-428

This course is an exploration of contemporary approaches to portraiture and its relation to the historical photographic portrait. Analysis of both simple and complex photographic identities and real and invented realities are investigated. Photographic assignments, readings and discussions lead to a better understanding of the student's individual approach to the portrait and their unique relationship with the subject. Practical applications of Photographic portraiture will also be discussed. Prerequisites: PHV 295 Photo I: Intro to Photography; PHV 292 Fundamentals of Studio Lighting, or Instructor signature. Open Studio elective.

3 credits.

Publication Photography (EP)

PHV 229-329-429

This course introduces students to careers as photographers in the advertising and editorial fields. Students will learn approaches for meeting the expectations of art directors and photo editors while providing creative input of their own. Emphasis is placed on networking, negotiating, understanding and producing contracts and invoices, as well as building a professional portfolio and developing professional marketing strategies. Field trips will be taken to professional photography studios and businesses. Assignments are designed to simulate practical work experiences. Open elective. Prerequisites: PHV 295 Photo I: Intro to Photography; PHV 292 Fundamentals of Studio Lighting, or Instructor signature. Open Studio elective. Fulfills Engaged Practice requirement.

3 credits.

Acting + Directing

PHV 231

Acting & Directing is an intense production course designed for aspiring art directors, screenwriters, and actors who wish to pursue a career in film and/or animation. The course requires both performance and cinematic practice. Directors will create and produce short scenes taking on the full responsibility of creating clear communication using the audio/visual language of cinema and focusing on the developing and execution of performance on screen. Beyond just holding the responsibility of successful execution of a project, directors will also switch roles with the actor, working from the other side of the lens to better understand the acting process and what kind of specific direction an actor needs to perform according to another director's vision. Recommended for Video + Digital Cinema students. Cross-listed with Animation. Open elective. **3 credits.**

Landscape Photography (EP)

PHV 232X-332X-432X

This course will provide an exploration of historical and contemporary approaches to landscape photography. Students will gain a better understanding of their approach to landscape photography within the broader context of contemporary art and society. Included in this course are visual and written investigations of the aesthetic, social, cultural and environmental philosophies relating to the landscape. Open Studio elective. Recommended for Photography majors. Pre requisite: PHV 295 Photo 1: Intro to Photography. Open Studio elective. Fulfills Engaged Practice requirement. **3 credits.**

Experimental Film + Video Art

PHV 240-340-440

This is an advanced video course, investigating the scope of symbolic and improvisatory cinematic storytelling. Students will explore unconventional methods of video acquisition, manipulation, processing, editing and display. Students will be able to delve into media hybrids, and rather than established narrative forms, underscoring metaphorical poetic styles that inform the structure of the work. Emphasis is on the development of acute observational skills and innovative visualization techniques and encourages divergent thinking and cognitive flexibility. This course is for students who have a sustained interest in using video and digital cinema's technologies as part of their art-making. Prerequisite: PHV 267 Video/Digital Cinema I or signature of instructor. Open Studio elective. **3 credits.**

Documentary Video

PHV 341-441

This is an advanced elective video course: This course is designed to improve observational, analytical, organizational, creative and production skills. Students will explore the ways in which digital technology can transform contemporary visual culture, and fracture the predictable. Students will be encouraged to experiment with new presentation methods, and develop innovative techniques for combining sight and sound, light and word. Required of Photo Majors in the Video track. Prerequisite: PHV 297 Video/Digital Cinema I or permission of the faculty. Open Studio elective. **3 credits.**

Advanced Video & Digital Cinema Projects (EP)

PHV 242-342-442

In this advanced video/digital cinema course, students will conduct individual research and investigation under the guidance of faculty. Students focus on strategic conceptualization and production in completion of a professional, self-directed video/digital cinema project. An additional aspect of this course examines closely the function of the individualized work within a broader community context and requires students to complete and implement a community-based component as part of their finished project. This course encourages students to consider their work in relation to exhibition, audience, and community. Prerequisite: PHV 240 Video/Digital Cinema I: Screen Grammar. Fulfills Engaged Practice requirement. **3 credits.**

Photo Major 2.1: Narrative Structures

PHV 267

Narrative Structures is an intensive study in visual thinking for the photography major designed to utilize the creative potentials for both single and multiple image narrative. In this course, students investigate visual narrative constructs for linear and nonlinear storytelling with both digital and film-based media. The course encourages interdisciplinary experimentation to examine methods of production for traditional, digital and diverse media to communicate both idea and process. Required for sophomore Photography majors. Offered fall. **3 credits.**

Photo Major 2.2: Sophomore Seminar

PHV 268

This course serves as an introduction to the rigors of studio practice, fundamentals of critical theory and development of an individualized and cohesive portfolio. This course engages the student in research, writing, creative content, and project development. Students gain an ability to visualize and verbally articulate their ideas, understanding the semantics of visual communication, augmented through a schedule of directed readings and range of critique strategies. This active and immersed practice positions the student's work in relation to the larger arena of historical and contemporary art in a social context. Required of sophomore Photo majors. Offered spring. **3 credits.**

The Fine Art of Silver Print

PHV 270-370-470

This is an advanced level black and white silver printing class. We will investigate advanced film exposure and archival printing techniques, fine art printing papers, developer combinations and toning procedures to produce full tonal range darkroom prints. Medium and large format cameras will be demonstrated and utilized. Projects for this class include an in-depth self-assignment finalized in a portfolio of archival silver prints. We will also view master fine art prints at local galleries, museums and collections. Required for sophomore Photography majors. Prerequisites: PHV 295 Photo I: Intro to Photography or instructor's signature. Open Studio elective. Offered spring. **3 credits.**

Fundamentals of Studio Lighting

PHV 292-392-492

This course is designed to cover fundamentals of Studio Lighting, equipment and techniques for Fine Art and Commercial Photography and Video. Faculty provides a balance of assignments, demonstrations lectures, critiques, visiting artist lectures and workshops. Students are provided access to the Photography + Video Department's Lighting Studio and Digital Print Lab. Materials required are based on processes pertaining to projects. Projects include: Technical and conceptual skills, and problem solving for tabletop, product, location, and large-scale studio photography. Required for sophomore photography majors. Prerequisites: PHV 295 Photo I: Intro to Photography or instructor signature. Open Studio elective. Offered spring. **3 credits.**

Advanced Studio Lighting

PHV 293X-393X-493X

This is an advanced-level course that facilitates discussion of the visual language of lighting for photographic processes in the larger context of contemporary art, photography, cinema, and digital media. Building on skills learned in Fundamentals of Studio Lighting, Advanced Studio Lighting expands the student's knowledge of controlled artificial light. This course emphasizes the process involved to produce a portfolio of both portrait and product images, in a coherent body of work based on a theme, concept, or selected subject matter. The course focuses on how photographers and filmmakers use lighting as an element of storytelling. Students investigate the theory and practice of lighting within the history of photography and cinema lighting design. A component of the course engages students collaboratively to develop and execute lighting for a variety of scenes, presented for peer critique. Coursework also includes regular screenings and discussions of films, written papers and lab exercises. Prerequisite: PHV 292 Fundamentals of Studio Lighting. **3 credits.**

Photo 1: Introduction to Photography

PHV 295

This course covers the fundamentals of digital and film SLR cameras, optics, exposure ratio, digital and B&W printing techniques. Lectures and demonstrations address digital workflow, file archiving, output for various applications and digital image development and film processing. Introductory lighting tools and documentation of artwork for professional applications is covered. Required for sophomore Photography majors. Open Studio elective. Offered fall. **3 credits.**

Photo 2: Digital Imaging

PHV 296

This is an advanced studio course directed for the photography major that provides the technical and aesthetic fundamentals of digital photographic imaging for creative application. Students gain experience and skill working through each step of the production process, from image capture to computer modification, manipulations, and enhancement of images. This course fosters an engagement in a comprehensive digital workflow focused toward the production and presentation of professional quality work for portfolio and exhibition. Students gain proficiency in the use of Adobe Photoshop CC, Adobe Bridge, Camera Raw and Lightroom 5 to make use of the creative options this software facilitates. Required for sophomore Photography majors. Prerequisite of PHV 295 Photo I: Intro to Photography. Open Studio elective. Offered spring. **3 credits.**

Video/Digital Cinema I: Screen Grammar

PHV 297

This course is designed as an introduction, both to the craft of digital filmmaking and to the appreciation of film as a premiere medium of communication, entertainment, and art. Using the tools of digital cinema, computer graphics, audio and other electronic media, this course focuses on the design elements and thought processes inherent in effective audio/visual communications. Hands-on features work in digital cinematography, lighting, audio production and mixing, and non-linear editing, as well as support activities such as scripting, research, brainstorming and storyboarding. Emphasis is placed on creative thinking and problem solving, with both group and individual projects required. This course is intended to be an introduction to a very broad area, rather than an in-depth concentration in one subject. Required of Photography majors. Open Elective. Offered fall and spring. **3 credits.**

Photo Major 3.2: Visual Thinking in Contemporary Photography

PHV 330

In this course, photographic theories, modes and structures will be examined through the issues of narrative and aesthetics. Students will examine contemporary practices, which have emerged with respect toward photography, and hybrid digital media that transmute photographic theories, concepts, forms, and processes. The course will investigate the ways in which photography continues to affect (visual) culture and the way one perceives and understands. The work of selected photographers will provide a framework for comparing photographic philosophies. Required for Photography majors. Open Studio elective with instructor's signature. Offered spring. **3 credits.**

Documentary Video

PHV 341-441

This is an advanced elective video course:

This course is designed to improve observational, analytical, organizational, creative and production skills. Students will explore the ways in which digital technology can transform contemporary visual culture, and fracture the predictable. Students will be encouraged to experiment with new presentation methods, and develop innovative techniques for combining sight and sound, light and word. Required of Photo Majors in the Video track.

Prerequisite: PHV 297 Video/Digital Cinema I or permission of the faculty. Open Studio elective. Offered spring.

3 credits.

Photo Archive, Book + Portfolio

PHV 350

This course advances the student's knowledge of professional practice standards for archival media, emphasizing the photographic book and photographic portfolio. Work is project-based, focused on production of portfolios and books that incorporate the photographic image as an essential element. The photographic image is considered in context relevant to its function as primary artwork, documentation, as record of process or used in reference to concepts. Portfolios and photographic books are explored as an individualized expression of one's professional work. Required for Photography majors in the Photo track. Prerequisite: PHV 296 or PHV 201 Digital Photo Imaging or instructor's signature. Open elective. Offered spring. **3 credits.**

Alternative Photographic Processes

PHV 391-491

This course investigates the historical processes, contemporary practices, and concepts of alternative photography. This includes non-silver techniques, hand-applied emulsions, chemical, digital and hybrid processes for photographic imaging. Processes demonstrated may include Cyanotype, Van Dyke Brown, Wet Plate Collodion, Platinum-Palladium, Liquid Emulsion and silver and non-silver toning options. Large format negatives for non-silver processes are generated using conventional film cameras, paper and digital negatives as well as photogram and pinhole photography. This course is project-based, involves research and experimentation, and is conducted through hands-on demos and instructional workshops. Open Studio elective. Recommended for Photography majors. Prerequisites: PHV 295 Photo I: Intro to Photography or; PHV 201 Digital Photo Imaging I, or instructor signature. Open Studio elective. **3 credits.**

Photo 3: Advanced Digital Projects

PHV 395

Advanced Digital Projects is an advanced studio art course in digital image-making concepts and techniques, allowing in-depth exploration of extended computer-based photo, large format and compositing projects. Digital imaging skills are advanced working with Adobe Creative Cloud's latest advancements to Photoshop, Adobe Bridge, Camera Raw, and Lightroom. Aesthetic issues are balanced with technical aspects of production, promoted through research into both artistic concerns and specific skill sets tailored to individual projects. Class structure combines demonstration and tutorials with hands-on, project-based activities applying acquired techniques, and provides opportunity for in-class discussion, critiques and presentations. Students are expected to demonstrate time management skills, work independently and meet deadlines. Required for photography majors in the photo track. Prerequisites: PHV 295 Photo I: Intro to Photography; PHV 296 Photo 2: Digital Imaging or PHV 201 Digital Photo Imaging or instructor signature. Open Studio elective. Offered fall. **3 credits.**

Video/Digital Cinema II: Sculpting in Time

PHV 397-497

This advanced studio course expands upon the knowledge of students who have successfully completed the Video/Digital Cinema I and Studio Lighting Fundamentals coursework. A working knowledge of Final Cut Pro or Adobe Premiere is requisite. This class is designed for further exploring the use of digital cinema as a cinematic tool, method of artistic expression and communication. Topics include continuity, discontinuity, montage style editing, color grading, compositing, special effects and composition within the frame. Emphasizing the relationship between image and sound, students examine the concept of sound as a material with basic structural properties that may be manipulated, layered and edited. Students explore methods of composition using various sound materials in assigned projects. Required of photography majors in the video track. Open Elective. Prerequisites: PHV 267 Video/Dig Cinema I or signature of the faculty. Open Studio elective. Offered fall. **3 credits.**

Photography: Internship (EP)

PHV 399-499

Elective credit can be given on a case-by case basis for student internships developed through the Career Services Office, with advanced permission of instructor and department chair. Fulfills Engaged Practice requirement.

**Photo Major 4.1:
BFA Thesis + Research**

PHV 495M

In the fall semester, seniors produce their written BFA Thesis paper, required of all degree candidates. Students first establish a thesis topic, formulate an abstract and conduct research that leads to a thesis proposal. Research and production are finalized in the thesis paper. Throughout the semester students engage in critiques of work underway for the BFA exhibit and portfolio. Students hone critical and theoretical skills in photography by examining historical and contemporary practices that have emerged with respect to concepts and processes relevant to thesis topics, class discussion, and individual artistic pursuits. Students investigate these ideas through research, critical observation, discourse and writing. Course format maximizes the potential for dynamic group interaction and facilitates essential one-on-one exchange with faculty, BFA advisors and peers. In the senior year, Photography majors are expected to participate in professional opportunities to submit and present work in order to gain the confidence and skills necessary to communicate effectively to a broad range of audiences. Required for senior Photography majors. Offered fall. **3 credits.**

Printmaking

Intro Printmaking: Line + Sequence PRI 200

Printmaking grows out of an experimental approach to image construction closely aligned to both the kinetic practice of drawing and the mechanical possibilities inherent in the crafting of a matrix for reproduction. Students participating in this course will interrogate what defines a “print,” using line and sequence as the visual language allowing introspection and clarification of ideological concepts. Course exploration includes intaglio and relief processes, an introduction to the history of the field, printing of a matrix supporting discoveries of the limited edition and narrative aspects of multiple impressions. The body of work students produce in this course will be informed by the history of printmaking, the critical dialogue surrounding contemporary art and print media in particular, and should reveal students’ development of skill and sensitivity to the printed impression quality visually articulating the individual’s aesthetic voice. Open to all students as an introductory level course. Encouraged for sophomores and juniors with a drawing emphasis as an elective studio. Required for sophomore Printmaking majors. Offered fall. **3 credits.**

Intro Printmaking: Color + Form PRI 201

Drawing connects art and design; it is the oldest of all arts. This course will provide students a thorough introduction to the printmaking processes of lithography, silkscreen, and monoprint techniques. Students will be required to investigate color and form to generate multiple and unique impressions. Layering, color relationships, and principles of design serves as a starting point for image construction leading students to discoveries of complex solutions. While addressing conceptual and technical challenges related to printmaking, students will develop a body of work relative to the covered topics. Matrices will be built through drawing, painting, stencil making and toner transfers. These various methods will be investigated as both singular process prints as well as elements in multi-layered works. Required for all sophomore Printmaking majors. Open elective for all students above the freshman level. Offered spring. **3 credits.**

Artist’s Book Now: Artist’s Book as Image PRI 231-331-431

This studio course focuses on boundaries of book form, emphasis on image and concept, and selection of appropriate form (output) to content. Students will be encouraged to view the book as a conceptual space. Deeper development of sequencing and narrative in traditional and nontraditional formats. Forms covered on individual project basis as dictated by idea/concept for appropriate output/manifestation. Considerations include sculptural, installation, digital output, etc. Examples and contemporary developments regarding the evolution of the artist book are examined through texts, through the use of our library’s artist book collection, in discussion, and during critiques. Notes: This course is open to all, and fulfills an introductory, intermediate and advanced level elective course. **3 credits.**

Artist’s Book: Narrative + Form PRI 232-332-432

This studio course is for students interested in producing sequentially developed imagery via linear book structures. Historical examples and contemporary developments regarding the evolution of the artist book are examined through texts, through the use of our library’s artist book collection, in discussion, and during critiques. Due to technological advancements over the last century artists now have a variety of media with which to explore output of book projects. The class will expose students to the nature and potential of different book structures as well as a variety of materials. The course will heighten the student’s ability to utilize the interaction of sequenced content -- the act of turning pages-- to express the continuity of an idea flowing through a continuum. Students realize the potential of narrative, sequence, and pacing, together with the importance of combining word and image. Open elective. One semester required for Printmaking majors for graduation. **3 credits.**

Propaganda: Media, Dissemination, Technique (EP) PRI 240-340-440

From punk bands to political rallies, different techniques have been used to create attention-grabbing graphics. Through a variety of projects in this course, students will explore a range of techniques including approaches to screen-printing from simple stencil making methods; direct drawing on the screens; to a variety of ways to use photo emulsion, including the integration of digital imaging software. The emphasis of this class is the development of rich personal imagery and the relationship of form working with content to effectively communicate ideas. This course is for students from all levels and majors. Notes: open elective. Encouraged for juniors and seniors as an elective studio. Required for senior Printmaking majors. Fulfills Engaged Practice requirement. **3 credits.**

Screenprinting

PRI 270-370-470

Students will investigate surface, mark, and materiality from both a technical and conceptual point of view. The silkscreen can accept a wide variety of printing substances (pigments, inks, dyes, mud, talc, honey, etcetera...), and can be applied to an equally diverse range of surfaces. Lectures, readings, and critiques will help students understand the historical role of screen print and how it relates to their own work. Open elective for all students above the freshman level. **3 credits.**

Expanded Print: New Imaging

PRI 276-376-476

This intermediate/advanced studio course offers an exploration in printmaking, considering the digital matrix for computer aided and hand pulled prints through processes redefined in the digital age, scrutinizing decisions for information in and information out, and the relationship to those decisions. Students will be challenged to work in the territory of digital media in relationship to and combination with traditional print medium. Students have the opportunity to create files for output which are hand drawn, digitally generated, of a photographic nature, or a combination of all three. Topics include; transfer methods, digital production of plates, color management for a wide-format digital printer, photolithography and exploration of media choices to project ideas. Technical and critical discussion in this course will be informed by the presentation of processes that have been developed over the past few decades, and how these developments relate and affect print culture today. Open elective. Encouraged for juniors and seniors as an elective studio. Required for junior Printmaking majors. **3 credits.**

The Liberated Print: Investigation of Alternative Methods (EP)

PRI 277-377-477

This course creates a context for students to negotiate the challenging and complex issues embedded in the making of contemporary printed images. Projects and techniques complement and extend methods of traditional processes, allowing students room to invent, arrange, analyze and create connections through more immediate printmaking methods to their major fields of study. This class will concentrate on the intuitive, spontaneous and fluid approaches in printmaking such as; monoprint, collagraph, transfer drawing, Xerox litho, and wood intaglio, instigating the dialog between the limited edition vs. singular print, and the original vs. a copy. We will consider formats that bridge other disciplines working with color, installation and three-dimensional/sculptural constructions with considerations to work on paper. The course will offer experiences that provide the tools to understand print media within a contemporary framework. Open elective. Encouraged for juniors and seniors with a Painting and Drawing emphasis as an elective studio. Required for junior Printmaking majors. Fulfills Engaged Practice requirement. **3 credits.**

Hybrid Approaches Drawing & Painting: Digital Media

PRI 327H

Emphasis is on integrating digital processes into studio practice and production. The class deals with a spectrum of digital applications in a studio practice including straight forward digital output, using digital as a means of producing source material as well as actually integrating digital processes into the production of work. Through slide presentations, viewing actual work, discussions and readings, students will be introduced to the place of the digital in contemporary studio practice. In studio production, students will use varied media and subjects, both traditional and non-traditional, to further develop their analytical

and expressive means in their creative practice. Students are encouraged to draw from many disciplines incorporating them in the projects presented to the class for group critiques. Open to all Students – required of Printmaking and Drawing juniors. Offered fall. **3 credits.**

Printmaking: Advanced Topics

PRI 350-450

This is an advanced studio supporting the student in the refinement of their visual voice and skill level as realized in the production of prints and supporting studio work. Faculty and students develop the outline of course work for the semester through individual and group critiques encouraging the cultivation of their visual erudition and assisting in the student's development Possible combinations of the various techniques for single or multiple impressions are addressed. The student develops the ability to discern qualities unique to the field through material presented in lectures and hands-on demonstrations of technical processes and procedures. As the student engages in the production of a body of work, they become informed of the particular characteristics and advantages of print as a medium and develop the ability to critically respond to aesthetics and concepts both within and beyond the field. Encouraged for third and fourth year students. Required for senior Printmaking majors. Offered fall. **3 credits.**

Printmaking: Internship (EP)

PRI 399-499

Elective credit can be given on a case-by-case basis for an internship developed by the student through the Career Services Office with advance permission of the department head. Fulfills Engaged Practice requirement.

Professional Practices + Engaged Learning (PPEL)

Environment, Art & Engaged Practice (EP)

PPEL 210X-310X-410X

How can artists and designers engage the natural environment to expand their studio practices? What can artists do to help people powerfully connect to nature through art, in a day and age when we have become out of tune with the environment? Students from any major work with CIA faculty and Metroparks content experts in this interdisciplinary studio elective, which often takes place in the field at several Metroparks Reservations. The class also meets periodically in a studio classroom on campus.

A series of intensive, on-site experiences provides unique opportunities to investigate the natural world and current ecological issues through the unique visual language of artists and designers. Students' outcomes are shared with the public through an end-of-semester public open house event. Students also work together to develop two natural history or ecology-based interpretive programs (such as workshops, art making instruction, guided walks) that will take place at one or more Nature Centers. Students determine themes, medium, process, and methods of program interaction.

Finally, students work to develop potential solutions to a Metroparks' concern, determined and presented by park staff. Students consult with park experts throughout this project, making site visits. Students' outcomes are also included in the end-of-semester open house. Appropriate dress for seasonal weather and outdoor hiking is expected – when in the field, the class takes place outdoors all day. Students are responsible for their own transportation or carpooling. Open studio elective. Fulfills Engaged Practice requirement. **3 credits.**

Engage the Community: Inspiring Others with Your Art (EP)

PPEL 320X-420X

Students will research the vital role they play as artists and designers in contemporary society. They will research their specific field of study and its impact within our society – historically, presently, and in the future. Class lectures, discussions, articles and research paper(s) will focus on the significance of visual art and design in society. Students will learn specific skills and strategies to present on and speak about their work to community groups. Prior to speaking to community groups, students will research the demographics and challenges faced by underserved segments of the Cleveland community.

Following the research component of the course, students will present their artwork and creative practice to four community groups or organizations, including one youth, one adult, and one senior citizen group. Three of the presentations will occur in the community, while the fourth presentation will occur at CIA, hosting a community group for a studio visit and tour. As appropriate, the students will also lead brief, interactive components along with their presentations to each group. A priority is placed on underserved community populations or geographic areas in the greater Cleveland area.

Through this process, students will promote value and appreciation of contemporary visual art and design, and their related careers, to the larger community. This model creates a platform for students to connect and even collaborate with a specified audience while gaining feedback about their own artwork and practice. This course will instill students with added confidence and pride in their practice and career path.

Juniors and seniors only. Open studio elective. Fulfills Engaged Practice requirement. **3 credits.**

Applying Art & Anthropology (EP)

PPEL 385X

Applying Art + Anthropology combines applied anthropology and social practices in art and design to explore and address urban landscapes, specifically the problem of abandoned buildings and vacant lots. It's a 6-credit course, with 3 cr. of Liberal Arts and 3 cr. of studio, offered jointly by Liberal Arts and Professional Practices + Engaged Learning. As artists, we investigate cities through visual means and creative place-making. As applied anthropologists, we used ethnographic fieldwork to situate our inquiry in collaboration with a community to meet community-identified needs. By combining art and anthropology, this unique course engages students in both community-wide research and artistic response through collaboration with our urban neighbors in East Cleveland and the city of Cleveland. The course begins with the applied anthropology component, which meets weekly for a three- hour block of time for the entire Spring semester. The objective is to build a foundation in basic anthropological field research methods. Students develop and collaborate on a course-specific research agenda in partnership with a local community. After mid-semester, the course proceeds with the studio component. As informed by their anthropological field research, students continue to work with course partners, and develop and manage a community-based art or design project, for example, the building of a pop-up porch where community gatherings may be hosted. The studio component meets "by arrangement with instructor," generally from April through early June, customized to student availability and community needs, and therefore, varies by week. Some weeks in May, the studio component may suspend operations due to BFA week and Commencement. Course end date exceeding term end date will not interfere with ability to graduate. Course faculty provide guidance and support regarding transportation to community sites. Fulfills Engaged Practice requirement. **6 credits (3 credits SNS or open Liberal Arts elective; 3 credits open studio elective).**

Professional Practices: Entrepreneurial Ventures

PPEL 398A

This course provides an overview of the environment surrounding the business of art and design, and the practice of the individual. One of the two class meeting per week is a core lecture series that covers self-promotion, networking, ethics, intellectual property, contracts, professional development, and guidance by practicing professionals. During the other weekly meeting, students attend a breakout session for the specific course in which they are enrolled. The breakout session for this course, Professional Practices: Entrepreneurial Ventures, transports the student through the key decisions required to establish a successful art/design business. Books and supplies to be determined by instructor. **3 credits.**

Professional Practices: Industry

PPEL 398B

This course provides an overview of the environment surrounding the business of art and design, and the practice of the individual. One of the two class meeting per week is a core lecture series that covers self-promotion, networking, ethics, intellectual property, contracts, professional development, and guidance by practicing professionals. During the other weekly meeting, students attend a breakout session for the specific course in which they are enrolled. The breakout session for this course, Professional Practices: Industry supports student preparation to become an integral part of a commercial organization by providing an understanding of corporate methods and practices. Books and supplies to be determined by instructor. **3 credits.**

Professional Practices: Studio to Gallery

PPEL 398C

This course provides an overview of the environment surrounding the business of art and design, and the practice of the individual. One of the two class meeting per week is a core lecture series that covers self-promotion, networking, ethics, intellectual property, contracts, professional development, and guidance by practicing professionals. During the other weekly meeting, students attend a breakout session for the specific course in which they are enrolled. The breakout session for this course, Professional Practices: Studio to Gallery focuses on the complexities of a professional artist's studio practice by examining interactions with gallery directors, museum curators, preparators, conservators, and marketing professionals. Books and supplies to be determined by instructor. **3 credits.**

Engaged Practice Internship (EP)

PPEL 399-499

To fulfill the Engaged Practice (EP) graduation requirement qualifying internships may be offered through the Career Center, major departments, or the Professional Practices + Engaged Learning hub. Only qualifying internships that are taken for credit in the sophomore, junior and senior years may fulfill the EP graduation requirement. For more information, contact your faculty advisor, your department chair, and/or the Career Center.

Putting Artists in the Classroom: Introduction to Art Education (EP)

PPEL 400-400A

As artists, how can we give back to our communities through K-12 education in the arts? This field-based practicum and seminar course provides students from any major with an introduction to the world of Art Education. Students are placed in schools in the Cleveland area, and work with a cooperating teacher or professional mentor there, providing first-hand teaching experience in the studio arts. Through the course, students are taught the principles and practices of Art Education and curriculum/ lesson planning to be used during their teaching experience. Students also learn to document their students' work and may curate public exhibitions of the work. Students are responsible for their own transportation. Open studio or Liberal Arts elective. NOTE: Students enrolled in the course will be required to have a BCI and FBI background check, under the guidance of the instructor. Prerequisite: Discussion with instructor. Fulfills Engaged Practice requirement. **3 credits.**

Quantitative Reasoning

Courses that fulfill the Quantitative Reasoning requirement are currently in development and will be announced in Spring 2021.

Social + Natural Science

Basic Theories of Psychology SNS 308

This course will offer an overview of the basic theories of psychology and how they apply to human development. We will explore the questions of what motivates people to do what they do. How and why do people change as they grow from infants to adults? How do we develop in our ability to play, to work, to love and to be ethical human beings? The course will cover the major personality theories of Freud and his understanding of the unconscious, Erickson, Jung with his description of the shadows and archetypes in the human mind and Rogers' humanistic psychology as well as learning theories and systems of moral development. The course will also cover the major feminist critiques of these systems. There will be a brief overview of psychological problems such as major depression, schizophrenia, phobias, etc., as well as some methods of treatment.

3 credits.

Abnormal Psychology SNS 309

How does the psychological community, the legal community and society at large determine what is abnormal? How do we as individuals make decisions about what is acceptable and unacceptable behavior? How do culture, religion and geographical location influence the definitions of normal behavior? It is these questions and others we will explore in this class examining the diagnosing, treatment and experimental study of psychopathology. Through lectures, case presentation, videos and required readings, you will develop an appreciation, understanding, and knowledge of behavior labeled as "abnormal." You will also enhance critical thinking skills, utilize methods of naturalistic observation and gain a sense of compassion and sensitivity for those who live with mental health disorders. **3 credits.**

Visual Anthropology SNS 321

Visual anthropology is an important growing subfield of cultural anthropology. The course focuses on how anthropologists have used visual media of various kinds, especially ethnographic film, to record, document and study human cultural and social diversity worldwide. A series of ethnographic films, readings and class discussion will explore this method of anthropological data collecting and analysis. As a counterpoint to earlier, popular, western cultural biases in visually "representing" non-western, non-industrial peoples as "romantic," "noble," "savage," "enigmatic," "curiosity," anthropology's film studies sought a stronger objectivity. Did they succeed? Worldwide, indigenous peoples now make extensive use of visual media/communication to reflect on their "contested identities." How has visual anthropology helped in that effort? From the 19th century's still photographs to today's cyberspace, visible culture and visual media interface. The course reviews ethnographic film as part of that communication process. \$15 course fee required. **3 credits.**

Social Science & Aesthetic Practice: An Introduction SNS 340 / ACD 340

This course explores two interrelated questions: how is social life analyzed and theorized by social scientists, and how is it engaged by artists? The course will thus proceed by identifying a set of concepts that are at the heart of the social sciences in general, and then illuminate how a variety of social science theories employ the concepts. As each concept is examined, students will also consider the work of different artists who engage this feature of the social. Each week, as we move through specific theoretical areas, students will be given the opportunity to explore the work and writing of twelve artists and/or group exhibitions engaged with the social concept under discussion. Artists working with the media of electronics, cinema, sculpture, painting, performance and photography will form the case study basis of the course. The course will end with a consideration of benefit-oriented socially engaged art.

3 credits. Formerly SNS 340X.

Anthropology of Gender Roles SNS 350

In this course students will examine the various forms of gender roles, stereotypes, stratification, and attitudes from a cross-cultural, anthropological perspective. We will look at different cultural notions and assignments of gender, and how men's and women's activities vary in different types of cultures. We will also consider gender related topics in our own culture. This course will be conducted in a seminar format, with a smaller class size, and an emphasis on student-led discussion around the topics presented. May be applied as social/natural science credit or as non-Western credit. **3 credits.** Formerly SNS 350X.

Indigenous Cultures: The Inca, Aztec & Maya SNS 460 / ACD 460

This will be a lecture based, Anthropology course that focuses on the three major civilizations of Pre-Hispanic Latin America; the Aztec, Maya, and Inca. We will study the three civilizations to understand the complexity of New World cultures, and to understand what their legacy to the Americas is today. Apply as social or natural science or non-western art history elective. **3 credits.** Formerly Pre-Hispanic Civilizations: *The Aztec, the Maya + the Inca*; ACD 360 / SNS 360.

Introduction to Archaeology SNS 370

Archaeology is a branch of the wider field of Anthropology that seeks to understand past human cultures and life-ways. This course will introduce students to archaeological concepts, methods, techniques, and theoretical approaches. It will be based on a scientific, materials studies grounding of the field of archaeology, to understand how archaeologists approach the past. Prerequisite: SNS 378 Anthropology.

3 credits.

Anthropology

SNS 378

The course is an introduction to the nature of culture and a comparison of contemporary western and non-western cultures worldwide. Readings, films, slides and class discussion help review cultural similarities and differences in subsistence technology, language, social organization, politics, religion and art. An analysis that views culture as humankind's most important adaptive tool, a strategy for survival, also suggests anthropology's relevance for appreciating modern world social, economic and ecological problems. The course addresses contemporary issues of human choices and culture change.

3 credits.

Human Antiquity: Evolution

SNS 381 / HCS 381

The anthropological study of human evolution, from human origins through the formation of major early civilizations. Course emphasis is on understanding the changing nature of the relationship between human biology, the environment and adaptation of culture as a way of life. Readings, class discussion, slides and films help describe archaeological sites and the paleoanthropological theories and methods used in studying human prehistory. Class will visit the Cleveland Museum of Natural History's human evolution gallery exhibit. Also, if the museum's physical anthropology schedule allows, the class will visit the renowned Hamann-Todd Osteological Collection. This is one of the world's largest, and most thoroughly documented, collections of primate skeletons, with all major groups represented, including humans, apes, prosimians, and New and Old World monkeys. **3 credits.**

Topics in Environmental Science

SNS 390

This course explores a broad range of topics that come under the heading of Environmental Science. It will focus on humans and the environment, taking in populations and health, earth resources, water management, food and hunger, biodiversity and sustainable living systems. Applications of these topics to various problems in design such as the design of sustainable cities will be emphasized through term research projects. Fulfills Social or Natural Science liberal arts distribution elective. No prerequisites.

3 credits. Formerly SNS 390X.

India: Culture + Society

SNS 480 / ACD 480

Once the jewel in the crown of the British Empire, India has some 5,000 years of artistic tradition and architectural heritage. This course focuses on the essential role of the visual in India's ancient and modern cultural and religious traditions. The creation and nature of visual imagery are explored in sculpture, temples, palaces, persons, symbols, times and places. From bustling cities to remote villages and pilgrimage sites, from beggar to Brahmin to Hindu gods and goddesses, the course explores the "divine image" in India. **3 credits.** Formerly ACD 380X / SNS 380.

Jung + Creativity

SNS 484

This course will combine a theoretical introduction to Jung with experiential participation in a dream workshop/small group. The theoretical component of the course will provide an overview of Jung's understanding of the human psyche with an emphasis on use of symbols and dreams as the "royal road to the unconscious." Work from the dream workshops is intended to inform the artist's work. Students will be expected (in addition to the usual preparatory reading) to bring dreams weekly and to be willing to apply material from those dreams to their own creative process. **3 credits.**

Sculpture + Expanded Media

Mapping + Memory: Spatial Construction

SEM 204-304-404

This course will focus on various properties of memory as they are informed by contemporary science and philosophy via the transformation of “information, thoughts and experiences” as a process of mapping and as a condition of recording into works of art. Mapping (recording) for this course should be understood as a process of revelation, a translation of fact (reality) or imagination (memory) into dimensional representations. Mapping implies numerous spatial relationships, framing positions such as scale and physical proximity, the passage of time and the probabilistic qualities of space-time. In addition to significance of proximity when exploring and understanding space the process of mapping is also associated with journey in space or as the length of a durational event. In order to accomplish these transformations students will be able to engage and examine both physical and virtual approaches to spatial construction will be encouraged. Open to all students.

3 credits.

Media Installation

SEM 206-306-406

This class serves as an introduction to installation art that employs a variety of media including video, sound, light, and electronic technologies in spatial context. Lectures will cover concepts and presentations of contemporary artists working with installation and both analog and digital technologies. Course work will be hands-on practice of techniques and methods presented in lecture, discussion of readings, and critique of student projects. This class will involve a series of introductory workshops using materials and processes which can be utilized to create media installations, such as synced digital video displays, video projection mapping, multi-channel speaker installation, and interactive electronic media. Experience with digital video and sound production is not required. **3 credits.**

Performance & Theater: Ensemble Creation (EP)

SEM 220X-320X-420X

This class is focused on aspects of theater, installation, and performance art. This is a collaborative class in which the students will be guided through training techniques that will lead to the creation of an original piece of theatre. The work will be performed at Station Hope, Cleveland Public Theater’s annual immersive multi-arts community event centered at the historic St. John’s Church in Ohio City. The students will work with members of the Cleveland Public Theater to learn storytelling and ensemble building techniques, as well as explore the dynamism of physical forms and space in their connection with poetic inner life. This is a unique opportunity to enter into a dynamic, creative environment where participants will explore the process of devising new work in relationship, response and collaboration with Cleveland community. Open to sophomores, juniors, and seniors. Fulfills Engaged Practice requirement. **3 credits.**

On the Body

SEM 221-321-421

Experimental fashion, object-generated performance and costume. This course will teach pattern making and a variety of fabrication processes relevant to building three-dimensional forms from pliant and mutable materials, including but not restricted to cloth. It will also include casting methods that are useful for designing patterns to cover a body or act as the skin of an object. The techniques have a wide range of applications. In the past students have applied these skills to experimental fashion, sculpture, social sculpture and performance. In addition class material will address our social and cultural understanding of the body as a source for making work. We will draw on theory and contemporary research from the fields of fashion, the hard sciences and the social sciences. **3 credits.**

Installation: Light + Sound

SEM 230A-330A-430A

Sculptural installation is a condition of space that is neither object bound nor object-centric in its existence but rather presents a condition that is often identified as immersive and intentionally organized to produce a spatially dependent experience beyond that of the “Everyday”. This course will investigate various applications and approaches to subject of Installation with an emphasis on contemporary practices using light and sound as a means of constructing space and form. Primary to this course is the understanding of light (lighting) as both a material and structural element with regard to organization and presentation and the combined relationship of sound as an immersive component in the production of installation-based works. **3 credits.**

Intro Sculpture + Expanded Media

SEM 231

This course provides an introduction to Sculpture and Expanded Media by examining the methodologies, materials, history, traditions, and cultural context of sculpture and expanded media in contemporary art. The class will include wood construction and textile-based fabrication processes, moldmaking and casting relevant to a range of materials, basic metalworking techniques such as cutting and welding, and will introduce the student to the use of time-based media present in contemporary sculpture. Required for sophomore Sculpture & Expanded Media majors. Open to all students as an elective. Offered spring. **3 credits.**

Intro Sculpture Fabrication

SEM 232

The goal of this course is to expose students to the qualitative nature of materiality at a fundamental level and to provide them with a formative understanding of the various aesthetic qualities that materials possess. In other words this course introduces how materials influence the meaning of a work of art. This course addresses how the qualities of material act as determine aesthetic organization and conditions of conveyance within a work. The course focuses on both the physicality of material condition(s) of state-change, intensive material exploration and experimentation as a function of structure, and its affect on aesthetic production. Required at the sophomore level for all Sculpture majors and open to all other students. Offered fall. **3 credits.**

Time-Based Strategies

SEM 236

This course will provide students with an opportunity to investigate the concepts and practices of various time-based media arts. A basic introduction to the processes of video art, sound art, and media installation will serve as the basis for the production of several projects. Assignments will be grounded in the development of media literacy, media ethics, dissemination techniques, and teamwork. Offered fall.

3 credits.

Installation: Empire of the Senses

SEM 250-350-450

Working with materials and methods not traditionally associated with the visual arts, installation breaks away from the singular object, the pedestal, the detached viewer. Visual lectures and presentations on recent work will include discussion on the nature of the work and its context. Studio work and additional presentations will focus on perception - how we understand the world through touch, sight, smell/taste, the sense of hearing and kinesthetic cues from muscles of the body. The information presented, student research and studio research will provide an environment of concepts and ideas to support and challenge each student's work. Students will develop installations in line with their interests. **3 credits.**

Performance Art

SEM 255-355-455

Performance art is and has been an open genre, a place to experiment with ideas, materials and time. For this course, the working definition of "performance art" is – a piece which uses a live body, exists in time, and is non-linear. This class is an introduction to performance art designed for students who are shy and apprehensive about performing and students who are extroverted and at ease in front of groups. Workshops include: developing a language of movement, gesture, and stance; developing a range of low-tech sound, lighting and video; juxtaposing activity, image, sound and text; structuring or building a piece; and documentation. We will consider singular actions, interventions and other strategies for generating and developing ideas for performance work. Student work for this class has been diverse and has included costume-based work, work using endurance as a central tactic, collaborative work, public intervention, interactive and site-specific work. Skills in editing video and sound, installation, animation are useful, but not required. **3 credits.**

String, Felt, and Thread

SEM 267-367-467

This is an introduction to fiber and material studies. Students will follow materials from the raw state to the finished form, learning how to manipulate them at every stage. Material and process are often bound together, so a wide variety of techniques of making form from string, thread and fiber will be covered. Students will learn to make informed material choices based on an understanding of the history and associations of each material. Students will be introduced to contemporary criticism, and questions surrounding craft and the history of art. Open elective. **3 credits.**

Sewing + Fabrication

SEM 268-368-468

This is a sewing and patternmaking class. The class will emphasize skills in machine sewing and related systems for fabrication using flexible materials. Constructing a garment will be the first project. Understanding the construction of a shirt and acquiring skills to assemble it is an ideal way to acquire hands on skills and also to understand the shape of a surface or skin of any volumetric form. The class will then move on to patternmaking and the techniques of expanding, adding to, subtracting from and morphing a pre-existing pattern. These processes can then be used for constructing skins or shell structures for sculpture, clothing or costume. The emphasis will be on skills and practical information supplemented by images taken from the worlds of fashion, costume design, performance, and sculpture. **3 credits.**

Fiber: Digital Images, Patterns + Structures

SEM 271-371-471

In this class students will learn to design repeat patterns and structures for weaving, printing, and other digitally controlled output systems. Participants will be introduced to methods of analog and digital repeat generation while gaining fluency in ProWeave, and furthering their knowledge of Illustrator and Photoshop. Arrangements with affiliated institutions will allow students to have their designs digitally printed, die-cut, or industrially woven, expanding the opportunity for fulfillment of their concepts on a scale and complexity previously unrealized. Classroom discussion will examine the impact of historical, cultural, industrial, and contemporary factors on pattern design. No prerequisites. **3 credits.**

The Artist + Social Practice

SEM 280-380-480

This course explores a realm of artistic endeavor usually apart from the gallery system and the art market, where the artist applies his/her talents to questions directly related to community, social responsibility, and political activism. While looking critically at recent manifestations in relational and participatory practice—as well as their historical context and interdependence with other fields—students will work within a larger social context, applying their skills to pressing issues (such as ecology, urban decay, poverty, discrimination, violence, and global abuses of the military-industrial complex, to name a few).

The pedagogical approach will be to present projects realized by other artists who have worked in these areas, and to contextualize these practices as the result of our current national and international economic, political, and cultural situation(s).

Students will research issues that are of greater concern to them individually, and present them to the whole class. This will be followed by in-depth discussion around problem-solving, efficacy of action, and aesthetic materialization. Projects will then be developed and implemented throughout the semester. Fulfills Engaged Practice requirement. **3 credits.**

Experiments in Electronic Arts

SEM 316

This is a seminar class that guides students in the development and realization of a semester long research project in electronic arts. Projects can be in a wide range of areas, hybrid thinking and intermedia approaches are strongly encouraged. Topics in the theory and history of contemporary art related to current and emerging practices will also be discussed. The class is designed to allow for synthesis of content from earlier studies into significant finished work that will be shown in an exhibition planned, managed and coordinated by the students under the direction of the instructor. **3 credits.**

Sonic Arts

SEM 318

This class is focused on aspects of sound related to the practice of sonic arts. Sound art is flourishing in museums and galleries, on media networks, and performed at festivals and performance venues around the world. Like many genres of contemporary art, sound art is interdisciplinary. This course will reflect that hybridity with investigations in: digital manipulations of sound, sound synthesis, sound installation, sound sculpture, psychoacoustics, field recording, noise composition, integrated sound and image works for pre-recorded presentation or performed live, popular music, and cinematic scores. **3 credits.**

Topics in Sculpture + Expanded Media

SEM 333

This course focuses on student intent with regard to artistic production and their ability to allow for audience entry into a dialogue concerning the conceptual issues forwarded by their work. Students are expected to identify the content of the work they would like to explore via a rhetorical method that embraces an interconnected relationship between practice and theory as part of a project-based approach for the production of self-directed work. Required at the junior level for all Sculpture & Expanded Media majors and open to all junior and senior level students. **3 credits.**

Creative Resistance: Media Art in the Social Sphere (EP)

SEM 340-440

This studio course will introduce students to the process and strategies of integrating social activism with media art. Through reading and discussion, the course will establish the historical and theoretical context of tactical media, hacktivism, and other media-based protest arts. We'll look at artists' use of a variety of media-- including the news media, the internet, locative media, surveillance technologies, genetic modification, gaming and more — to implement social commentary and criticism. Offered fall. Fulfills Engaged Practice requirement. **3 credits.**

Sculpture + Expanded Media: Internship (EP)

SEM 399-499

Elective credit can be given on a case-by-case basis for an internship developed by the student through the Career Services Office with advance permission of the department head. Fulfills Engaged Practice requirement.

Sculpture + Expanded Media: BFA Research

SEM 429

This course is designed to increase student awareness of the current art discourse and the ability to use that knowledge as a means of awareness within the production of their own work. This educational process embraces a variety of approaches to basic problem-solving skills measured against the contemporary practices of the discipline. The students are expected to develop what is often their first significant independent work. Intermediate methods of ideation and research relevant to a professional visual art practice are employed throughout the course. The focus of this course centers on artistic production, conditions of conveyance and presentation. The course culminates in the fall BFA Midyear critique. Required at the senior level for all sculpture majors for BFA thesis work development. Offered fall. **3 credits.**

Sculpture + Expanded Media: BFA Research + Exhibition

SEM 430

This course is designed to continue the BFA work begun in the fall of the senior year in SEM. Students hone their the ability to generate self-directed work and the skills and knowledge to identify and sustain an independent practice. The students will continue to increase their awareness of the current art discourse and the ability to use that knowledge as a means of awareness within the production of their own work. Students are expected to develop and exhibit a significant body independent work. The focus of this course is in the studio, and centers on artistic production, conditions of conveyance and presentation. The course culminates in the spring BFA Exhibition and oral review. Required at the senior level for all sculpture majors. Offered spring. **3 credits.**

Visual Arts

Image + Form I

VAT 200

Image/Form promotes a general understanding how images work and are developed, which is a fundamental aspect of the Visual Arts. The course introduces the students to the various means by which images can be rendered, such as by drawing, painting, carving, embroidering, etching, etc., as well as by digital means, by appropriation, and by the use of ready-mades. The students are also introduced to the diverse ways in which images and forms can be manipulated, or manifested conceptually and materially by exploring the inter-relation between 2 and 3 dimensions, as well as in time-based media by the use of collage or assemblage. In doing this, we introduce them to the concept that an image's "form," consisting of its physical and spatial qualities, as well as the technical qualities of their chosen mode of production, is part of its content. By these means they are introduced to practical and semiotic nature of images and their production in the context of the contemporary by means of assignments, readings, discussions, and studio critiques. Open as elective to all majors. This course is required for all sophomore students in Visual Arts. Offered fall. **3 credits.**

The Artist's Practice in Context

VAT 200X-300X-400X

As a complement to the Professional Practices course, "The Artist's Practice in Context" is specifically designed for Visual Arts students. The course takes an intimate look at the professional practices of artists working in major metropolitan areas such as New York City, Chicago, Los Angeles or Berlin. As part of the course students examine the realities of maintaining a professional practice within the context of this focus community. Students, guided and directed by faculty, are immersed in that community through such activities as studio visits; meetings area arts professionals and art venues. Open to all. Students must be 18 years old or over and must sign a waiver to travel with the group. Course may be taken more than once for additional credit.

1.5 credits.

Image + Form II: Reproducibility

VAT 202

Reproducibility (offered with an emphasis on either 2D or 3D production) introduces the student to the idea that the uniqueness of the work of art is not an intrinsic or inherent quality of the work itself, but the result of the choice of media. Consequently since the Renaissance and the advent of Printmaking, the printing press, and bronze casting, multiplicity and reproduction have been a part of western culture. The machine age, photo-reproduction, lithography, industrial standardization, modularity, fabrication, and multiplicity became part of artistic practice. Prints, posters, ready-mades, objects, books, commix, and designed utilitarian objects editions, multiples, modules, and reproductions are now a significant aspect of contemporary art making which abandons the notion of the unique work. Making works of this kind requires the artist to take into consideration how the act of reproduction, or replication constitutes part their work's form and content. Open as elective to all majors. This course is required for all sophomore students in Visual Arts. Offered spring.

3 credits.

Collage + Assemblage

VAT 212

Collage and Assemblage are among the most radical innovations of the early 20th century and these forms remain relevant today as sources for innovation and experimentation. Each of these forms acknowledges the fracture of contemporary life and the ongoing need for new means of expression. This course will explore the relationship between collage and assemblage and various disciplines within the visual arts including Painting, Print, and Drawing. Students will learn to discern the significantly different effects and content of the wide range of strategies these approaches encompass. Through classroom discussion, lectures, readings, critiques and studio work students will explore the possibilities available through collage and assemblage. Emphasis will be given to the historical and contemporary studio practices associated with collage and assemblage. This course is open to all students from all majors. Students will be encouraged to apply their area of expertise to the studio work. **3 credits.**

Installation + Constructed Objects

VAT 226

This course is a special topic course designed to cover the design, construction and lighting of installations, stage sets, and performance spaces. Students will investigate contemporary applications and approaches to subjects specifically composed for the camera and document installations that exist outside of the studio environment, with an emphasis on the genre's relationship to historical and contemporary theatre. Workshops include cameras, studio lighting, basic electricity and carpentry, with an emphasis on scenery design. Students will plan and create small-scale models of stage designs; scale up these designs, and document their design. This course is designed for the Photography major and any students working in installation or Industrial Design but is open to all majors. This course is cross-listed with Visual Arts. Open Studio elective. **3 credits.**

Screenprinting

VAT 270-370-470

Students will investigate surface, mark, and materiality from both a technical and conceptual point of view. The silkscreen can accept a wide variety of printing substances (pigments, inks, dyes, mud, talc, honey, etcetera...), and can be applied to an equally diverse range of surfaces. Lectures, readings, and critiques will help students understand the historical role of screenprint and how it relates to their own work. Open elective for all students above the freshman level. **3 credits.**

Aesthetics, Style + Content

VAT 300

Aesthetics Style and Content focuses primarily, on the acquisition of creative and technical skills in the context of the development of original ideas and personal style. Studio work will consist of the practical exploration of the relationship between formal, technical, aesthetic, and stylistic issues relative to the personal, and thematic subjects of the students own choosing. Relative to this, in the seminar portion of the course the students are given critical, theoretical, philosophical background to issues surrounding the subjects of style, aesthetics and content. In the studio the students are encouraged to think of their work as an integrative whole consisting of these various components. In this context they are required to engage in independent critical research on topics relevant to their work. Their research takes the form of both archival and studio work and is presented in both visual and written form. This course is required for all senior students in Visual Arts. Offered fall.

3 credits.**Critical Issues in Art in Theory + Practice**

VAT 316

This class will focus on how the relationship between the visual and the verbal, images, and ideas play out in artist's work. Emphasis will be placed on artist statements, writings by artists, student peer reviews, and written statements. Students will be expected to hone their abilities to think critically about visual art through weekly readings and writing assignments. This course is open to majors from all disciplines and students will be encouraged to work in their area of expertise. **3 credits.**

Hybrid Approaches to Drawing + Painting: Digital Media

VAT 327

Emphasis is on integrating digital processes into studio practice and production. The class deals with a spectrum of digital applications in a studio practice including straightforward digital output, using digital as a means of producing source material as well as actually integrating digital processes into the production of work. Through slide presentations, viewing actual work, discussions and readings, students will be introduced to the place of the digital in contemporary studio practice. In studio production, students will use varied media and subjects, both traditional and non-traditional, to further develop their analytical and expressive means in their creative practice. Students are encouraged to draw from many disciplines incorporating them in the projects presented to the class for group critiques. Open to all students – required of Printmaking and Drawing juniors. Offered fall. **3 credits.**

Popular Culture + Imagery

VAT 327P

This course will explore the symbiotic relationship of art and culture, and the particular ways in which popular and material culture influence the visual arts and vice versa NOW (if there are indeed any particular ways that stand out in this particular time as opposed to a different time in history). Students will learn to discern both the overt and covert affects/ effects of culture on contemporary artists as well as on their own work and that of their peers. Students in order to take part in relevant classroom conversation/discussion need a working knowledge of current events/ history/popular culture and will need to be ready to read and do research, etc. Open to all students. **3 credits.**

Criticism as Studio Practice

VAT 341

This course will be of interest to all students maintaining a studio practice and focuses on the role of critical dialogue in forming and informing studio production. Through modern and contemporary models, students will be asked to consider the relationship between what is critically said about a work of art and how that frame effects the work's standing in the world. Examples to be considered will include: Apollinaire and Picasso; Pollock and Greenberg; Andy Warhol's practice; Andre Serrano's Piss Christ; Robert Mapplethorpe's work; Chris Ofili and the Young British Artists; and the television show "Work of Art." Students will develop and participate in projects extending from these models as well as giving an intensive look at their own practices and how what they make is changed by the critical dialogue which surrounds making in an academic environment. This course is open to all students. **3 credits.**

Role of the Artist as Producer (EP)

VAT 400

Contemporary artists have a multitude of ways they can engage with the larger world, beyond the realm of the gallery or museum. Students enrolled in this course will explore various models of artistic production including, but not limited to, performer, activist, curator and provocateur. The relationship between method of creation and idea, or the handmade versus the industrial, will be investigated. Additionally, assignments will challenge students to analyze the content of their artwork within local, national, and global contexts. Coursework will include studio work, readings, discussion, and critiques. Required for Visual Art juniors in all majors. Open as an elective with approval of instructor. Offered spring. Fulfills Engaged Practice requirement. **3 credits.**

Performance Art

VAT 480

Performance art is and has been an open genre, a place to experiment with ideas, materials and time. For this course, the working definition of “performance art” is – a piece which uses a live body, exists in time, and is non-linear. This class is an introduction to performance art designed for students who are shy and apprehensive about performing and students who are extroverted and at ease in front of groups. Workshops include: developing a language of movement, gesture, and stance; developing a range of low-tech sound, lighting and video; juxtaposing activity, image, sound and text; structuring or building a piece; and documentation. We will consider singular actions, interventions and other strategies for generating and developing ideas for performance work. Student work for this class has been diverse and has included costume-based work, work using endurance as a central tactic, collaborative work, public intervention, interactive and site-specific work. Skills in editing video and sound, installation, animation are useful, but not required. **3 credits.**

BFA Statement + Exhibition

VAT 493

This course is meant to supplement the work done in the student’s major studio classes. It focuses on preparing the BFA candidate for their exhibition, BFA Thesis Paper, Short Artist’s Statement and BFA Thesis Examination. The BFA review process is comprised of four components:

- Documentation
- Exhibition
- BFA thesis paper and short artist’s statement (Abstract)
- BFA thesis Examination (Oral defense/review)

As part of the course these requirements will be reviewed in technical terms as well as in the context of professional practices in general.

The BFA Thesis Paper is meant to prepare the student for their BFA Thesis Examination and to provide the foundation for professional practices beyond graduation. It is an opportunity for an in-depth consideration of work and studio practice. Within the paper and among other questions, students are expected to address: “What is the work? What is the reasonable expectation for how it will be received by a given audience? What is the work’s historical and contemporary context? What are the sources for the work? What choices were made in realizing the work and how do they contribute to the reception of the work?” This course is open to all seniors regardless of major and is required by all Visual Arts seniors. Offered spring. **3 credits.**

Section 10: Faculty Listing

Department Chairs, 2020–21

Animation

Anthony Scalmato

Ceramics

Seth Nagelberg

Drawing

Sarah Kabot

Foundation

Petra Soesmann

Nicole Condon-Shih, Assistant Chair

Game Design

Steven Gutierrez, Interim

Glass

Ben Johnson

Graphic Design

Greg Luvison

Illustration

Jeff Harter

Industrial Design

Daniel Cuffaro

Interior Architecture

Michael Gollini

Jewelry + Metals

Matthew Hollern

Liberal Arts

Sarah Minor

Jonathan Rosati, Assistant Chair

Life Sciences Illustration

Thomas Nowacki

Painting

Tony Ingrisano

Photography + Video

Barry Underwood

Printmaking

Maggie Denk-Leigh

Sculpture + Expanded Media

Sarah Paul

Animation

Anthony Scalmato, Chair

Lincoln Adams

Jordan Charlton

Sheila Heyman-Schwartz

Robert Laurer

Hal Lewis

Greg Leysens

Nick Leysens

Margaret Li

Daniel Olszewski

Zach Owens

Steven Rawley

David Schwartz

Mario Serrano

Jeffrey Simonetta

Tim Switalski

Lisa Tan

Ceramics

Seth Nagelberg, Chair

Andrea LeBlond

Alberto Veronica Lopez

Drawing

Sarah Kabot, Chair

Amber Kempthorn

Foundation

Petra Soesemann, Chair

Matthew Brownstein

Terry Clark II

Nicole Condon-Shih

Scott Goss

Steven Gutierrez

Kevin Kautenburger

Jimmy Kuehnle

Scott Ligon

Lorri Ott

Gerry Shamray

Christian Wulffen

Game Design

Steven Gutierrez, Interim Chair

Jared Bendis

Robert Brown

Anthony Calabro

Harrison Walsh

Glass

Ben Johnson, Chair

Graphic Design

Greg Luvison, Chair

David Abrams
Deborah Belt
Jennifer Grimes
Missy Mack
Gene Pawlowski
Len Peralta
Jamie Wilhelm

Illustration

Jeff Harter, Chair

William Appledorn
Kelsey Cretcher
Jamey Christoph
Erika Grauzinis
James Groman
Steph Haught
Nancy Lick
Suzanne McGinness
Susan Regan
Robert Roth
Pat Sandy
Gerry Shamray
Tim Switalski

Industrial Design

Daniel Cuffaro, Chair

Carla Blackman
Angela Clark
Ed Covert
Dennis Futo
Doug Paige
Adrian Slattery
Eric Stoddard

Interior Architecture

Michael Gollini, Chair

Sherri Appleton
Pat Finegan
Pete Maric
Bud Perry
John Williams
Laura Wolf

Jewelry+Metals

Matthew Hollern, Chair

Kathy Buszkiewicz
Gretchen Goss

Liberal Arts

Sarah Minor, Chair

Jonathan Rosati, Assistant Chair

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Mark Bassett
Adina Davidson
Danielle Deibel
Andrew Dolan
Daniel Dorman
Mark Hammon
Paul Hanson
David Hart
Elizabeth Hoag
Elliot Jenkins
Kristine Kelly
Matthew Kiroff
Scott Lax
Thomas Mira y Lopez
Donald Modica
Heath Patten
Alyssa Perry
Michelle Sammons
Gary Sampson
Zach Savich
Mark Sumerak
David Thomas, Esq.
Christina Wagner
Cori Winrock
Valentino Zullo

Life Sciences Illustration

Thomas Nowacki, Chair

Beth Halasz
Deborah Harris
Joseph Pangrace
David Schumick

Painting

Tony Ingrisano, Chair

Lane Cooper
Mike Meier

Photography+Video

Barry Underwood, Chair

Jacob Koestler
Nancy McEntee
Joseph Minek
Deborah Pinter

Printmaking

Margaret Denk-Leigh, Chair

Katherine Burdine
Aimee Lee

Sculpture+Expanded Media

Sarah Paul, Chair

Jessica Pinsky
Zak Smoker

Professional Practices + Engaged Learning

Angela Clark
Heather Golden
Sarah Kabot
Ashley King

Section 11: Administration and Board of Directors

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[Kathryn Heidemann](#)

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Mark K. Smith

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Martin Tarr

Tracey F. Weaver

Jeffery M. Weiss

Addendum

Update on Grading and Withdrawal Deadline

Modified Grading Policy:

As a measure to mitigate student stress and address inequities of remote learning during this time of disruption, CIA administration and faculty leadership have approved the following modification to our current grading policy, which will apply to all courses (major, liberal arts, electives) for Spring 2020 grades only:

- Per current policy, students with grades “A” to “C” will continue to earn the assigned letter grade, which will be calculated into their GPA and in which they will earn credit toward their degree requirements. *There is no change to current policy.*
- Per amended policy, students with grades “C-” to “D-” will receive a “P” or passing grade, which will not be calculated into their GPA, but in which they will earn credit toward their degree requirements. *This is a change to*

current policy. The “P” grade would not be processed by the registrar, not the instructor.

- Per current policy, students with an “F” will continue to earn an “F”, which will be calculated into their GPA and in which they will not earn credit toward their degree requirements. *There is no change to current policy.*

Comparison of Current and Proposed Grade Schemes			
Current Grade Scheme	A, A-, B+, B, B-, C+, C	C-, D+, D, D-	F
Proposed P/F Grade Scheme	A, A-, B+, B, B-, C+, C	P	F

The policy addresses the following considerations:

- Students will still be able to achieve normal Satisfactory Academic Progress (SAP) and be eligible for Title IV federal financial aid, as they would still be earning credits toward their degree.
- The U.S. Department of Education currently recognizes a “D-” or higher as a passing grade.
- Maintaining letter grades will allow those on probation to improve their GPA.
- Maintaining letter grades for A/B/C will address the students’ ability to transfer credits or hold a minimum grade threshold required for many graduate programs.

Extended Withdrawal Deadline:

Due to extenuating circumstances this semester surrounding COVID-19, the deadlines to withdraw from a course or from the college has been extended to **Friday, April 24 by 4:30pm**. Students withdrawing from courses on or before April 24 will receive “W” course grades and will not earn academic credit. Please note that this extension is only for the Spring 2020 semester.

About CIA

Institutional Statement

The Cleveland Institute of Art strives to nurture the intellectual, artistic, and professional development of students and community members through rigorous visual arts and design education, and in so doing to advance culture, community, and global quality of life.

Our success is derived from a pursuit of excellence, the fostering of community, a holistic approach to education, a culture of accountability, and freedom of inquiry.

Vision

To advance culture, community, and global quality of life.

Mission

To cultivate creative leaders who inspire people, strengthen communities, and contribute to a thriving and sustainable economy through an innovative education in art and design.

Values

Cleveland Institute of Art

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