

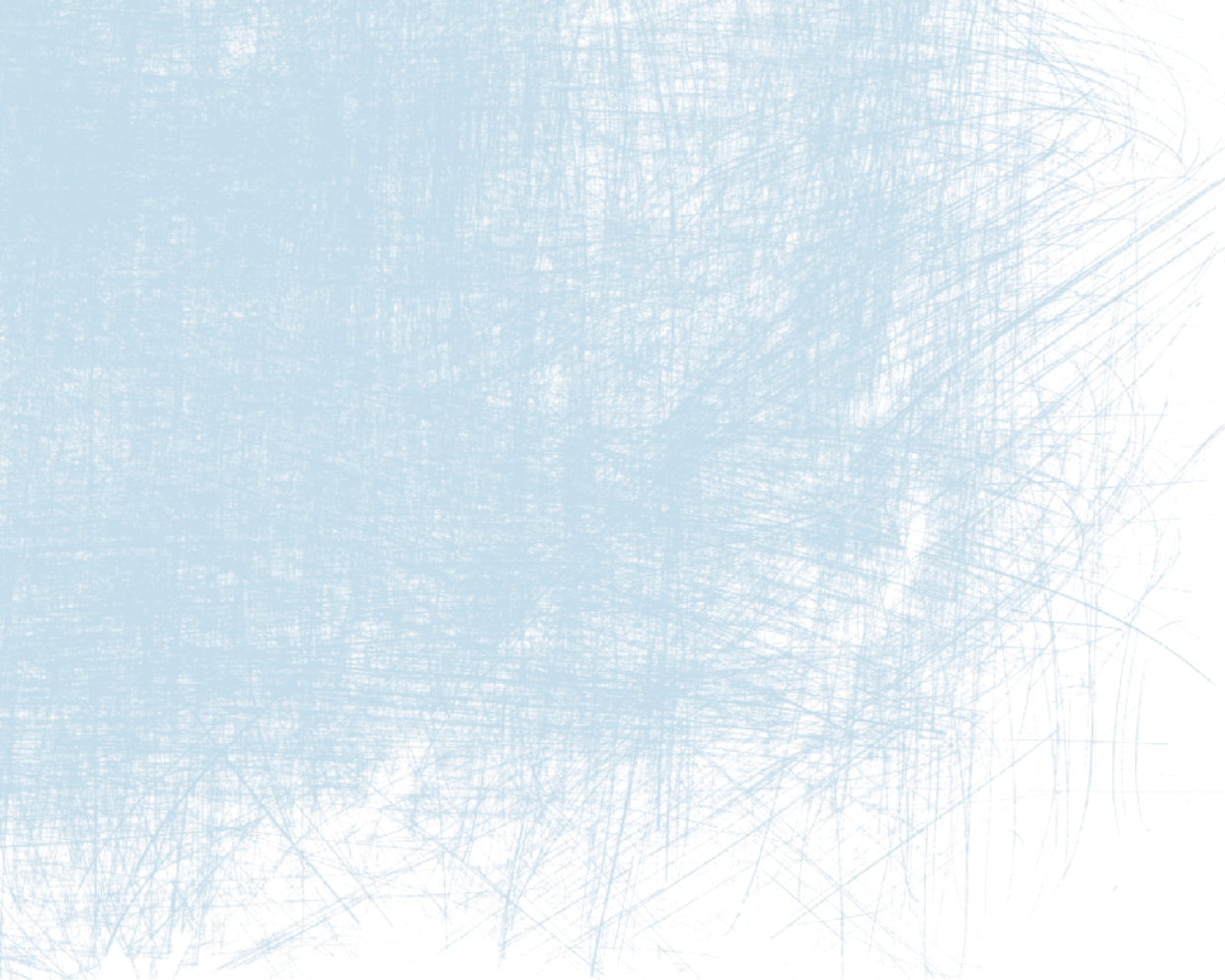
IAIA

INSTITUTE of
AMERICAN INDIAN ARTS

The College of
Contemporary Native Arts



COLLEGE CATALOG
2012-2013



IAIA
INSTITUTE of
AMERICAN INDIAN ARTS

The College of
Contemporary Native Arts

Design: Janice St. Marie
Cover Photo: Bill McIntire
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PRESIDENT'S MESSAGE



Dear Students,

It is my pleasure to welcome you to the Institute of American Indian Arts and thank you for making the decision to attend our college. As a federally chartered tribal college, our compelling mission is to empower creativity and leadership in Native Arts and Cultures through higher education, lifelong learning and outreach. We accomplish our mission by offering fully accredited associate and bachelor degree programs as well as operating the Museum of Contemporary Arts and the Center for Lifelong Education.

In 2012 IAIA is celebrating its 50th year of educating thousands of artists, writers, film makers, museum directors and scholars. As the birthplace of contemporary Native art, IAIA has a rich and storied history of which we are all proud. We are building on that powerful tradition by offering high quality programs in state-of-the-art buildings with well-equipped classrooms and studios. You also enrich our programs by bringing your cultural diversity, creativity and talent to IAIA.

I wish you the best of as you pursue your educational dreams at IAIA and I look forward to seeing you on campus.



Sincerely,

Robert Martin

Dr. Robert G. Martin (Cherokee)

President

INSTITUTE OF AMERICAN INDIAN ARTS

OUR VISION

To be a premier educational institution for Native arts and cultures.

OUR MISSION

To empower creativity and leadership in Native arts and cultures through higher education, lifelong learning and outreach.

OUR MISSION OBJECTIVES

- Preparing our students for success and leadership reflecting Native cultures and values.
- Providing culturally based programs that fulfill the physical, social, emotional, intellectual and spiritual needs of our students.
- Offering the highest quality educational programs incorporating innovative teaching, critical inquiry and intergenerational learning.
- Providing training and outreach as a 1994 land grant institution that promotes tribal sovereignty and self-determination.
- Serving as a national center of excellence in contemporary Native arts and cultures through exhibitions, research, Indigenous exchange and other educational programs.

OUR CORE VALUES

- Collaboration, joining together for student success.
- Excellence, upholding high standards for students, faculty and staff.
- Creativity, encouraging fearless expressions in art and life.
- Respect, fostering an understanding of cultures, perspectives and identities.
- Integrity, demanding honesty, accountability and responsibility to oneself and the world at large.

OUR HONOR STATEMENT

- We respect and value cultural and individual diversity.
- We honor honesty, integrity, creativity, originality, knowledge, skill, and excellence.
- We encourage personal expression and communal dialogue.
- We promote self-determination as innovative individuals and members of an international indigenous community.

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2012-2013 ACADEMIC CALENDAR

2012 FALL ACADEMIC CALENDAR

AUGUST

- 12 Residence Hall opens for New Students
- 13-17 New Student Orientation: Advising & Registration (Mandatory)
- 16-17 Two-day Orientation for Transfer students
- 17 Residence Hall opens for Returning Students
- 20 Courses begin-Last Day to Register
- 23 President's Convocation
- 27 Last day to ADD/DROP a course (will not appear on transcript)

SEPTEMBER

- 3 Labor Day (College Closed)

OCTOBER

- 8-12 Mid-Term Examination Week
- 16 Mid-Term Grades Available via Empower
- 22 Scholarship Awards Night
- 31 Student Success Summit

NOVEMBER

- 2 Last Day to Withdraw from a course w/ approval (will appear on transcript)
- 7 Grad School Day
- 12 Veteran's Day Observed (College Closed)
- 5-16 Course Evaluations
- 16 E-Portfolio Review
- 16 Last Day to petition to graduate for Spring 2013 semester.
(Petitions will not be accepted after Nov. 16.)
- 20 Spring 2013 Pre-Registration
- 21 Study Day
- 22-23 Thanksgiving Holiday (College Closed)
- 30 Last Day to Remove Incomplete grade from Previous Semester

DECEMBER

- 3-7 Final Exam Week
- 7 End of Fall semester
- 11 Final Grades Due to Registrar by noon
- 14 Final Grades Available via Empower
- 24-25 Christmas Holiday (College Closed)

2012-2013 ACADEMIC CALENDAR

2013 SPRING ACADEMIC CALENDAR

JANUARY

- 1 New Year's Day observed (College Closed)
- 6 Residence Hall Opens for New Students
- 7-11 New Student Orientation begins: Advising & Registration (Mandatory)
- 10-11 Two day Orientation for Transfer Students
- 11 Residence Hall opens for Returning Students
- 14 Courses begin - Last Day to Register
- 21 Martin Luther King Jr. Day (College Closed)
- 22 Last Day to Add/Drop a course (will not appear on transcript)

MARCH

- 4-8 Mid-Term Examination Week
- 11-15 Spring Break (no classes)
- 12 Mid-Term Grades Due to Registrar by noon
- 15 Mid-Term Grades Available via Empower
- 18 Courses Resume
- 19 Scholarship Awards Night

APRIL

- 1 Pre-Registration for Summer 2013 and Fall 2013
- 5 Last day to withdraw from a course with approval (Will appear on transcript)
- 8-19 Course Evaluations
- 19 E-Portfolio Review
- 19 Last day to turn in petition to graduate for Fall 2013 semester.
(Petitions will not be accepted after April 19.)

MAY

- 3 Last Day to remove Incomplete grade from previous semester
- 6-10 Final Examination Week
- 10 Graduation Commencement
- 14 Final Grades due to Registrar by noon
- 17 Final Grades Available via Empower
- 27 Memorial Day (College Closed)

2013 SUMMER ACADEMIC CALENDAR

2013 SUMMER ACADEMIC CALENDAR

MAY 28 – JULY 19

Internships, Apprenticeships & Online classes

MAY

- 27 Memorial Day (College Closed)
- 28 Courses Begin
- 28-29 Last days to ADD or DROP a course (will not appear on transcript)

JUNE

- 17-21 Mid-term exam week
- 25 Mid-term grades due to Registrar by noon
- 28 Mid-term grades available via Empower

JULY

- 4 Independence Day (College closed)
- 5 Last day to withdraw from a course with approval (will appear on transcript)
- 15-19 Final Exam week
- 19 End of Summer Semester
- 23 Final grades due to Registrar by noon
- 26 Final grades available via Empower

OUR INVITATION TO YOU

COME VISIT US!

The Institute of American Indian Arts welcomes prospective students and their parents as well as the families of current students and encourages them to visit. Many distinguished artists, writers, tribal leaders and educational leaders visit the campus and museum throughout the year.

Scheduled campus tours may be arranged through the Admissions Office.



FOR MORE INFORMATION:

Visit: www.iaia.edu

Call: 800.804.6422 or 505.424.2303

Write: Admissions Office
Institute of American Indian Arts
83 Avan Nu Po Road
Santa Fe, New Mexico 87508

WHO WE ARE

The Institute of American Indian and Alaska Native Culture and Arts Development, (IAIA) is one of 36 Tribal Colleges located in the United States and is a member of the American Indian Higher Education Consortium. We are accredited by the Higher Learning Commission of the North Central Association of Colleges (HLC) and Schools as well as by the National Association of School of Art and Design (NASAD).

In 1962 IAIA was established as a high school under the Department of Interior's Bureau of Indian Affairs. In 1975, IAIA became a two-year college offering associate degrees in Studio Arts, Creative Writing, and Museum Studies. In 1986, IAIA became one of three congressionally chartered colleges in the United States and was charged with the study, preservation, and dissemination of traditional and contemporary expressions of Native American language, literature, history, oral traditions, and the visual and performing arts.

In August 2000, IAIA moved to its permanent 140-acre campus. Within two years IAIA expanded its academic programs to include baccalaureate degrees, introducing a BFA in Creative Writing, Studio Arts and New Media Arts, as well as a BA in Museum Studies and Indigenous Liberal Studies (2006).

With these academic program expansions have come additional resources. The Library and Technology Center (LTC), completed in 2003, provides lab space for courses in graphic design, motion graphics, and digital video. The LTC also houses the Student Success Center, a 260-seat auditorium, and a library which houses of over 38,000 titles including the IAIA archives.

The new Residence Center opened in the Spring of 2008, followed by Family Housing during the Fall of 2009. Along with Family Housing, IAIA introduced The Center for Lifelong Education Conference Center. The CLE Conference Center features a health center, student bookstore, cafeteria, distance learning classrooms, conference rooms, and additional office space for Student Life staff.

In the Fall of 2010, IAIA introduced two additional state-of-the-art facilities. The new Science & Technology Center (STC) features a digital dome theater, additional new media labs, conservation/science labs, as well as faculty offices. The STC also houses the world class Museum of Contemporary Native Arts (MoCNA) permanent collection. Previously stored at the MoCNA, on campus the Collection provides new opportunities for students and scholars to view the collection as the basis for contemporary Native American art. Also making its debut is the Sculpture & Foundry Building (SFB). The SFB features studio space for wood/stone carving, and metal works. The SFB also houses a student gallery.

Many of the country's most illustrious contemporary American Indian artists, poets, writers, musicians and cultural leaders are IAIA alumni, while many others are affiliated with IAIA as faculty, staff, visiting artists and scholars. Among these are Dan Namingha, Fritz Scholder, David Bradley, Doug Hyde, Allan Houser, Charles Loloma, Otellie Loloma, Earl Biss, T.C. Cannon, Sheldon Peters Wolfchild, Darren Vigil Gray, Patty Harjo, Bill Prokopiof, Kevin Red Star, Joy Harjo, and Irvin Morris.

OUR STUDENTS

The Institute of American Indian Arts students come from rural and urban settings. They travel from reservations, pueblos, villages, and cities. Some travel from countries as far away as Japan. They speak a medley of languages. They are sons and daughters, parents and grandparents, new students and returning students. They come to study the Fine and Liberal Arts while learning about their own and each other's cultures. They come so that they may grow into their own unique voices.

OUR FACULTY

IAIA faculty are just as diverse as our students. They come from across the U.S. and Canada bringing with them a rich tapestry of talents and experiences. They are sculptors, poets, painters, exhibit designers, scholars, jewelers and film makers. They have exhibited nationally and internationally, published books, made films, produced plays, designed exhibits, served as tribal judges, won awards and fellowships, and held a variety of residencies. They travel, they create, they continue to learn. They come together with the students at IAIA to share their knowledge and experiences, to explore exciting ideas and images, to discover new ways of seeing and understanding, and to explore the process of creating with the IAIA community of students, faculty and staff. Many of our faculty represent the second generation of the IAIA community as they themselves are alumni of the high school or undergraduate programs.

OUR STAFF

The IAIA staff serve student needs in a wide variety of ways. From librarians assisting in finding materials for research and enrichment to financial aid staff helping complete paperwork to apply for aid, they are all here to ensure students succeed. IAIA staff come from the nearby Pueblo communities, the Navajo Nation, and many other tribal nations from across the U.S. They work in the cafeteria, in housing, in business and finance, in the museum, and in the tribal outreach programs. They help with computer services as IT specialists and they help organize extracurricular activities. They serve as administrative assistants who can answer questions and direct students to find the appropriate services they need to succeed.

ACCREDITING INSTITUTIONS

IAIA is accredited by the Higher Learning Commission of the North Central Association (HLC) and the National Association of Schools of Art and Design (NASAD) to offer Certificates, Associate and Bachelor degrees.

WHO WE ARE

NON-DISCRIMINATION POLICY

IAIA has a policy of equal opportunity in education, activities, admissions, scholarships, and employment. IAIA complies with all federal regulations relating to non-discrimination based upon sex, race, religion or handicap. Under Public Law 99-498, IAIA applies Indian preference in hiring.

IAIA does not discriminate against any person on the basis of race, color, sex, age, religion, sexual orientation, marital status, handicap, national or ethnic background in its admissions or educational policies, financial aid, in employment, or in accordance of rights, privileges and activities generally made available at this educational institution.

AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

The Institute of American Indian Arts is an Americans with Disabilities Act of 1990 (as amended) compliant institution and fully subscribes to all federal

regulations relating to non-discrimination based upon disability. Should any student determine that a scheduled course, activity or facility is not accessible because of a disability, said student should speak with the instructor or the Dean of Students to request an appropriate accommodation. Students with issues relating to sight, hearing, mobility, learning, “invisible” and other disabilities should contact the ADA Office in the Student Success Center if they plan to request accommodations.

DISCLAIMER

Terms, conditions, fees, course offerings, admissions, graduation requirements, Institute rules and regulations, academic calendar, and other regulations affecting the student body set forth in the catalog are in accordance with information available at the time of publication. IAIA reserves the right to change these conditions when necessary.



ADMISSIONS & RECRUITMENT OFFICE

Associate Director: Undrell Person (Choctaw Nation of Oklahoma)

Recruiter: Kelley Mitchell (Dine')

Recruiter: Conjotee Chuleewah (Cherokee)

Admissions Service Coordinator: Mae Austin (Dine')

ADMISSIONS

IAIA seeks to attract and enroll highly motivated and talented students from diverse Tribal backgrounds and cultural experiences. IAIA believes in equality of educational opportunity and welcomes all applications for admission. Non- American Indian applicants are evaluated by the same criteria as American Indian, Alaska Native and Canadian First Nations applicants. Admission is granted without regard to age, gender, race, sexual orientation, marital status, handicap or religion.

GENERAL INFORMATION

APPLICABILITY OF ADMISSIONS PROCEDURES

All degree-seeking students, both full-time and part-time, must comply with the admissions procedures.

APPLICATION DEADLINES

- Fall Semester: August 4
- Spring Semester: January 4
- Applications received after the respective deadlines will be reviewed for the following semester.
- IAIA reserves the right to extend the application deadline(s).

DELAYED ENROLLMENT

- A student admitted to the college may delay enrollment for two semesters. After two semesters, the student must reapply for admission.

APPLICATION REQUIREMENTS

INCOMING FRESHMAN STUDENTS (no college credit previously earned))

Application Requirements

1. Completed IAIA Application Form (available online at www.iaia.edu or contact Admissions & Recruitment at 1.800.804.6422)
2. \$25.00 Application Fee (non-refundable)
3. High School Transcript (indicating graduation month/date/year) or GED Transcript (indicating passing scores)
4. Test scores from one of the following: (Test scores are valid five years of test date)
 - a. American College Test (ACT): IAIA 's ACT code is **2654**.
 - b. Scholastic Aptitude Test (SAT): IAIA 's SAT code is **0180**.
 - c. ASSET
 - d. COMPASS
 - e. ACCUPLA CER

For a fee of \$5 per test (e.g. Arithmetic, Reading, AccuWriter, Sentence Skills), prospective IAIA students may schedule to take the Accuplacer tests at the IAIA main campus during designated dates and times. To schedule an appointment or for more information contact the Student Success Center at 505-424-5732.

ADMISSIONS

- An Applicant will only be considered for admission after the above four items have been received by the Admissions Office.
- If admitted to IAIA , a transfer applicant will be admitted to a degree program at the appropriate level as determined by the Registrar's Office.

TRANSFER STUDENTS

Students who have successfully completed the equivalent of 24 or more transferable semester credits at other accredited institutions may apply to be admitted as transfer students.

General Information

- Transfer students who have not completed college level Math or English must take the Accuplacer test during orientation.
- Transfer students who have not completed any college level English requirements must take the Essential Studies Essay Assessment (ESEA) during orientation.
- If admitted, a student currently on academic probation at another institution may be placed on probation at IAIA.
- A student under academic or disciplinary suspension at another institution will not be considered for admission to IAIA during the period of suspension.
- A maximum of 29 semester credits may be transferred toward an Associate Degree, and a maximum of 59 semester credits may be transferred toward a Bachelor Degree.
- IAIA requires 30 semester credits in residence for an Associate's Degree and 60 semester credits in residence for a Bachelor's Degree, at least half of which must be in the student's major.
- Grades earned at other colleges are not included in the calculation of the student's grade point average at IAIA.
- Courses from accredited post-secondary institutions must be consistent with IAIA's standards and degree requirements to count toward transfer credit.
- Only those courses in which a grade of "C" or better (or the equivalent) has been achieved may be transferred.
- Credits for remedial or developmental courses are not transferable.
- Transfer credits will not be granted until an official transcript is on file.
- If admitted to IAIA, a transfer applicant will be admitted to a degree program at the appropriate level as determined by the Registrar's Office.

Application Requirements

1. Completed IAIA Application Form (available online at www.iaia.edu or contact Admissions & Recruitment at 1.800.804.6422)
2. \$25.00 Application Fee (non-refundable)
3. Official college transcript(s) indicating a minimum of 24 transferable semester credits, plus official high school transcripts or GED, if less than 24 transferable semester credits
4. Two Letters of Recommendation, at least one of which must be from a teacher, counselor or community leader. Letters should include title and contact information of endorser.
5. Statement of Interest (one page, typed, in 12-point font) addressing the following:
 - a. Your educational and life goals, and how the Institute can help you fulfill them;
 - b. An example of a leadership role you held in your community; and
 - c. A situation in which you had to overcome adversity.
6. A portfolio in the intended area of study.

APPLICATION FOR ADMISSION BY TRANSFER STUDENTS PORTFOLIO REQUIREMENTS

Major Program: Creative Writing

- 15 to 20 pages of original work (poetry, fiction, playwriting or nonfiction)

Major Program: Indigenous Liberal Studies

- 1,000 word essay including:
 - ~ What you expect to gain through participation in the Indigenous Liberal Studies Program/Native American Studies program
 - ~ What experience you have had as a member of or working for an Indigenous or local community
 - ~ What issues facing Indigenous or local communities seem most important to you

Major Program: Museum Studies

- 700-word Statement of Interest in the Museum Studies program The statement should include the applicant's
 - ~ Goals and any special training or previous relevant employment or other experience
 - ~ Current knowledge of the museum/cultural center field
 - ~ The kinds of experiences he/she hopes will be a part of his/her college education
 - ~ Reasons for choosing the Museum Studies degree program

Major Program: New Media Arts

Portfolios for transfer applicants should reflect their interest and emphasis in one of the two major tracks currently offered:

Moving Images Track Requirements:

- Up to five individual films (narrative, documentary, animation or experimental in nature), with a total running time of no more than 20 minutes. Applicants are encouraged to submit work on DVD media when possible, which should be able to be played on a standard DVD player. Applicants must check their work to meet this requirement. Do not send .flv, .swf or Windows Media files. If an applicant's work is posted on the web, he/she should send the URL(s) as part of the portfolio as well.
- A short film demonstrating foundational skills and promise toward the program.

Graphics and Interactive Design Track Requirements:

- Up to 10 pieces of work, submitted on CD-ROM along with any URLs of online work (whether online portfolio or web site design work, Flash-based content, etc.), including a key identifying the name, date of work and dimensions of work. An applicant's work should demonstrate his/her ability to design and execute work employing digital tools, (i.e. Photoshop, Illustrator, InDesign). Especially welcome are works which demonstrate an applicant's abilities in multi-media or a mixed discipline approach.

APPLICATION FOR ADMISSION BY TRANSFER STUDENTS PORTFOLIO REQUIREMENTS, cont'd.

Major Program: Studio Arts

- A minimum of 10 art pieces related to the applicant's intended major and created within the past two years.
 - ~ Preferred submission formats:
 - Slides must be labeled with the applicant's name, date of work, slide number, and slide key. Slides must be placed in plastic viewing sleeves. Do not send loose transparencies.
 - Electronic media may include digital images of artwork, graphic files, animation, or similar work. Files may be sent on CDs or DVDs. Files must be labeled and the CD or DVD must be labeled.
 - Applicants may also email their files to the Enrollment Coordinator; however, if sending electronic media by email, the applicant must contact the Enrollment Coordinator for submission confirmation.
 - ~ Also accepted:
 - Two-dimensional pieces, such as drawings, illustrations, design projects, photographs, or watercolors—each identified by name and date on the back—as long as the container in which it is submitted is large and rigid enough to protect the work in transit.
 - Please do not submit original paintings on stretcher bars.
 - Please do not submit original three-dimensional pieces, such as jewelry, pottery, or sculpture.

NOTES:

- *IAIA is not responsible for lost or misdirected items. After review by the Admissions Committee, IAIA will attempt to return every applicant's portfolio.*
- *An applicant for transfer to IAIA will present the above requirements at his/her scheduled Admissions Committee meeting. The Admissions Committee will determine the qualifications of the student and officially admit or deny the student acceptance into the major program. If accepted, the student will be assigned a Major Advisor and will file a degree plan with the Registrar's Office.*

STUDENTS APPLYING FOR READMISSION

GENERAL INFORMATION

- A student who has not attended IAIA for one or more semesters and who left in good academic standing must submit a new admissions application.
- A student who left IAIA on academic probation or academic suspension must fulfill the requirements of that standing. If returning to IAIA after fulfillment of academic suspension, a new application and a one-page essay describing how he/she plans to be successful at IAIA is required.
- Under certain circumstances, such as extreme hardship, death of a family or other family emergencies, the Academic Dean of IAIA and the Department Chair of an applicant's major department may waive readmission requirements. In this case, the student will continue with his/her current degree plan.

INTERNATIONAL STUDENTS

IAIA welcomes students from around the world. As a tribal and public institution, we are deeply committed to providing educational opportunities for Indigenous peoples and underrepresented populations, both on a domestic and international level. We believe that learning opportunities must be available to people from countries and cultures different than our own.

Any individual from outside the United States may attend IAIA by meeting regular admissions standards, special admissions requirements and deadlines for international students. In addition, international students must agree to comply with all international regulations in order to remain enrolled.

GENERAL INFORMATION

- International students must apply for admission at least six months prior to the date of expected enrollment.
- International applicants must have graduated from a school equivalent to the twelfth grade in the United States.
- International students are not eligible for federal financial assistance.

- All international students in F-1 status must take at least 12 semester hours each semester while attending The College of Contemporary Native Arts .
- An I-20 A-B will not be issued from the Institute until you have completed your admission file and have been accepted.
- All documents submitted with the application must be official or original.

APPLICATION REQUIREMENTS

1. Completed IAIA Application Form (available online at www.iaia.edu or contact Admissions & Recruitment at 1-800-804-6422)
2. \$25.00 Application Fee (non-refundable)
3. Statement from a recognized financial institution or responsible sponsor indicating sufficient funds in US dollars to cover academic and living expenses for the duration of the anticipated academic program
4. An official transcript, in English, of all previous academic work and an educational worksheet of all previous education
5. An official score report of the Test as a Foreign Language (TOEFL), with a minimum score of 500 (paper test), 173 (computerized), 61 (iBT), or an English as Second Language (ESL) score of 109. IAIA 's TOEFL code number is 9848.
6. Medical/physical document with proper immunization records
7. Two Letters of Recommendation, at least one from a teacher, counselor or community leader. Letters should include title and contact information of endorser
8. Statement of Interest (one page, typed, in 12-point font) addressing the following:
 - a. Your educational and life goals, and how IAIA can help you fulfill them;
 - b. An example of a leadership role you held in your community; and
 - c. A situation in which you had to overcome adversity.
9. All International students are required to provide proof of medical and travel insurance

ADMISSIONS

10. If an International student is also a Transfer student, he/she must also
- Meet all criteria for Transfer students and
 - Submit an International Transfer form (obtained from IAIA's Admissions Office) completed by the Designated School Official from the transfer school.

NON-DEGREE AND AUDIT STUDENTS

GENERAL INFORMATION

Non-degree seeking and audit students are full- or part-time students who wish to take a course or courses during the semester without earning credit toward a degree. If they later wish to apply to a degree program, they must submit all of the required items for admission to that degree program before the respected application deadline. These students:

- Pay regular tuition and fees and are subject to IAIA's rules and regulations;
- Must live off-campus;
- Register for classes after degree-seeking students have registered (two weeks after preregistration begins for current students);
- May not request credit status for a class after the last day to add a course according to the Academic calendar;
- Are not eligible for Financial Aid from IAIA.

APPLICATION REQUIREMENTS

- Completed IAIA Application Form (available online at www.iaia.edu or contact Admissions & Recruitment at 1.800.804.6522)
- Either demonstrated fulfillment of any course prerequisite or a signed waiver of the requirement (prerequisite) from the instructor before registering. These documents need only be provided once, unless the student has not been in attendance for more than one semester.

ONLINE ONLY STUDENTS

Online only students are non-degree-seeking students who would like to take online classes only. These students must apply online at www.iaia.edu, and then confirm their acceptance/registration to IAIA by contacting the Admissions Office.

DUAL CREDIT PROGRAM

The Dual Credit Program at IAIA provides New Mexico high school students the opportunity to take college level courses that earn a student both high school and college credits. Tuition and registration fees are waived for dual credit students and textbooks and supplies are provided by the high school which the student is enrolled. Dual credit students can choose from a variety of courses available at the IAIA Campus and at select high school locations. IAIA has dual credit agreements with: Albuquerque Public Schools; Bernalillo Public Schools; New Mexico School for the Arts; Santa Fe Indian School; Santa Fe Public Schools; Jemez Valley Public Schools; Walatowa High Charter School.

ELIGIBILITY

A student must:

- Be enrolled in a high school with a dual credit agreement with IAIA
- Be enrolled at least half-time at the high school currently enrolled
- Be a high school junior or senior
- Have a cumulative G.P.A. of a 2.0 or above
- Have approval to enroll in dual credit by your high school counselor or dual credit administrator
- Have approval to enroll in dual credit by your parent or legal guardian

Students' not meeting eligibility requirements have the option of appealing to the Dual Credit Program.

APPLICATION REQUIREMENTS

- Meet with your high school counselor and parent or guardian to determine if dual credit is right for you.
- Select an IAIA course/s from the semester course schedule you are applying or request a list of dual credit courses from your high school counselor.
- Complete and submit an application packet by the registration deadline.
- IAIA Admission Application
- State of New Mexico Dual Credit Request Form
- Authorization to Release Information
- Official high school transcript

ACADEMIC PROCEDURES

- Take a placement test prior to registering for a course with a Math or English prerequisite and submit your scores to the Dual Credit Program.
- Attend an IAIA Dual Credit Orientation session or speak directly with the Dual Credit Program administrator about your responsibilities as a dual credit student.

Students interested in receiving more information about the Dual Credit Program may contact, Alissa Chavez Lowe, Academic Outreach Coordinator at 505-424-2341 or achavez@iaia.edu.

ORIENTATION

Faculty, staff, and students of IAIA host a week-long orientation program for all new students led by the staff of the Student Success Center. This program provides a week of workshops and activities designed to assist students in their transition to IAIA and to college life. A mandatory orientation is offered the week before classes begin in both the Fall and Spring semesters. During orientation week, new students and Certificate students meet IAIA faculty and work with their advisors. Presentations include information sessions on campus resources, services, financial aid, and job opportunities. Students have the opportunity to become familiar with both the campus and the Santa Fe area. Workshops designed to foster personal growth are a special part of this orientation program. The program and schedule for this orientation session are included in the student's admissions packet. Transfer students attend a two-day orientation session during the new-student orientation week. Transfer students will be given the opportunity to take any necessary placement tests and to meet with their advisors and register for classes during their orientation.

ENROLLMENT/REGISTRATION REGISTRATION

- Degree-Seeking students and Entrepreneurship Certificate students are able to go online and register for courses beginning on the first day of pre-registration until the first day of classes. Students will be issued a PIN number by the Empower SIS manager which allows the registration to be "pending".
- Student registrations are not official until the Advisor has approved the registration through Empower.

Students are responsible for contacting their faculty advisor to get this approval.

- First semester freshman will be registered by the Registrar prior to new student orientation. This registration will be reviewed in a face-to-face meeting with their first year advisor during orientation. The first year advisor may make changes to the registration at this time.
- Non-Degree students may enroll for courses two-weeks after the first day to pre-register. Non-Degree students are enrolled through the Admissions department.
- Pre-registered students must have a signed "payment plan" in place (by August 4, for the Fall semester and January 4, for the Spring semester) or the student's course schedule will be dropped. Students awarded financial aid in an amount that covers the cost of attendance are not required to submit a payment plan.

LATE REGISTRATION

Students who are not registered by the first day of classes will have to make an appointment with their Advisor to register. If the Advisor is unavailable, the Department Chair should process the registration.

Students will not be allowed to register for classes after the first day of class.

WAIT LIST

If a course is full, a student can be added to the waitlist by the Advisor. On the first day of classes, students on the wait list should attend the class. If the faculty member allows the student into the course, s/he completes the "Change of Registration" form and the student takes the form to the Registrar's Office to be registered.

ABSENCES

The Attendance Policy is in effect on the first day of classes and attendance is mandatory. Faculty members take roll and report absences through the Empower system beginning the first day of class.

ACADEMIC ADVISING

During their first year, students are assigned an advisor to assist them with their course selections and to monitor their academic progress. The academic advising program also provides information about academic

ACADEMIC PROCEDURES

policies and procedures, educational programs and additional resources.

After students have been accepted into their major program, the Registrar assigns each student to a faculty advisor within the student's major. A student may request to be assigned to a specific faculty advisor by obtaining permission from the requested advisor, notifying the previous advisor of the change, and filing a written Change of Academic Advisor Form with the Registrar.

Students share in the responsibility of ensuring that their academic needs are met, and are expected to read the college catalog and to know the degree requirements for graduation.

COURSE SCHEDULES

The official course schedule is listed on the website each semester for the following semester. <http://www.iaia.edu/academics/semester-course-schedule/>

ENGLISH AND MATH PLACEMENT

IAIA provides placement tests to help ensure that students are prepared to succeed in college-level English and Math courses. During Orientation Week, all incoming freshman students take the Essential Studies Essay Assessment Test (ESEA), created and scored by English instructors in IAIA's Essential Studies Department. This assessment helps ensure that a student is placed into the English course most conducive to his/her success with college level writing assignments. Because the ESEA is also administered at the end of each semester to every student enrolled in an Essential Studies English course, an incoming student's ESEA scores also serve as a benchmark for progress during his/her writing career at IAIA. In the event that an incoming freshman has taken and passed equivalent college-level English Composition courses with a grade of "C" (2.0) or better, that student is exempt from taking the ESEA.

Incoming Freshman students will be preregistered according to their submitted test scores. Students may place into a higher level English course if their scores on the ESEA warrant such a change. However, the student will need to discuss English course options with his/her advisor before deciding to change his/her pre-assigned placement.

For a nominal fee, students may take the Accuplacer Arithmetic Exam in the Student Success Center to

attempt to place in a higher level of Math prior to registration or during the drop/add period and only if they have not taken that exam within the last month. Please note that the Accuplacer Arithmetic exam is given at designated times only. Contact the Student Success Center at: 505-424-5732 for more information or to schedule an appointment.

Transfer students who have passed equivalent College Math and English Composition courses with a grade of "C" (2.0) or better at an accredited college are exempt from the placement tests.

Depending on the student's placement test score, the student may be given the opportunity to test out of English 101 by taking the CLEP test at her/his own expense at a certified College Testing Center.

The IAIA CLEP requirements are as follows:

- **College Composition** which is a multiple choice exam that requires 2 essays which are graded by the institution (IAIA) and is worth up to six credits to cover ENGL101 & ENGL102 if successfully passed and:
- **College Composition Modular** which is a multiple choice exam with the one essay to be graded by the institution (IAIA) and is worth up to three credits to cover –ENGL101 if successfully passed.

Transfer students who have not successfully completed appropriate Math and English courses with a grade of "C" or better may not register for classes until they have completed the necessary placement tests at the Student Success Center.

Students placed in either 098, 099-level or college-level Math and English courses based on their placement test scores. Students who are required to take 098 or 099 Math and/or 098 or 099 English courses must take these courses in their first year at IAIA. Grades and credits earned in 098 and 099 courses do not apply to a student's AA/AFA or BA/BFA degree and are not used in calculating grade point averages. Developmental or remedial courses taken at other institutions are not transferable to IAIA.

Regardless of their placement, students are required to take English composition courses beginning in their first semester their first semester at IAIA and to continue until the sequence is completed.

ACADEMIC PROCEDURES

NOTE: While 098 and 099 courses count toward dorm residence requirements and full-time status at IAIA, some funding agencies do not consider 098 and 099 courses part of a full-time load when determining eligibility for funds. Students who enroll for 098 and/or 099 course(s) may need to register for credits beyond the required 098 and/or 099 course(s); contact the Financial Aid Office for clarification of course load requirements for financial aid.

CHANGES IN ENROLLMENT

ADD/DROP

Courses may be added or dropped through Friday of the first week of classes in the fall and spring semester, provided the student is enrolled. Courses may be dropped within the first two days during the summer session. See Academic Calendar for details.

In order to add/drop a course a student must submit a completed Change of Registration Form to the Registrar's office by the designated deadline (see Academic Calendar). The student's advisor must sign the Change of Registration form before the student is officially added/dropped to the course. If the advisor is unavailable the department chair or Academic Dean may sign this form.

WITHDRAWAL FROM A COURSE

Students may officially withdraw from a course with their advisor's permission before the last day to withdraw (see Academic Calendar). The student's advisor must sign the Change of Registration Form before it is filed in the Registrar's Office. The "withdrawal" will be recorded as a "W" on the student transcript. Courses begin on the first day of class and attendance is mandatory.

WITHDRAWAL FROM THE COLLEGE

Withdrawal from IAIA has both an academic and a financial impact on a student's records. A student who is planning to withdraw must complete a Withdrawal Form in order to withdraw officially from IAIA.

Students who register for courses and decide not to attend IAIA, but who fail to properly withdraw from the

school before the last day to add/drop classes will be charged tuition and may be given a grade of F. See Tuition Refund and Financial Aid Refund policy.

MEDICAL WITHDRAWAL FROM THE COLLEGE

If a student must leave IAIA due to a death in the family, a sudden illness or any other valid reason, but plans to return to IAIA, the student should do the following:

- Complete a Medical Withdrawal/Check-out Form in order to withdraw officially from IAIA. Students who do not follow this procedure may receive failing grades for all registered courses which may adversely affect eligibility for re-admittance. Completed paperwork must be submitted to the Registrar within two weeks of discontinuing classes.
- (On-campus students): Notify the Residential Coordinator and/or the Residential Assistant immediately before leaving the dorm. If neither is available, call the Office of Admissions and leave a message regarding the emergency.
- (Off-campus students): Call the Office of Admissions, Records, and Enrollment at 1-800-804-6422 or 505.424.2332 and leave a message regarding the emergency. Upon returning to IAIA, the student will be required to show documentation of the emergency..

DECLARATION OF MAJOR

A student must declare a major upon entering IAIA. A major at IAIA is an intensive program of study which needs to be carefully planned under the supervision and guidance of an academic advisor in that major. Careful planning and coordination with an advisor assists students in completing their degrees in a timely manner, i.e. four semesters for an Associate Degree or within eight semesters for a Bachelors Degree. Students are required to work closely with their advisors to plan their major area of study. If a student is unsure of his/her major area of interest, s/he may change his/her major (see Change of Major below).

ACADEMIC PROCEDURES

APPLYING TO THE MAJOR PROGRAM

In their second semester or the first semester of their second year, students enroll in ePortfolio for one credit. In this course, students assemble all materials required for the application to their major field of study. See each major program of study for additional details regarding what materials need to be included in the ePortfolio for acceptance into that major program.

CHANGE OF MAJOR

Students who wish to change their major must meet with their academic advisor and file a completed Change of Major form in the Registrar's Office. They may be required to submit an ePortfolio application prior to acceptance into their newly chosen major.

DOUBLE MAJOR

Students wishing to add a second major must meet with their advisor, and complete a Double Major form and file it in the Registrar's Office. A student pursuing a double major must meet the requirements of both majors. They may be required to submit an ePortfolio application prior to acceptance into their newly added major.

DECLARATION OF A MINOR

Students may elect to take a minor in Creative Writing, Indigenous Liberal Studies, New Media Arts, Studio Arts, Museum Studies and Art History. Minors may require between 15 and 24 credits. Students wishing to declare a minor must meet with their advisor, and complete a "Minor Declaration form" and file in the Registrar's Office.

REGISTRATION AT SANTA FE COMMUNITY COLLEGE

Students of IAIA are eligible to enroll at Santa Fe Community College (SFCC). Students who enroll at SFCC are expected to pay SFCC tuition and any other fees at the time of registration. If the student wishes to count the hours taken at SFCC toward his or her full-time status, the student must complete a Consortium Agreement (available at IAIA's Records Office) for full-time enrollment. A copy of the registration from SFCC must also be submitted upon return of the Consortium Agreement indicating enrollment at SFCC.

After completing the course at SFCC, it is the student's responsibility to provide the official transcripts from SFCC to be sent to the IAIA Registrar's Office.

ACCESS TO RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review The student's education records within 45 days of the day the college receives a request for access. Students should submit to the Records Office, a written request that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to ask the college to amend an education record that the student believes is inaccurate or misleading. Students should write to the Registrar clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested, the Registrar will notify the student of the decision and advise the student of his/her right to a hearing through the Student Life Committee 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 consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibility. A list of who qualifies as a school official can be obtained from the college.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

ACADEMIC PROCEDURES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act protects a student's right to privacy by limiting information which can be released to the public in what is referred to as Directory Information. Directory Information is that part of an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory Information can NEVER include: student identification number, race, social security number, ethnicity, nationality, or gender.

DIRECTORY INFORMATION

Directory Information is information that can be released to the public without permission from the student.

- Student's name, local address, permanent address, email address, photos, and telephone numbers (including cell phone numbers)
- Student photo
- Names and dates of previous high schools and colleges attended
- Classification (Freshman, Sophomore, Junior or Senior), enrollment status
- Major field of study
- Dates of attendance and anticipated date of graduation
- Participation in officially recognized activities
- Degrees and awards granted



ACADEMIC POLICIES

ACADEMIC HONESTY AND INTEGRITY

Students are expected to be honest in regard to their studies at IAIA. Plagiarizing assignments, copying examinations, illegally procuring or possession examinations, presenting another's artwork as one's own, or altering records shall all be considered academic dishonesty.

PLAGIARISM OF WRITTEN SOURCE MATERIAL

Three different acts are considered plagiarism:

- 1) Failing to cite quotations and borrowed ideas
- 2) Failing to enclose borrowed language in quotation marks
- 3) Failing to put summaries and paraphrase in a student's own words

Penalties for academic dishonesty may include: failing grades for individual assignments, a failing grade for the course. Repeated offenses may result in academic suspension and/or expulsion from IAIA.

ACADEMIC STANDING

Class Standing Definition

Class standing is determined by the number of credit hours completed.

Freshman	1-30 credit hours
Sophomore	31-61 credit hours
Junior	62-92 credit hours
Senior	93 or more credit hours

Satisfactory Academic Progress

A fulltime degree-seeking student must carry the minimum number of academic credits each academic year (fall, spring and summer). Failure to successfully complete the minimum number of academic credits for Satisfactory Academic Progress will result in Probation. Please note that Developmental Classes apply toward fulltime status and toward minimum number of credits successfully completed but do not accumulate toward completion of a degree. Also note that for purposes of financial aid, the maximum time frame to complete a baccalaureate degree is six years.

Below are two charts. The first represents the minimum number of credits a student must complete toward their degree each academic year in order to receive financial aid and remain in good academic standing. The second represents the recommended number of credits to complete each year in order to graduate from a degree program in four years (or two years for students enrolled in Associate degree programs). Credits can be earned over the summer semester to achieve the total required annually.

Minimum Number of Successfully Completed Credits for academic good standing and financial aid eligibility

YEAR	SPRING	FALL	ANNUAL TOTAL
1st	12	12	24
2nd	12	12	48
3rd	12	12	72
4th	12	12	96
5th	12	12	120
6th	4		124

Recommended Number of Successfully Completed Credits to graduate in 4 years (for Baccalaureate)

YEAR /STANDING	SPRING	FALL	ANNUAL TOTAL
1st/Freshman	16	16	32
2nd/Sophomore	16	16	64
3rd/Junior	16	15	95
4th/Senior	15	14	124

Successful completion of academic credit is based on the number of credits which are completed in a given semester. The following course assessments do not count toward successful completion of credits attempted: Incomplete, Withdraw, Failure

ACADEMIC PROBATION

The purpose of Academic Probation is to issue students a reminder that they will be suspended from attendance at IAIA if their academic performance does not improve. At the end of any semester, students whose semester

GPA is below a 2.0 will be placed on Academic Probation. Students who do not complete a minimum number of academic credits will also be placed on Academic Probation. They will receive an official notice of Academic Probation from the Registrar's office. Copies will be given to the Academic Advisor.

Students placed on Academic Probation must contact their academic advisor before registering because they may only enroll in 12 credits. If they have pre-registered for more than 12 credits, they must see their advisor in order to drop courses exceeding the 12 credit limit. Students placed on Academic Probation are strongly encouraged to use the services provided through the Learning Support Center, including tutoring, mentoring, and additional student support services.

Students will be removed from Academic Probation at the end of that semester if their semester GPA is 2.0 or above and they have completed the minimum number of credits in their registered coursework. Students whose probation is linked to Incompletes will be removed from Academic Probation when they receive grades for those courses. If it is a Pass/Fail course they simply need to pass the course in order for the Incomplete to be satisfied. No permanent record of Academic Probation is placed on their transcript.

ACADEMIC SUSPENSION

Students placed on Academic Probation in the previous semester will be suspended if their semester GPA continues to fall below a 2.0 and/or they have not achieved the required minimum number of credits successfully completed. The result of Academic Suspension is that the student may not return for a period of one year. The student must re-apply for admission and acceptance is not guaranteed. Students who have been suspended for academic reasons are encouraged to take at least one transferable course in another institution. Additionally, their essay for re-admission should explicitly address how their academic preparedness has changed and what new strategies they intend to employ to support their success.

ACADEMIC WARNING AT MIDTERM

The Academic Warning serves notice to students that the present quality of their academic work is below an acceptable level and that lack of improvement during the remainder of the semester will result in academic probation. After midterm grades are entered, students will be notified by the Registrar if their grade point average (GPA) for the semester is below a 2.00. Copies of the Academic Warning notice will be placed in their file in the Registrar's office and given to their academic advisor. Students who receive an Academic Warning must see their academic advisor.

Students placed on Academic Warning are encouraged to use the services provided through the Learning Support Center, including tutoring, mentoring, and additional student support services. Students will be removed from Academic Warning at the end of the semester if their semester GPA is 2.0 or above. If the semester-end GPA is below 2.0 the student will be placed on Academic Probation. No permanent record of Academic Warning is placed on their transcript.

RETAKING A COURSE

A student can retake a course as long as the student has not passed the course. If the student fails the course twice, the student must take the equivalent course elsewhere. If the student passes the course, the student can repeat the course only once for a better grade. The higher grade prevails in the grade point average calculation. The credits must be in addition to, not as a replacement for any credits earned previously for the course. In addition, the credits must be included in the total number of credits that the student is taking when determining enrollment status and satisfactory academic progress.

If a student who received an incomplete in a course in the prior term is completing the coursework in the subsequent term to erase the incomplete in the prior term, the student is not considered to be enrolled in the course for the subsequent term. Therefore, the hours in the course do not count toward the student's enrollment status for the subsequent term, and the student may not receive Federal Student Aid funds for retaking the course.

ACADEMIC POLICIES

ALCOHOL AND SUBSTANCE ABUSE POLICY

IAIA is a drug- and alcohol-free campus. IAIA holds a two-strike policy in respect to drug and alcohol abuse. Individuals in possession of or using drugs or alcohol on campus will be in violation of the two-strike policy. IAIA will take disciplinary action against students, faculty, or staff who use, distribute or possess illicit drugs or alcohol on campus or during any studentsponsored activities (on or off campus) or who violate state, federal, or IAIA alcohol and substance abuse laws and regulations.

ATTENDANCE POLICY

Unless otherwise explicitly stated in the course syllabus, this attendance policy will apply to courses taught at IAIA.

Registration in a course obligates the student to be regular and punctual in class attendance. Students in all courses are expected to attend classes regularly and to comply with class requirements to the satisfaction of the instructor. Excessive absenteeism will result in the student being dropped from a course.

Instructor's Responsibility: All instructors take attendance for all class sessions beginning with the very first scheduled class meeting. Students who are absent must be reported in the Empower Attendance Tracking module.

Courses begin on the first day of class and attendance is mandatory. If the student misses the first day of class they may be dropped from the course. Students on wait-lists are encouraged to show up on the first day of class and if permitted to register by the Instructor, the "Change of Registration" form will be required and is to be signed by the instructor, student, and advisor. The form is taken to the Registrar's Office by the student to ensure enrollment in that course.

Absenteeism: Unless otherwise stated in the course syllabus, the following attendance policy will apply:

The following procedures will take place:

- After two **unexcused** absences, a warning will be sent to the student indicating that one more absence may result in a withdrawal from the course.

- After three absences, the student can be dropped from the course. If the third absence occurs prior to the withdrawal date, the student will receive a "W" grade. If after, the student will receive an "F" grade.

It is strongly recommended that students miss class only for bona fide instances of illness or real emergency.

Tardiness: Tardiness is also not permitted. Three instances of tardiness--defined as five minutes late--is the same as one absence and will be treated as such. A tardy of fifteen minutes or more is considered an absence. After three consecutive or five non-consecutive tardy appearances, the instructor may withdraw the student.

Missed Work: If a student is absent for any reason, he or she is required to make up all missed work. It is the student's responsibility to check on all assignments with the instructor.

Pre-Arranged Absences: Students can request permission from their instructors to miss class sessions for appropriate reasons and will be considered "excused absences". Suitable reasons include student's documented illness, death in student's immediate family, tribal ceremony, participation in Institute-approved activities. Absences not considered excused Include: pow-wows, vacations, work, absences before and after holiday periods or Spring Break, and similar activities. Pre-arranged excused absences must be obtained beforehand using the appropriate form with signatures. Please note that an instructor can deny a student's request for a pre-arranged absence.

Lack of Preparation: The instructor may ask a student who is not prepared for class (having required books, materials and supplies), or who has not completed the readings or other assignments, to leave the class and go to the Library or to another room to work on the assignment and return to class when the work is completed. The student's subsequent absence from class will be counted as an absence or tardy.

Late Assignment Policy: Each academic department's late assignment policy will be specified on the course syllabus.

ONLINE ATTENDANCE

To stay in compliance with state and federal regulations, IAIA is required to maintain accurate attendance records in all courses. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner. Student “attendance” in online courses will be defined as active participation in the course as described in each course syllabus.

Online courses will, at a minimum have weekly mechanisms for student participation, which can be documented by any or all of the following methods: student tracking in the learning management system (Performance Dashboard, Course Statistics, Grade Center); submission/completion of assignments; and communication with the instructor. The learning management system used to facilitate online courses has a sophisticated tracking and reporting system that is available to your instructor. Your online activity will be monitored.

Unless otherwise specified in your course syllabus, you are required to log in to each online course by midnight Monday, mountain time, during the week in which the course officially begins and to complete the initial introductory discussion postings required in the course. You must log in at least two additional days during the first week of the course and complete all assigned online assignments and assessments. You must log in a minimum of three separate days each subsequent week of the course to meet attendance requirements and complete all assigned coursework.

If you fail to meet these attendance requirements in one week of the course, you will be given an absence for that week. You are allowed one absence per course. If possible, contact the instructor in advance and make arrangements to complete the required assignments. Acceptance of late work is at the discretion of the instructor. If you fail to meet the attendance requirements for a second week in the course, you may be withdrawn from the course.

Students who do not log on to the course within the drop/add period for the course will be dropped from the course. (Drop/add and withdrawal dates are listed in the published campus calendar and the course syllabus).

Students who fail to maintain active participation in an online course as defined in the course syllabus will be processed in accordance with the College’s current attendance policy.

LEARNING LAB POLICIES

What services does the Learning Lab provide?

IAIA’s Learning Lab provides free individual and small-group tutoring on a drop-in and appointment basis for current IAIA students. Occasionally, the Lab also offers workshops on MLA format and other aspects of writing research papers. Learning Specialists (tutors) are available to assist you in writing essay assignments, in research methods and papers (finding and using sources, MLA citation format of sources, creating MLA Works Cited pages), in study skills, and/or in math. Typically Writing Specialists work with students writing papers for English, Art History, Indigenous Studies, Museum Studies, Creative Writing, and First Year Seminar courses. However, even Studio Arts students creating Artist Statements and especially students working on scholarship essays can benefit from working with a Writing Specialist. Math Specialists assist students enrolled in any Math course offered at IAIA. Students are allowed a maximum of two hours a day of appointment tutoring per course if tutors are available. Tutoring is not available for all courses and tutoring times are limited.

What services are not provided in the Learning Lab?

Writing and Math specialists do not assist students with computer applications. The Academic Computing Lab provides that service during the 10-12 hours per day when a technician is on staff.

The Learning Lab is not a drop-off editing or proofreading service. Instead, we work to encourage deep thinking and to help student analyze their own work because we’re committed to empowering student learning and fostering independent learners.

What should I bring to a tutoring session?

Tutoring sessions are much more productive when you are prepared. Bring your books, your assignment, your notes, your lap top if you wish and any work that you have

ACADEMIC POLICIES

already done, even notes or incomplete problems. We encourage students to come in at the earliest possible stage of a writing assignment, so there's no need to have a complete draft. If you have questions about what is expected on your assignment, try to ask your instructor before you come to tutoring. It helps to have specific questions or issues to discuss with your tutor, but if you can show your tutor where you got stuck on an assignment, that is enough to get a session started.

What happens in a tutoring session?

At the beginning of the session you will sign in on the Learning Lab attendance log; this will provide records for your instructor when and how often you have attended tutoring. If the Lab is extremely busy when you come in, feel free to request that you and your tutor move to a conference room in the library or an empty classroom so that you can work in a quiet space free from distractions.

Next you will show the tutor your work and/or assignment. You and your tutor will talk a little about what you hope to accomplish during the session. Together, you will make a plan for the session. Your tutor might say something like, "Let's go over some examples of the problems you are having trouble with, and we'll talk about the different steps. Then you can try some problems, and we'll go over them together. Okay?" Then you will start following your plan, changing it if you need to as you go along.

Tutors don't do your work for you; instead, they work with you, showing you examples and strategies and asking you questions to help you find out what you want to say in your paper or what you know about, for instance, quadratic equations. Your tutor's goal is to help you learn skills that make you a better student; his or her job is to tutor you so well that you become an independent learner.

One thing to remember about tutors is that, although they can help you succeed, they are not required to know the answers to all your questions. Sometimes they will send you back to your instructor for clarification.

Because tutoring sessions are so individualized, what happens in one session may be quite different from what happens in the next one; it's important that you and the

tutor are both flexible about making plans for accomplishing your goals in a session. But a few consistent standards are required in order to maintain mutual respect between the tutor and the student(s). The Classroom and Studio Conduct Policy applies in all academic areas, and thus discourteous, destructive, or disruptive behavior is never acceptable in the Learning Lab just as it's not in the classroom or the studio. Most relevant to the Lab are these examples of unacceptable behaviors subject to disciplinary action:

- Exhibiting anger in appropriately in any form (speech, body language, gestures, rough handling of equipment)
- Non-participation (refusal to do assignments, indifference, sleeping in class)
- Talking or texting on cell phones
- Eating or drinking beverages
- Being under the influence of drugs or alcohol
- Misuse of social media to intimidate or disrespect fellow students, staff or faculty

As is the case with faculty, a Learning Specialist and/or the Learning Lab coordinator may initiate student withdrawal from the Lab for behavioral violations of the Studio and Classroom Conduct Policy. In this unlikely event, the policy for Instructor-Initiated Withdrawal will be followed.

Who are the Learning Specialists?

At IAIA we call our tutors "Learning Specialists" because they are professionals who have already earned at least a bachelor's degree. Many have master's degrees as well, and some have several years of experience with teaching. All of the Writing Specialists are familiar with academic research methods and MLA style; likewise, they and the Math Specialists often have access to the assignments your instructors give so they are familiar with your instructors' assignments and expectations. The Learning Specialists, the Learning Lab Coordinator, and the instructors of your courses all work closely together to ensure that you are getting the assistance you need and want.

Who receives tutoring?

All kinds of students use tutoring services. For instance, all students enrolled in an English 98 or 99 or Math 98 meet with their classmates in the Lab every Friday in the Learning Lab for a workshop session where they focus on their current class assignments. Many of these and other students who come to the Lab are already doing well in their classes; several "regulars" in the Learning Lab are on the Dean's and President's Lists. Instructors and tutors respect the students who come for tutoring.

How do I receive tutoring?

There are three ways to get help from a tutor: drop-in tutoring, tutoring by appointment, and during a specifically defined workshop time for your developmental English or Math course.

- English 98 or 99 or Math 98 students -- You are assigned to a weekly Friday workshop on your class schedules and need not make appointments for those workshops. You are welcome to make other appointments and/or use drop-in tutoring hours.
- Tutoring by appointment -- Appointment tutoring is limited to two hours per day. You can sign up for an appointment during any open time in the weekly Learning Lab schedule; individual appointments can be scheduled up to one week ahead of time. You can also request a "standing appointment," which means you would reserve the same time slot every week for as long as you continue to show up.
- Drop-in tutoring -- Depending on the time of day and where we are in the semester, tutors may be available on a drop-in basis (i.e., whenever you happen to show up during regular tutoring hours). If a tutor is available when you drop in, you can expect that s/he will remain available for a typical hour long session OR until his/her next scheduled appointment.

Since appointment times are often limited, not showing up for an appointment can mean that one of your fellow students was denied the chance to see a tutor. Thus, an attendance policy that applies to tutoring by appointment sessions:

- If you are more than 10 minutes late for a session, your tutor will assume that you are not coming and move on to assisting other students.

- If you miss one "standing" appointment without notifying your tutor, all future standing appointments will be considered cancelled.

Repeated instances of non-attendance according to this policy could result in a Learning Specialist or the Learning Lab Coordinator initiating a student's withdrawal from the Lab. In this unlikely event, the policy for Instructor-Initiated Withdrawal will be followed.

How much tutoring can I receive?

Remember that tutoring availability is not guaranteed. Many students request tutoring, so tutoring cannot always be arranged on demand. To get the most out of tutoring services, be flexible, schedule your appointments early and use drop-in tutoring. Tutoring is supplemental to regular classroom instruction. Tutoring appointments will not be provided as a substitute for regular class attendance.

What do I do if I have a problem with tutoring?

If your tutoring session was not helpful, you are having trouble getting tutoring at the time(s) you need, or you have any problems with or questions about tutoring services, contact the Learning Lab Coordinator at 424-5707.

ARCHIVES POLICY

The archives are generally available for student use as well as for faculty, staff and professional scholars. Access to the archives must be pre-arranged through the archivist. Certain restrictions do apply. For the full policy, please see the website or meet with our archivist, Ryan Flahive, located in the Library.

CLASSROOM AND STUDIO CONDUCT POLICY

All students are expected to conduct themselves in a manner that contributes to a positive learning environment.

Students are expected:

- to show respect for the instructor, guests, and their fellow classmates
- to be open to new ideas
- to demonstrate a positive attitude
- to be willing to learn and change

ACADEMIC POLICIES

- to be prepared for class
- to respect other student's property, projects, art work, etc.
- to maintain an orderly work space (in studios or labs)
- to comply with health and safety guidelines

Discourteous, destructive, or disruptive behavior is never acceptable in the studio or classroom.

The following behaviors are considered unacceptable and are subject to disciplinary action::

- coming to class unprepared (lacking required books, supplies or materials after the second week of class)
- bringing children or pets into studios, labs or other workplaces
- exhibiting disrespect toward the instructor, guests, or classmates
- exhibiting anger inappropriately in any form (speech, body language, gestures, rough handling of equipment)
- defacing the artwork of another student
- non-participation (refusal to do assignments, indifference, sleeping in class)
- engaging in cross-talk (carrying on a private conversation)
- talking or texting on cell phones (cell phones must be turned off during class)
- listening to iPods or other digital media
- using the computer for personal use (checking email, listening to music, surfing the web, chatting, using social media, accessing pornographic or other inappropriate sites) during class time
- eating or drinking beverages (unless approved or part of class instruction)
- the destruction or improper use of equipment
- behaving in a dangerous or unsafe manner
- failure to clean up workspace and return equipment to proper location
- being under the influence of drugs or alcohol (See Alcohol and Drug Abuse Policy above)
- misuse of social media to intimidate or disrespect fellow students, staff or faculty constitutes unacceptable behavior.

INSTRUCTOR-INITIATED WITHDRAWAL

Faculty may initiate student withdrawal from a class for only the following three reasons:

- Lack of attendance according to the Attendance Policy
- Behavioral violation according to the Studio and Classroom Conduct Policy
- Non-participation in fully online classes

WITHDRAWAL OF A STUDENT FROM A CLASS DUE TO BEHAVIOR

Procedure:

The Classroom and Studio Conduct Policy stipulates appropriate and inappropriate behavior in a classroom or studio context. This includes field trips, service learning experiences, internships, apprenticeships, and other faculty-led educational programs that students of IAIA participate in whether on or off campus.

The faculty member is responsible for enforcing the policy.

The faculty member must speak to the student if a violation of the policy occurs. Speaking directly with the student is the required first step. It is suggested that this be a private conversation between the faculty and the student and may occur in the hall outside of the classroom or in the faculty office and should occur immediately following the behavior violation.

If the violation is severe enough, the faculty member may request the student to leave the class immediately; may request the student speak to him or her prior to returning to class; and/or may request the student leave immediately and contact either security and/or the Dean of Students.

If the faculty member is satisfied that after speaking with the student, the violation is understood and the student agrees not to repeat it, s/he may return to the class.

If the behavior recurs either during the same class period or in a subsequent class period, the faculty member should then require that the student leave the class and should report the violation to the Dean of Students using the INCIDENT REPORT FORM available via campusnet in addition to calling the Dean of Students. If the student refuses to leave the class, security may be called to remove the student from the class.

If the behavior is not corrected after this second incident and report to the Dean of Students, the faculty member should withdraw the student from the class due to behavior violations. The WITHDRAWAL OF A STUDENT DUE TO BEHAVIOR VIOLATION FORM should be completed. A copy should be sent to the Dean of Students, the registrar, and the student. The faculty member should keep a copy for his or her records.

A student may appeal a case utilizing the appeal process established for any behavior violation on campus. To appeal, the student should speak with the Dean of Students and receive instruction on the steps and process for a formal appeal.

COURSE LOAD: FULL-TIME/PART-TIME STATUS

Students should plan to maintain an average of 15–17 credits each semester to complete the Associates degree in 4 semesters or Bachelors degree in 8 semesters.

- A full-time student is one who is registered for 12 or more credits
- A part-time student is one who is registered for 1-11 credits Students wishing to take more than 18 credit hours must have a GPA of 3.0 and obtain written permission from the Academic Dean.

CREDIT HOUR DEFINITION

IAIA defines a credit hour as an established equivalency or standard that approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class work each week.

The national standard for semester length is 15 weeks. However, IAIA holds two 16 week semesters in Fall and Spring. Summer sessions are shorter and contact time is more intensive. However, the credit hour definition remains the same regardless of the length of the semester.

IAIA courses may be classified as fully online, hybrid, studio, or lecture/discussion format.

Experiential courses, such as internships and apprenticeships, or lab classes will have increased contact hours so that one credit hour is awarded for every three hours of contact time over the 16 week semester.

For Internships, Apprenticeships and Labs, students will meet for three hours per week for each credit awarded for 16 weeks. A three credit Internship or Apprenticeship will meet for 128 hours, or 8 hours per week, with 16 hours of reflection, or one hour per week, for a total of 144 hours of student work. Reflection can include keeping a journal, meeting with the faculty supervisor for an hour each week, or other strategies.

For three credit Studio classes, students will meet for 5 hours per week, typically in two periods of two and a half hours each, with four hours each week to complete out-of-class assignments, for a total of 80 hours of instruction with 64 hours of out-of-class time to complete assignments for a total of 144 hours of student work.

For three credit Lecture/Discussion classes, students will meet for 3 hours per week, typically in two periods of one and a half hours each, with six hours each week for reading, writing, research, small group projects, field trips, etc. for a total of 48 hours of instruction with 96 hours of out-of-class assignments for a total of 144 hours of student work.

For three credit online classes, students will be required to engage in actual online interaction as required by each course. Direct contact with the online instructor can range from 48-80 hours per semester or three to five hours per week. Time to complete required assignments can range from four to six hours each week for a semester total of 144 hours of student work.

For each credit of independent study, the faculty must oversee a total of 48 hours of student work. Faculty must meet with students for face-to-face reviews of student progress toward agreed-upon learning outcomes for a minimum of one hour per week for each credit of independent study.

CREDIT HOUR DEFINITION AND TIME SLOTS STUDIO CLASSES

Three credit Studio classes generally meet twice per week for a total of five hours of contact or 300 minutes. In addition students are expected to complete four hours per week of work outside of class.

ACADEMIC POLICIES

Advanced Studio classes meet in the morning

9:30-noon

Intro Studio Classes meet in the afternoon

MW 1-3:30 pm or TR 2:30-5 pm

Intro and Advanced can meet in the evening

MW or TR 6-8:30

LECTURE CLASSES

100 and 200 three-credit lecture classes:

- meet twice weekly for 80 minutes each class.
- 160 minutes of contact time spread over two classes meeting either on MW or TR or WF.
- Six and a half hours required outside of class weekly

100 & 200 level lecture class time slots:

MW or TR or WF

9-10:20 am

10:30-11:50 am

1-2:20 pm

2-3:20 pm

3:40-5 pm

6-7:20 pm

300 and 400 three-credit lecture classes

- may meet according to the 100 & 200 lecture classes as detailed above.
- or alternately may meet once per week for 150 minutes with seven and a half hours per week required outside of class.

300 and 400 three-credit lecture class time slots

These classes may meet once per week using the following times.

M, T, W, R, or F:

9-11:30 am

1 - 3:30 pm

6-8:30 pm

GENERAL EDUCATION & CRITICAL SKILLS

- Freshman Seminar meets for two hours from 10am-noon on M or T and from 11 am-noon on W or R to provide hands-on experiential learning on the first class meeting each week and reflection and writing in the second class meeting.
- English 098 and 099 will not conflict with Math 098 and 099 but these will be offered in the morning.
- Multiple sections of college Math, college English, TECH101 and IDST 101 will be scheduled so as to avoid undue conflicts across departments to allow maximum access to freshman students.

HEALTH & WELLNESS CLASSES

- One-credit physical activity classes generally meet twice per week during the 100 and 200 lecture time slots for one hour. Additionally course syllabi will specify for each course what students are expected to do for one hour per week outside of class time.
- Alternatively, one-credit physical activity classes may meet once per week during the 300 lecture time slots for two hours. Additionally course syllabi will specify for each course what students are expected to do for one hour per week outside of class time.

SCIENCE LABS

- One-credit SCIENCE labs focus on hands-on learning including field trips and generally do not require outside work. These labs are directly linked to SCIENCE lecture classes as required co-requisites. They meet for three-hour blocks.

LAB TIME slots

Mon, Wed, or Fri 9 am-noon or 1-4 pm

CREATIVE WRITING WORKSHOPS

100 level three-credit Creative Writing workshops:

- meet twice weekly for 80 minutes each class.
- 160 minutes of contact time spread over two classes meeting either on MW or TR or WF.
- Six and a half hours required outside of class weekly

100 level Creative Writing Workshop class time slots:

MW or TR or WF

9-10:20 am

10:30-11:50 am

1-2:20 pm

2-3:20 pm

3:40-5 pm

6-7:20 pm

200, 300 and 400 level three-credit Creative Writing Workshop class time slots

- may meet according to the 100 & 200 lecture classes as detailed above.
- or alternately may meet once per week for 150 minutes with seven and a half hours per week required outside of class.

200, 300 and 400 three-credit Creative Writing Workshop class time slots

These classes may meet once per week using the following times.

M, T, W, R, or F:

9-11:30 am

1 - 3:30 pm

6-8:30 pm

One-credit Grammar, Sentence & Style Workshops

- CRWR 100 Word! an introductory one-credit course will meet for one hour per week with two hours required for out-of-class work.
- Writing Workshops that focus on grammar, sentence and style will meet for two hours per week with one hour required for out-of-class work.
- These one-credit classes will be scheduled during the existing time slots for lecture classes.

VARIABLE CREDIT COURSES

When a course may be taken for variable credit, the exact number of credits to be taken must be listed at the time of registration and cannot be changed during the semester.

CREDIT/AUDIT STATUS

Students may enroll in any given course for credit or for audit only if they have met the prerequisite(s) for that course. Students who enroll for audit attend classes but are not required to complete assignments and receive neither a grade nor credit. Courses that are audited cannot be used to satisfy a prerequisite or co-requisite.

REGISTRATION AT SANTA FE COMMUNITY COLLEGE

IAIA students are eligible to enroll at Santa Fe Community College (SFCC). Students who enroll at SFCC are expected to pay SFCC tuition and any other fees at the time of registration. If the student wishes to count the hours taken at SFCC toward his or her full-time status, the student must complete a Consortium Agreement (available at the IAIA Registrar's Office) for fulltime enrollment. An official transcript from SFCC must also be submitted upon return of the Consortium Agreement indicating enrollment at SFCC. After completing the course at SFCC, it is the student's responsibility to provide for official transcripts from SFCC to be sent to the IAIA Registrar.

DIGITAL DOME USE POLICY

The Digital Dome at the Institute of American Indian Arts offers a variety of innovative space ideal for research, video production, fulldome production, special events, fund-raising events, and events that support our mission of combining science, art, and technology.

Internal Rentals

Student Use

Course Related Work: Students will have access to the digital dome for the use of creating content for the digital dome through specified courses. Students may arrange independent study with the Academic Technology Director.

Non-Course Related Work: Students may arrange events that support the philosophy of the digital dome to include

ACADEMIC POLICIES

science, technology, art, and Native culture.

Student Groups: One ASG sponsored event will be permissible in the dome each semester. Dome use will be at the discretion of the Academic Technology Director. ASG will be responsible for the following: clean up, hiring one security guard, and building access.

Faculty/Staff

Course Related Work: Faculty may arrange with the Academic Technology Director to hold classes in the Digital Dome and work with the Director to integrate dome content into the classroom.

Non-Course Related Work: Staff and Faculty may arrange events that support the philosophy of the digital dome to include science, technology, art, and Native culture.

External Rentals

Partnership

IAIA encourages partnership agreements through grant-funded projects, private for profit projects, and education based projects. Partnership projects must include student involvement through at least one of the following: paid student interns, classroom integration, hand-on mentoring, etc.

Non-Partnership

Dome rentals for non-partnership agreements will be reviewed on an individual basis for approval. The digital dome and/or black box space is available for rental based on IAIA's digital dome mission.

Availability

We strongly suggest that reservations be made at least two months in advance, and the date must be secured with a deposit with the Academic Technology Director. Last minute requests are subject to date and staffing availability.

Parking

Parking is available for 55 vehicles in the Science and Technology parking lot located at the South end of the building. Additional parking is available in adjacent parking lots.

Clean Up

The rental customer is responsible for taking all measures necessary to return the rental studio and areas back to the condition it was found at the start of the rental. In addition, all props, sets, furniture, and the like must be removed. All trash must be placed in the dumpster on the NW side of the building. No food or open beverages can be left in the building except for the kitchen area where it must be sealed.

Non-permissible items

The following items will not be allowed in the digital dome room: fog machines or anything creating added moisture, confetti, any other additional unusual items must be approved by the Digital Dome Director.

DISCIPLINE POLICY

The President of The Institute of American Indian Arts has the authority to suspend a student for violations of student conduct pending a hearing for said student. Hearings will be scheduled as promptly as possible without prejudicing the rights of the accused. Violations of Institute regulations or other forms of student misconduct will be investigated by appropriate personnel. The following disciplinary actions may be taken: warning, disciplinary probation, suspension, or restitution. The President may take immediate action if the misconduct warrants such action.

SOCIAL MEDIA GUIDELINES

Social Media Guidelines Overview

The rapid growth of social media technologies combined with their ease of use and pervasiveness make them attractive channels of communication. However, these tools also hold the possibility of a host of unintended consequences. To help the IAIA community identify and avoid potential issues these guidelines have been compiled. These guidelines are examples of best practices from various institutions and are intended to develop an understanding from a wide range of perspectives, the implications of participation in social media.

Things to Consider When Beginning to Use Social Media

Applications that allow you to interact with others online (e.g. Facebook, MySpace, Google+, etc.) require careful consideration to assess the implications of “friending,” “linking,” “following” or accepting such a request from another person. For example, there is the potential for misinterpretation of the relationship or the potential of sharing protected information. Relationships such as faculty-student and staff-student merit close consideration of the implications and the nature of the social interaction.

Sharing IAIA news, events or promoting faculty and student work through social media tools is an excellent, low-cost way to engage the community and build our brand. Employees can repost and share publicly with their family and friends. The best way to share IAIA news is to link to the original source. When sharing information that is not a matter of public record, please follow the guidelines below.

Maintain Confidentiality

Do not post confidential or proprietary information about IAIA, its students and alumni. Use good ethical judgment and follow IAIA policies and federal requirements, such as the Health Insurance Portability and Accountability Act (HIPAA) of 1996 and the Family Educational Rights and Privacy Act (FERPA).

www.hhs.gov/ocr/privacy/

www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Maintain Privacy

Do not discuss a situation involving named or pictured individuals on a social media site without their permission. As a guideline, do not post anything that you would not present in any public forum.

Respect IAIA Time and Property

It is appropriate to post during work and classroom hours if your comments are directly related to accomplishing work goals, such as seeking sources for information or working with others to resolve a problem. Participation in personal social media conversations should take place on your own time.

Do No Harm

Students and employees should not let Internet social networking do any harm to the IAIA community or to yourself.

Understand Your Personal Responsibility

Members of the IAIA community are personally responsible for the content they publish on blogs, wikis or any other form of user-generated content. Be mindful that what you publish will remain public for a long time—protect your privacy.

Be Aware of Liability

You are responsible for what you post on your own site and on the sites of others. Individual users of social media have been held liable for commentary deemed to be defamatory, proprietary, libelous, or obscene (as defined by the courts).

Maintain Transparency

The line between professional and personal business is sometimes blurred: Be mindful about your posts' content and potential audiences. Be honest about your identity. In personal posts, you may identify yourself as an IAIA community member. However, please understand that you are sharing your views as an individual, not as a representative of IAIA.

Correct Mistakes

If you make a mistake, admit it. Be upfront and be quick with your correction. If you're posting to a blog, you may choose to modify an earlier post—just make it clear that you have done so.

Think Before You Post

There's no such thing as a “private” social media site. Search engines can turn up posts and pictures years after the publication date. Comments can be forwarded or copied. Archival systems save information even if you delete a post. Post only pictures that you would be comfortable sharing with the general public.

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E-MAIL ACCEPTABLE USE POLICY

1. General

E-mail is a critical mechanism for communications at the Institute of American Indian Arts (hereinafter: IAIA). Use of IAIA's electronic mail systems and services is a privilege, not a right, and therefore must be used with respect and in accordance with the rules, regulations, and policies of IAIA.

The objectives of this policy are to outline appropriate and inappropriate use of IAIA's e-mail systems and services in order to minimize disruptions to services and activities, as well as to comply with applicable policies and laws.

1.1 Scope

This policy applies to all e-mail systems and services owned or operated by IAIA, all e-mail account users/holders at IAIA (both temporary and permanent), and all Institute e-mail records.

1.2 Account Activation/Termination

E-mail access at IAIA is controlled through individual accounts and passwords. Each user of IAIA's e-mail system is required to read and sign a copy of this EMail Acceptable Use Policy prior to receiving an e-mail access account and password. It is the responsibility of each user to protect the confidentiality of their account and password information. Substantial changes to this policy may require users to read and sign an updated copy of this Use Policy. All staff, faculty, adjunct faculty, and students at IAIA will receive an e-mail account. E-mail accounts will be granted to third party non-employees on a casebycase basis. Possible non-employees that may be eligible for access include:

- IAIA Board members
- Contractors.
- Vendors
- Remote users (e.g., distance learning students and course developers)

Applications for these temporary accounts must be submitted to the person responsible for operating the IAIA e-mail systems by sending an e-mail to:

Postmaster@IAIA.edu. All terms, conditions, and restrictions governing e-mail use must be in a written and signed agreement.

E-mail access will be terminated when the e-mail account holder terminates their association with IAIA, unless other arrangements are made. IAIA is under no obligation to store or forward the contents of an individual's e-mail inbox/outbox after the account holder's association with IAIA has ceased. For students, e-mail accounts will be deleted 30 days after graduation and immediately upon suspension or withdrawal from the College.

2. Rights and Responsibilities

The Institute often delivers official communications via e-mail. As a result, staff, faculty, adjunct faculty, and students at IAIA with e-mail accounts are expected to check their e-mail in a consistent and timely manner so that they are aware of important Institute announcements and updates, as well as for fulfilling business and role-oriented tasks.

2.1 Disclaimer

IAIA assumes no liability for direct and/or indirect damages arising from the user's use of IAIA's e-mail system and services. Users are solely responsible for the content they disseminate. IAIA is not responsible for any third-party claim, demand, or damage arising out of use the IAIA's e-mail systems or services.

2.2 User Responsibilities

E-mail users are responsible for mailbox management, including organization and cleaning. If a user subscribes to a mailing list, he or she must be aware of how to unsubscribe from the list, and is responsible for doing so in the event that their current e-mail address changes.

E-mail users are expected to remember that e-mail sent from the Institute's email accounts reflects on the Institute. Please comply with normal standards of professional and personal courtesy and conduct.

Individuals at IAIA are encouraged to use e-mail to further the goals and objectives of IAIA.

Acceptable Use of IAIA e-mail systems includes:

- communication with fellow employees, business partners of IAIA, and students within the context of an individual's assigned responsibilities;
- acquisition or sharing of only the information necessary or related to the performance of an individual's assigned responsibilities;
- participation in educational or professional development activities.

Inappropriate Use

IAIA's e-mail systems and services are not to be used for purposes that could be reasonably expected to strain storage or bandwidth (e.g., e-mailing large attachments instead of pointing to a location on a shared drive). Individual e-mail use shall not interfere with others' use and enjoyment of IAIA's e-mail system and services. E-mail use at IAIA shall comply with all applicable laws, all IAIA policies, and all IAIA contracts.

The following activities are deemed inappropriate uses of IAIA e-mail systems and services and are prohibited:

It is NOT ACCEPTABLE to:

- use e-mail for illegal or unlawful purposes, including copyright infringement, obscenity, libel, slander, fraud, defamation, plagiarism, harassment, intimidation, forgery, impersonation, soliciting for illegal pyramid schemes, and computer tampering (e.g., spreading of computer viruses);
- use e-mail in any way that violates IAIA's policies, rules, or administrative orders, including, but not limited to, the IAIA Acceptable Use Policy and the IAIA Distribution List Policy;
- view, copy, alter, or delete e-mail accounts or files belonging to IAIA or another individual without authorization;
- send unreasonably large e-mail attachments: The total size of an individual e-mail message sent (including attachment) should be 3 MB or less;
- open e-mail attachments from unknown or unsigned sources.
- Attachments are the primary source of computer viruses and should be treated with utmost caution;
- share e-mail account passwords with another person, or attempt to obtain another person's e-mail account password. E-mail accounts are only to be used by the registered user;
- make excessive personal use of IAIA e-mail resources. IAIA allows limited personal use for communication with family and friends, independent learning, and public service so long as it does not interfere with productivity, pre-empt any business activity, or consume more than a trivial amount of resources. IAIA prohibits personal use of its e-mail systems and services for unsolicited mass mailings, non-IAIA

commercial activity, political campaigning, dissemination of chain letters, and use by non-employees.

2.3 Reporting Misuse

Any allegations of misuse should be promptly reported to the person responsible for operating the IAIA e-mail systems by sending an e-mail to: Postmaster@IAIA.edu. If you receive an offensive e-mail, do not forward, delete, or reply to the message. Instead, report it directly to the individual named above.

3. Monitoring and Confidentiality

The e-mail systems and services used at IAIA are owned by the Institute, and are therefore its property. This gives IAIA the right to monitor any and all e-mail traffic passing through its e-mail system. This monitoring may include, but is not limited to, inadvertent reading by IT staff during the normal course of managing the email system, review by the legal team during the e-mail discovery phase of litigation, and observation by management in cases of suspected abuse or to monitor employee efficiency.

3.1 E-Mail Retention

In addition, archival and backup copies of e-mail messages may exist, despite end-user deletion, in compliance with IAIA's various records retention policies. The goals of these backup and archiving procedures are to ensure system reliability, prevent business data loss, meet regulatory and litigation needs, and to provide business intelligence. Backup copies exist primarily to restore service in case of failure. Archival copies are designed for quick and accurate access by Institute delegates for a variety of management and legal needs. Both backups and archives are governed by the Institute's document retention policies. These policies indicate that in some cases e-mail must be kept for up to 7 years.

3.2 E-Mail Retrieval

If IAIA discovers or has good reason to suspect activities that do not comply with applicable laws or this policy, e-mail records may be retrieved and used to document the activity in accordance with due process. All reasonable efforts will be made to notify an e-mail account holder if his or her e-mail records are to be reviewed. Notification may not be possible, however, if the account holder cannot be contacted, as in the case of employee absence due to vacation.

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3.3 Content Sensitivity and Disclosure

Use extreme caution when communicating confidential or sensitive information via e-mail. Keep in mind that all e-mail messages sent outside of IAIA become the property of the receiver. A good rule is to not communicate anything that you wouldn't feel comfortable being made public. Demonstrate particular care when using the "Reply" command during e-mail correspondence to ensure the resulting message is not delivered to unintended recipients.

4. Failure to Comply

Violations of this policy will be treated like other allegations of wrongdoing at IAIA. Allegations of misconduct will be adjudicated according to established procedures.

4.1 Sanctions

Sanctions for inappropriate use on IAIA's e-mail systems and services may include, but are not limited to, one or more of the following:

1. temporary or permanent revocation of e-mail access;
2. disciplinary action according to applicable IAIA policies;
3. termination of employment; and/or
4. legal action according to applicable laws and contractual agreements

GRADING AND GRADE POINT AVERAGE

In addition to the traditional A-B-C-D-F grades, instructors at IAIA have the option of assigning "+" and "-" grades as well.

GRADE	QUALITY POINTS
A+	4.00
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

CALCULATING YOUR GPA:

Your GPA is calculated by dividing the total number of Quality Points you earned by the number of Quality Hours you attempted in courses in which grades of A+ through F are assigned.

Example of calculating your GPA:

GPA CALCULATION

SUBJECT	CREDIT HOURS	GRADE EARNED	QUALITY POINTS
ENGL 101	3.00	B+ (3.33)	9.99
FUND 101	3.00	A- (3.67)	11.01
FUND 212	3.00	C+ (2.33)	6.99
BOTN 101	4.00	B- (2.67)	10.68
MATH 102	3.00	A (4.00)	12.00

- Add the Credit Hours: $3 + 3 + 3 + 4 + 3 = 16.00$ hours
- Determine your total Quality Points: For each course, multiply the number of Credit Hours for that course times the number of Quality Points indicated on the grading scale above. Example: ENGL101 is a 3.00 credit hour course. Multiply 3.00 credit hours x 3.33 (the Quality Points for a B+); the product will be 9.99 Quality Points earned for ENGL101.
- Add the Quality Points for all courses: $9.99 + 11.01 + 6.99 + 10.68 + 12.00 = 50.67$ Quality Points.
- Divide the total Quality Points by the total Credit Hours to determine your GPA: $50.67 / 16 = 3.1668 = 3.1668 = 3.16$ (GPA is carried to two decimal places, with no rounding).

NOTES:

- Developmental courses are excluded from the GPA.
- The first attempts of courses that have been repeated are excluded from the cumulative GPA.
- Students must receive a C (2.0) or better in the following courses in order to advance to the next level:

all 451 Senior Project 1 classes	
all 452 Senior Project 2 classes	
CRWR250 Thesis I	MATH098
CRWR450 Thesis II	MATH099
LIBS103 Freshman Seminar	MATH102
ENGL098	MATH103
ENGL099	MATH104
ENGL101	
ENGL102	

INCOMPLETE

An incomplete grade is given for work in a course that a student is passing but could not complete due to circumstances beyond the student's control. An Incomplete Form must be completed by the instructor, signed by the Academic Dean, and submitted to the Registrar at the end of the semester.

Reasons for an incomplete usually are limited to documented medical, family, or personal emergencies. The following rules apply to an incomplete:

- Incompletes for non-graduating students must be completed during the first semester following the semester in which the incomplete was issued. An exception will be made for incompletes issued in the Spring semester, which must be completed in the Fall rather than the Summer semester following the semester in which the incomplete was issued. The instructor may specify a shorter time in which the student must complete the work.
- Incompletes for potential graduating candidates must be completed by the Friday of midterm week following the fall or spring semester in which the incomplete was issued. The instructor may specify a shorter time in which the student must complete the work.
- An incomplete will be changed to a letter grade when the student completes the work in a manner acceptable to the instructor. A signed Assignment of Grade form must be submitted to the Registrar in order to change an incomplete to a letter grade.
- An incomplete which is not changed within the specified period of time automatically becomes an "F" and is recorded on the student's record and calculated into both the student's semester and cumulative grade point averages.
- A student may petition the Academic Dean for an extension of time in which to complete the work no later than the Friday of mid-term week the semester immediately following the incomplete. Extensions will only be granted in extreme circumstances.
- Students are responsible for making arrangements with the instructor for the removal of the incomplete. A student should not register for the incomplete course again unless the time to complete the work has expired and the student has received an "F".

- In no case may an incomplete be used to avoid the assignment of "D" or "F" grades for marginal or failing work.

NOTE: Faculty may not give an I (Incomplete) or a W (Withdrawal) at midterm. Midterm grades must be A through F or P for Pass/Fail courses.

HONORS BASED ON GRADE POINT AVERAGE

IAIA recognizes students who excel academically each semester. Students may qualify for one or more of the honors listed below if they meet the requirements. Honor lists are published at the end of each semester.

President's Honor List

Students who enroll in 12 or more credits in their degree requirements each semester and achieve a 4.00 grade point average at the end of the semester will be placed on the President's Honor List.

Dean's Honor List

Students who enroll in 12 or more credits in their degree requirements each semester and achieve a grade point average between 3.50 and 3.99 at the end of the semester will be placed on the Dean's Honor List.

Graduation honors

Students whose cumulative grade point average falls within a certain range will graduate with honors. A notation to that effect will appear on the student's transcript and the graduation program.

Highest Honors	4.00
High Honors	3.75 to 3.99
Honors	3.50 to 3.74

GRADE DISPUTES

Students may dispute a final grade if they believe an instructor has miscalculated the grade according to the requirements set up in the syllabus for the course. If a student believes this to be the case, he/she must take the following steps:

1. Student must provide written explanation of a dispute with evidence of disputed grades to the instructor of the course within the first month of the immediately following semester. The only exception to this is summer semester in which all faculty may not be available. In that case, the dispute process may begin

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in the falls semester. Within five working days the instructor will provide the student with a written response to the dispute. If the instructor was an adjunct faculty member who is no longer available, the student may begin with the Chair of the Department (see Step 2) instead of the instructor.

2. If the student is still unsatisfied, within five working days of the instructor's response, the student may take the written dispute with the instructor's response to the Chair of the department in which the disputed grade took place. Within five working days the Chair will provide the student with a written response to the dispute. Additionally, if the instructor of the course is also the Chair of the department, the student can skip this step and move to step 3.
3. If the student is still unsatisfied, within five working days of the ad hoc committee's response the student may take the written dispute with all responses to the Academic Dean. The Academic Dean will consider the materials and make a final decision concerning the matter. The Academic Dean will provide the student with a written response that indicates the final decision.

NOTE: Grade disputes based on discrimination or sexual harassment should be handled through the Student Appeals Committee established in the Student Handbook.

GRADUATION

Students graduate in the semester in which they complete all program requirements. There are academic, financial, and administrative requirements that must be fulfilled in order to graduate:

Graduation Requirements

1. A Petition to Graduate form along with a \$45.00 graduation fee must be submitted to the Registrar according to the following schedule:

	Petition and Graduation Fee Due to Registrar:
To Graduate in:	
Spring Semester 2013	November 16, 2012
Fall Semester 2013	April 19, 2013

2. GPA Requirements: The student must attain a cumulative grade point average of 2.0 or better in all required coursework.

3. The student must complete all major requirements as outlined in department program.
4. Creative Writing, Studio Arts, and New Media Arts BFA degree students must participate in the annual graduating student exhibition in the spring of the academic year in which they graduate.
5. Studio Arts and New Media Arts BFA degree students must participate in a group exhibition of work during their final semester.
6. The student's final two semesters of course work must be completed at IAIA.
7. All debts to the Institute must be paid in full. A student's diploma and transcript will be withheld until all debts to IAIA are paid.

Commencement

As there is only one annual commencement ceremony, Fall/Summer graduates are encouraged to join the college in the Spring graduation ceremony held each year in May. Students may participate in Commencement with up to 6 credits remaining to complete their graduation requirements. However, the Senior Project or Senior Thesis must be completed with a C or better to participate.

HONORARY DEGREES

The honorary degree granted is the Doctor of Humanities, which is an award that recognizes distinguished accomplishments and scholarship in the arts, humanities, sciences, the professions, and public life, as well as outstanding service to society.

Eligibility

Anyone who is not currently an IAIA administrator, faculty, staff, or member of the Board of Trustees is eligible to be nominated for an honorary Doctor of Humanities degree.

Nominees shall be:

- individuals who have made outstanding contributions in scholarly or creative areas;
- individuals who have acquired a national or international reputation for excellence in a specific field or endeavor; or
- individuals with a recognized record of distinguished community or public service.

Nominations

Any member of the IAIA community (alumni, administrators, faculty members, staff and students), department, or program may nominate someone for the honorary Doctorate of Humanities degree through submission of the appropriate materials to the President. Nominations must include a cover letter that includes the following:

- name of the person nominated;
- biographical sketch and CV of the nominee; and
- description of the exceptional accomplishments and contribution(s) of the nominee.

Honorary Degree Committee Membership and Review Procedures

Each year, or as required by receipt of a nomination, the President of IAIA will establish an ad hoc Honorary Degree Committee consisting of the following:

- Academic Dean
- Two Faculty members
- Associated Student Government Representative
- President
- Chairperson, Board of Trustees who will chair the committee
- Board of Trustees member

The committee will review nominations and the records of individuals to be considered for the honorary doctorate degree. The committee shall determine its meeting schedule and the process it will use for review and decision-making. If necessary, the committee could request more detailed information and other supporting materials from the nominator.

If the committee makes a positive determination, it shall submit a recommendation to the Board of Trustees. The recommendation will include the following information:

- name and biographical sketch of the proposed award recipient(s);
- justification for awarding the degree; and
- a proposed date and place of award.

The award must be accepted by the nominee and

awarded within two years of receiving a favorable response from the Honorary Degree Committee and the Board of Trustees.

Award Ceremony

Normally, no more than two honorary degrees will be awarded in a calendar year. The honorary Doctorate of Humanities degree will usually be awarded at the spring commencement ceremony.

“HOLD” POLICY

A “hold” may be placed on a student’s enrollment, transcript request, or diploma when a student has not met the conditions or obligations of IAIA as outlined in this catalog, the Student Handbook, or other official IAIA publications. For example, the Student Accounts Office may place a hold for an unpaid financial obligation to the Institute. The Dean of Students may place a hold on the enrollment of a student who has been suspended or expelled for disciplinary reasons. A hold may also be placed on the enrollment of a student who has been placed on Academic Suspension.

LAPTOP CHECKOUT POLICY

Purpose

The laptop checkout program offers a way for degree-seeking students enrolled full time at IAIA to obtain a laptop for temporary educational use. Faculty and staff of the Institute needing laptops for work use should use department-owned laptops or discuss the need for one with their supervisor. Laptop computers in the check-out program belong to the IAIA community, and each individual should treat these items respectfully.

This policy outlines the responsibilities that students must accept when they check out a laptop computer from the Institute of American Indian Arts (IAIA). This policy applies to all students who check out a laptop computer from the Institute. The IT department provides support for all IAIA-owned systems which are available for checkout. This includes managing inventory, installation of hardware, network issues, support of core software (i.e., the operating system and standard software), and troubleshooting.

ACADEMIC POLICIES

Students of the College may use the same physical laptop within a short span of time; therefore, there are certain risks for laptop users. These include, but are not limited to:

- Theft of College property - laptops are easy to steal which may make them common targets of theft.
- Exposure of sensitive information - misplaced or unsecured laptops may expose sensitive information to the public. In addition, confidential files containing sensitive information may be left on the laptop and be seen by another individual who checks out the same machine.
- Exposure of private information - in addition to information that is sensitive, private information may also be exposed when the laptop is stolen or checked out by another individual.
- Damage of College property - laptops are susceptible to damage, both due to their portable nature and their relatively fragile construction.

Borrower Responsibilities

When an IAIA student checks out a laptop, s/he accepts responsibility for safeguarding the laptop itself as well as the data stored on the laptop.

Laptop users are expected to exercise reasonable care and take the following precautions:

- Take appropriate steps to protect the laptop from theft.
- Do not leave the laptop unattended in a public area.

Do not work on or save sensitive information on a laptop without taking appropriate precautions:

- Any files the borrower creates and wants to keep should be transferred to his/her personal external device (e.g., flash drive) before the loaner unit is returned.
- When a laptop is returned to IT, all personal data is removed. The Institute is NOT responsible for any loss of personal data that is left on a laptop after its return.

Be aware that private information left on the laptop may be visible to others

- The laptops are periodically re-imaged, which results in the erasure of all files left on the laptop.

- You are responsible for erasing your files containing your private information before returning the laptop.
- IT staff will answer any questions regarding how to protect your privacy.

Take care to protect the laptop from damage

- Laptops should not be used in locations that might increase the likelihood of damage.
- Laptops should be kept in a padded carrying case or sleeve during transportation.

Report damage, loss or theft as soon as possible to IAIA IT Department at 424-2327.

If a laptop is damaged, lost or stolen and the above precautions were not followed, the student to whom the laptop was provided will be held responsible for part or all of the cost of repairing or replacing the laptop. The determination of responsibility will be made by the IT Department.

LIBRARY BUILDING USE POLICY

Food is not allowed in the Library. Beverages are allowed only in cups with screw-on lids.

Noise from conversation or cell phones must be kept at a low level so as not to disturb other patrons. Any prolonged conversation should take place in the corner area beyond the computer bar or in one of the study rooms. Library patrons who are disruptive will be asked to leave.

A phone for outgoing calls is available for patron use in the corner area beyond the computer bar. Library staff phones are not to be used by patrons. Library staff will not take messages for students.

The three study rooms are primarily for student use/ group study use. They may be reserved in advance by contacting Library staff or be used when not occupied during normal Library hours.

The IAIA Library provides an adult, unsupervised environment for the purpose of academic research and support of the college's curriculum. Children will not be monitored or supervised by the staff; therefore the safety of unattended children cannot be guaranteed. Consequently children under the age of 15 who are not IAIA students must be accompanied and supervised by a

parent or adult guardian at all times. Children who are disruptive will be asked to leave the library.

Unattended belongings are not the responsibility of the Library and staff cannot guarantee the security of these items. Items left at closing time will be put in the Library Lost and Found and may be identified for return the following day. Security will not open the Library after closing for students to retrieve their belongings.

LOST OR DAMAGED EQUIPMENT POLICY

Students will be assessed a replacement fee to cover the costs of equipment or tools lost or damaged while in their possession or use or not returned. The student's registration, diploma, and/or transcripts will be held until the student settles the charges with Student Accounts.

NETWORK, COMPUTER, AND COMMUNICATION DEVICE ACCEPTABLE USE POLICY

1. General

The Institute of American Indian Arts (hereinafter: IAIA) provides communication and computing services to IAIA faculty, staff, and students (hereinafter: User and Users). Additionally, authorized third parties may be granted temporary access to IAIA communication and computing resources and when using those resources will be considered Users. IAIA communication and computing resources are used to support the educational, research, and public service missions of the Institute. Activities involving these resources must be in accord with the Institute's honor codes, Policies and Procedures Manual, student handbooks, and relevant local, state, federal, and international laws and regulations. The use of IAIA computing services is a privilege. Users who have been granted this privilege must use the services in an appropriate, ethical, and lawful manner. Unauthorized access is prohibited and may be monitored and reported to the proper authorities.

1.1 Scope

For the purposes of this policy, the term "communication and computing services" includes all IAIA information and systems using hardware, software, and network services including computer resources entrusted to IAIA by other organizations. Computing services explicitly

includes the use of network services by personally owned computer systems (hereinafter: personal systems) which have been granted access to IAIA-provided network services for authorized Users.

1.2 Definitions

As used herein:

- A. "Access" means the ability to read, change or enter data using a computer or an information system.
- B. "Information technology resources (IT resources)" means all computer hardware, software, databases, electronic messaging systems, communication equipment, computer networks, telecommunications circuits, and any information that is used by IAIA to support programs or operations that is generated by, transmitted within, or stored on any electronic media.
- C. "Mobile data storage media;" includes all forms of computer data storage and transport, including, but not limited to, computer floppy disks, writable CDs and DVDs, solid state storage cards, mobile computer storage and playback devices: including, but not limited to MP3 players, USB and Firewire drives, mobile phones or smart phones and personal digital assistants (PDAs).
- D. "Restricted personal data" means data containing confidential personal information including addresses, medical information, and financial data as defined by federal or state statute or board policy.
- E. "Security mechanism" means a firewall, proxy, internet address-screening or filtering program, or other system installed to prevent the disruption or denial of services or the unauthorized use, damage, destruction, or modification of data and software.
- F. "User" and "Users" means all persons who are granted access to IAIA's information technology resources.

2. Rights and Responsibilities

Under this policy, all Users are required to act ethically and legally, to protect the integrity and security of the resources, and to comply with all applicable laws, contractual obligations and regulations. Users must also abide by all the prevailing policies, rules, guidelines and standards applicable to the use IAIA Information Technology (IT) facilities and services, as announced by the IT department or as promulgated on the IAIA website from time to time.

ACADEMIC POLICIES

2.1 Disclaimer

IAIA does not provide a warranty, either expressly or implied, for the computing services provided. IAIA reserves the right to limit a computer User's session if there are insufficient resources, and to cancel, restart, or hold a job, process, or program to protect or improve system performance if necessary.

2.2 User Responsibilities

Users are responsible for all their activities using computing services and shall respect the intended use of such services. IAIA has specific rules and regulations that govern the use of equipment at each site and Users shall comply with the rules and regulations governing the use of such computing facilities and equipment. Users must understand and keep up-to-date with this policy and other applicable IAIA policies and procedures. Users shall respect all copyrights including software copyrights. Users shall not reproduce copyrighted work without the owner's permission. In accordance with copyright laws, including the Digital Millennium Copyright Act, the IAIA Information Technology Department, upon receipt of official notice from a copyright owner, may authorize blocking access to information alleged to be in violation of another's copyright. If after an investigation information is determined by IAIA <Counsel's Office?> to be in violation of another's copyright, such information will be deleted from IAIA computing systems.

Acceptable use of resources REQUIRES that Users:

- use resources only for authorized purposes;
- protect their user id and systems from unauthorized use. Each User is responsible for all activities on their user id or that originate from their systems;
- access only information that is their own, that is publicly available, or to which the User has been given authorized access;
- use only legal versions of copyrighted software in compliance with vendor license requirements;
- protect all IAIA-owned information assets, i.e., all the IAIA-related data you use in all of your IAIA-related work, by adhering to the IAIA Information Backup Policy which requires the periodic backup of IAIA-owned information to a central location;
- be considerate in your use of shared resources. Users

must refrain from monopolizing systems, overloading networks with excessive data, degrading services, or wasting computer time, connect time, disk space, printer paper, manuals, or other resources;

- immediately report the loss (or any other potential compromise) of any IAIA resource, to the IAIA Information Technology Department; [Loss or compromise includes actual loss, damage that requires repair, compromise of data, and any other circumstance which might expose IAIA information assets to any unauthorized person.]

It is NOT ACCEPTABLE to:

- use another User's system, files, or data without permission;
- use computer programs to decode passwords or access control information;
- attempt to circumvent or subvert system management or security mechanism;
- engage in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, or damaging files or making unauthorized modifications to IAIA data;
- use IAIA systems for commercial or partisan political purposes, such as using electronic mail to circulate advertising for products or for political candidates;
- make or use illegal copies of copyrighted materials or software, store such copies on IAIA systems, or transmit them over IAIA networks;
- to violate the IAIA Acceptable Email Use Policy by using mail or messaging services to harass or intimidate another person, for example, by broadcasting unsolicited messages, by repeatedly sending unwanted mail, or by using another User's name or user id;
- use IAIA's systems or networks for personal gain; for example, selling access to your user id or to IAIA systems or networks, or performing work for profit with IAIA resources in a manner not authorized by the Institute;
- use programs that degrade the available bandwidth, including but not limited to music/radio programs, videos, peer-to-peer sharing services, and game playing from Internet sites, unless these programs are incorporated into instruction;

- transfer any restricted personal data and / or student record data under the purview of the Family Educational Rights and Privacy Act (FERPA) to any non-IAIA personal mobile data storage media or any non-IAIA owned computers;
- install or use any encryption software on any of IAIA's computers or mobile data storage media without first obtaining written permission from their supervisor. Even with such permission, encryption keys and passwords must be made available to the supervisor;
- undertake any form of activity deemed to be malicious by the IT Dept. concerning IAIA computing or network resources.

2.3 Misuse of Computing Services

IAIA reserves the right to sanction a User pursuant to Section 4. herein if it is determined, after an investigation by the appropriate office, that the User violated federal or state law or IAIA policy by misusing IAIA computing services. In addition to other standards listed in this policy, examples of misuse include, but are not limited to:

- attempting to defeat or circumvent any security measures, controls, accounts, or record-keeping systems;
- using systems for unauthorized access;
- intentionally altering, misappropriating, dismantling, disfiguring, disabling, or destroying any computing information and/or services;
- using computing services for workplace violence of any kind as defined in the IAIA Policy and Procedures Manual, sections 2.4, 2.7, and 2.8;
- using computing services for unlawful purposes including fraudulent, threatening, defamatory, harassing, or obscene communications;
- invading the privacy rights of anyone;
- disclosing or using non-public information for unauthorized purposes,
- disclosing student records in violation of the Family Educational Rights and Privacy Act of 1974 (FERPA); or
- violating copyright laws.

2.4 Incidental Personal Use

IAIA allows incidental personal use of computing services. Such use must not interfere with a User

fulfilling his or her job or student responsibilities, interfere with other Users' access to resources, or be excessive as determined by the IT Department.

3. Monitoring and Privacy

Users, including managers, supervisors, and systems administrators shall respect the privacy of other Users. Users must be aware, however, that computing systems can never be totally secure and the IAIA cannot guarantee privacy.

Users expressly waive any right of privacy in anything they create, store, send, or receive on the computer or through the Internet or any other computer network.

Users consent to allowing authorized persons to access and review all materials users create, store, send, or receive on the computer or through the Internet or any other computer network.

3.1 Activity Retention

While IAIA does not routinely monitor individual usage of its computing resources, the normal operation and maintenance of IAIA's computing resources require the backup and storage of data and communications, the logging of activity, the monitoring of general usage patterns, and other such activities that are necessary for the rendering of services.

3.2 Activity and Data Retrieval

IAIA may also specifically access and examine the account of an individual User if necessary to comply with federal or state law or if there is reasonable suspicion that a law or IAIA policy has been violated and examination of the account is needed to investigate the apparent violation. Requests for access based on reasonable suspicion must be approved in writing, in advance, by the appropriate Director or Administrator. Each request must specify the purpose of access and such access will be limited to information related to the purpose for which access was granted. If such access is being requested by a senior executive, access must be approved by the President. If such access is being requested by the President, access must be approved by the two other senior executives.

Accessing a faculty member's computer files for work-related, non-investigatory purposes--e.g., to retrieve a file or document needed while the faculty member who maintains the file or document is away from

ACADEMIC POLICIES

the office--is permitted and does not require authorization by a Director or Administrator as long as access is limited to the work-related need. When a faculty member separates from IAIA, work-related files remain the property of IAIA.

Communications and other documents made by means of IAIA computing resources are generally subject to disclosure to the same extent as they would be if made on paper. Information stored electronically may also be made available in administrative or judicial proceedings; therefore, all faculty members are urged to use the same discretion and good judgment in creating electronic documents as they would use in creating written paper documents. IAIA will disclose illegal or unauthorized activities to appropriate IAIA personnel and/or law enforcement agencies.

4. Failure to Comply

Violations of this policy will be treated like other allegations of wrongdoing at IAIA. Allegations of misconduct will be adjudicated according to established procedures.

4.1 Sanctions

Use of IAIA computing services in violation of applicable laws or IAIA policy may result in sanctions, which may include, but are not limited to, one or more of the following:

1. temporary or permanent withdrawal of use privilege;
2. disciplinary action according to applicable IAIA policies, up to and including, expulsion from IAIA or discharge from a position; and/or
3. legal prosecution under applicable federal and/or state law.

EQUIPMENT CHECKOUT POLICY

Equipment usage at IAIA is limited to educational purposes serving the students at the Institute of American Indian Arts. Therefore the following uses and restrictions will apply.

All equipment, including computers, printers, cameras, light kits, sound kits, etc. is limited to:

1. Students enrolled full time, on-campus classes that require use of the equipment as part of fulfilling

course requirements. If this equipment is to be taken off campus for any reason, this must be indicated when equipment is checked out.

2. Fulltime and part-time faculty who may check out equipment for use during their classes for instructional use. If this equipment is to be taken off campus for a field-based course experience, this must be indicated when equipment is checked out.
3. Professional media artists working with IAIA on special projects or programs that provide direct service to our students through internships or by other means. Professional media artists' use of equipment must not conflict with instructional purposes as classroom needs will always take precedence. Requests by professional media artists affiliated with IAIA and serving IAIA students must be approved by the Director of Academic Technology and the Academic Dean. In each circumstance, the President must be consulted.

NOTE: Equipment may be available for a fee for reasons other than those listed above. Please consult the Academic Technology director or the Academic Dean.

POSTHUMOUS DEGREE/CERTIFICATE OF RECOGNITION POLICY

Enrolled students whose untimely death prevents degree completion may be awarded a posthumous degree. Posthumous degrees may be awarded to deceased undergraduate students who are registered in the last year (thirty credit hours) of their degree plan and meet all university, college, and department GPA requirements. Posthumous degrees must be requested by the deceased student's family, recommended by the faculty of the major department and the Academic Dean and approved by the President.

In cases where it is determined that an undergraduate student did not meet the above requirements for a degree, a "posthumous certificate of recognition" may be awarded, if appropriate, by the Registrar's Office. The certificate recognizes a student's progress toward the attainment of a degree. The certificate will be noted on the student's transcript.

PRIVACY POLICY: FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

In accordance with FERPA (P.L. 93-380) (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/>), college records are confidential. These records consist of the student's admission application, high school and/or college transcripts, records of grades and academic standing, and any notes, memos, or letters about the student's scholastic progress.

The only people who have access to a student's file are:

- College faculty and staff who are conducting College business
- Federal, state, and local officials who by law must receive information from The College
- Any party designated by judicial order or subpoena, provided The College notifies the student.
- Anyone who has the student's written consent.

STUDENT FINANCIAL RESPONSIBILITY POLICY

It is the policy of IAIA to provide educational programs, room and board, and social opportunities for students at a cost compatible with its unique mission and high quality standards. IAIA strives to make all charges and fees clear and well known. Each student is responsible for knowing and understanding these charges and fees and for meeting his/her financial responsibilities to IAIA on time. IAIA understands that most students receive financial assistance from third parties, including their tribes and the federal government; however, the ultimate responsibility for satisfying his/her financial obligations to IAIA is the student's.

A student's failure to meet his/her financial obligation has a negative impact on IAIA and the IAIA community. Accordingly, IAIA has adopted the following terms and conditions regarding payment of IAIA tuition, fees and charges:

1. Payment of tuition, fees, room and board charges are due and payable at the time of registration.

2. A student may be dropped from classes or removed from IAIA housing if a check issued to IAIA for payment is returned for nonpayment. The unpaid balance of tuition and fees, plus a \$25.00 returned check charge, will become due and payable immediately.
3. Any student finishing the semester without paying all amounts due to IAIA will be prohibited from registering for any additional classes at IAIA, from obtaining, receiving or sending transcripts, from graduating, and from receiving any other IAIA administrative services.
4. If a student's enrollment at IAIA is terminated for any reason, the unpaid balance of tuition and fees shall be due and payable immediately.
5. If a student has a schedule change (e.g., dropping or changing classes) that results in a refund being due, the refund will first be applied to any unpaid balance owed to IAIA, including but not limited to amounts owed on any promissory note(s) to IAIA.
6. Students scheduled to live in IAIA housing must have their accounts in good standing by the first day of the semester. Good standing means the student's room, board, tuition and other fees are paid in full. Students whose accounts are not in good standing by the first day of the semester are subject to having housing reservations voided and being placed on a waiting list for housing.
7. Students who fail to meet their financial obligations to IAIA, including but not limited to defaulting on payment of an IAIA promissory note or failing to pay tuition, fees, or charges, may be referred to a collection agency. IAIA may also pursue payment and its rights, including payment of interest and attorneys fees, pursuant to the Federal Debt Collection Procedures Act, 28 U.S.C. § 3001 et seq.

ACADEMIC POLICIES

TEXT BOOK DISCLOSURE POLICY

IAIA complies with the federal regulation requiring textbook disclosure. The student database system, Empower, provides easy access to course registration information. Each course offered includes a paragraph description of the course followed by information on required books and materials and approximate costs for these books and materials. Additionally the College Bookstore supplies most of the required books and materials to make them easily accessible to students. Students may also shop around for the best deal and in most cases may purchase used books for their classes.

USE OF PHOTOGRAPHIC REPRODUCTIONS OF STUDENT ART WORK

IAIA requests that students consider allowing IAIA to use photographic reproductions of their artwork for educational and/or promotional purposes when no direct revenues are generated. Such purposes include, but are not limited to, use by faculty or staff in class presentations, the creation of image databases for library collections, assessment of student progress, graphics used on the IAIA website, production of the IAIA catalog, brochures, posters and promotional materials distributed by IAIA.

If IAIA produces a product that includes photographic reproductions of student artwork and generates revenue, a fee will be paid to the student. Such products may include, but are not limited to, posters, calendars, books and CD-ROM products. Students will be asked to sign a release, giving approval to IAIA to use photographic reproductions for various non-revenue generating purposes. The release will list several categories for consideration.

WITHDRAWAL POLICY

FACULTY may initiate student withdrawal from a class for only the following two reasons:

1. Lack of attendance according to the Attendance Policy
2. Behavioral violation according to the Studio and Classroom Conduct Policy

The faculty member must follow the correct procedure and complete the appropriate form and submit it to the Registrar to withdraw a student.

A faculty member cannot enter a “W” onto the midterm or final grade sheet.

Only the Registrar can enter the W onto the grade sheet.

A STUDENT may initiate a withdrawal from a course with their advisor’s permission before the last day to withdraw (see academic calendar). See “Changes in Enrollment” for current policies on student-initiated withdrawal. These are not being changed by this policy revision.



DR. ANN FILEMYR is the Academic Dean of the College at IAIA. A leader in curriculum design, she has more than twenty years of experience in higher education and four years as a non-profit arts organization

director. She is also a poet and writer.

Her innovative curriculum design reflects values-based educational initiatives. She believes the purpose of education is to provide a structure for the acquisition of skills, attitudes, and knowledge for personal and social transformation.

EDUCATION

She holds a B.Ph. in Creative and Performing Arts from Thomas Jefferson College of Grand Valley State Colleges, Michigan, an M.A. in English with an emphasis in poetry from the University of Wisconsin and a Ph.D. in Environmental Communications from Union Institute and University, Ohio.

MAJOR PROFESSIONAL ACTIVITIES

Dean Ann, as Dr. Filemyr is called on campus, has been trained as a peer evaluator with the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). She presented the IAIA ePortfolio assessment system at the HLC 2009 annual conference in Chicago. She led a faculty team in the development of core competencies and the redesign of learning outcomes assessment. The team attended the June 2010 New Mexico Higher Education Assessment and Retention (NMHEAR) retreat. She is also a member of the Board of Trustees of Southwestern College in Santa Fe.

Her key contributions over the past seven years at IAIA include: re-organizing all academic support services and functions into a 'one-stop shop' to better support student success; attracting necessary funds and supporting the development of IAIA's first certificate in entrepreneurship; founding the new media arts department; helping to start up the new Indigenous liberal studies major; attracting funds to begin a campus-wide program of fitness and wellness; and helping develop the first art history minor to strengthen both studio arts and museum studies degree programs. In addition, Dean Ann teaches occasionally in the Creative Writing Program.

Dean Ann has had the privilege in partnering with the dynamic IAIA faculty to develop our Baccalaureate degree programs to better prepare IAIA students to successfully enter graduate and professional programs. She has supported the development of a core general education program. She has supported strengthening developmental studies to better link pre-college courses to success in college courses. She initiated high school outreach and through dual credit IAIA now offers courses off-site at high schools serving Native American students.

Innovations in our academic technology, arts and media technology continue to grow and thrive under the Dean's leadership. The new Fabrication Laboratory (Fab Lab); Digital Dome: Motion Capture system; 3-D scanning and printing capacity; and related art-based technologies create the perfect platform for students to learn about digital artforms and new experimental modes of expression. What 21st century Native artists will create with these new forms remains to be seen. IAIA hopes to be the place for these emerging artists to learn and grow.

In addition to her commitment to higher education and faculty development, she continues her work in traditional healing and the role of women as healers. Recent presentations on this topic include the annual summer lecture series at SMU-Taos in May 2012, and keynote presentations at the biennial conference of the Association for the Study of Women and Mythology in 2010 and the 2009 Council Grove Conference on Consciousness. She leads an herbal workshop for Native American elders as part of the annual Elders Day Gathering at IAIA.

She is a poet and a writer. Two recent books of poetry include, *Growing Paradise* (LaNana Creek Press, 2011) and *The Healer's Diary* (Sunstone Press, 2012). She won an Honorable Mention for the poem, *Love Enough*, in the Robinson Jeffers 2012 Tor House Award. She contributed a chapter on two traditional sacred female figures of the Anishinaabeg (Ojibwe/Chippewa), entitled, "Nokomis Tibik Giizis and Mindemoya: Grandmother Moon and Old Woman of the Mists," in the anthology, *Goddesses in World Culture* (Praeger, 2011). She helped edit, *White Shell Water Place* (Sunstone 2012), an anthology presenting Native American perspectives on Santa Fe's 400th anniversary. She has written an "Open Letter to Lloyd Kiva New," which will be published in IAIA's upcoming anthology celebrating our 50th anniversary.

ACADEMIC RESOURCES / STUDENT SUCCESS CENTER

STUDENT SUCCESS CENTER

Staff:

Nena Martinez Anaya, M.Ed., Director

Lala Gallegos, Financial Aid Director

Diane Reyna, SSC Coordinator (Taos/Ohkay-Owingeh)

Jane Hindman, Ph.D., Retention Specialist

Jim Rivera, Career & Scholarship Advisor (Yoeme [Pascua Yaqui])

Alissa Chavez-Lowe, Academic Outreach Coordinator

Michael Varela, Student Accounts Technician

Leah Boss, Office Coordinator (Laguna/Hopi/Akimel O'Odham)

The change from a home to a college environment presents many challenges, academic, social and personal. Different styles of learning and different achievement levels may require help and support. That is what the Student Success Center is designed to do in a "One-Stop-Shop" location. It is a program for student success in a time of great growth and challenge. At the Student Success Center, we provide a safe and supportive learning environment for students of all levels of college preparation.

The Student Success Center offers: Tutoring, Mentoring, Disability Services, Veteran Educational Benefit Services, Financial Aid Services, Student Account Services, Scholarship/Career Services, Early Alert/Dual Credit Services, College Placement Testing Services, Student Academic Record Services and other support for individual students or groups. We host a weekly Talking Circle and pot-luck meal where students come together to share their thoughts and feelings about the week in a safe, healing and confidential environment. With the collaboration of the college, we jointly support the First Year Program, which provides developmental and college-level instruction in English and mathematics so necessary to success.

The purpose of the Student Success Center (SSC) is to support student learning and success. It is a place where students can rest, study and seek assistance from the Student Success Center's faculty and staff. The SSC includes comfortable living room couches and chairs, a kitchen and a table where students can share a meal and/or study. It also houses the Learning Lab (Tutoring Center), which provides Learning Specialists in English and Math to tutor students. Faculty who teach Essential Studies courses in English, Math and Science work with students in offices located in SSC. Most First Year Academic Advisors are located at SSC.



ACADEMIC RESOURCES / STUDENT SUCCESS CENTER

MISSION

The mission of the Student Success Center (SSC) is to provide a welcoming place and provide services to support the whole student (intellectual, emotional, spiritual and physical).

GUIDING STATEMENT

The SSC is dedicated to providing a nourishing place for the services that strengthen our students' ability to flourish and succeed.

PHILOSOPHY

We believe learners thrive in a safe and nurturing environment. We are committed to creating and sustaining an intentional space that fosters community and provides networks of academic and personal support.

GOALS

- To provide the tools and knowledge students need to succeed
- To serve as a model for other colleges in how to use evidence-based practices to retain and support the whole student
- To lead IAIA's student retention effort

LEARNING OUTCOMES

Students will be able to:

- Utilize and sustain an intentional space that is safe and supportive
- Develop a network of support within the SSC and across campus
- Apply tools and techniques acquired in SSC programs in appropriate academic and personal contexts

SERVICES

- Orientation (Support for students' transition to college)
- Learning Lab (Tutoring Center)
- College Placement Testing
- Academic advising for first-year students
- Supplemental academic instruction via tutoring and computer-based, self-paced learning
- Peer Mentoring
- Student Accounts
- Financial Aid
- Scholarship/Career Services
- Registrar/Records/Course Scheduling
- Dual Credit
- Early Alerts/Excessive Absences Alerts (Intervention for at-risk students each semester)
- Disability Services
- Veteran Enrollment Services
- A comfortable, safe physical space that provides a
- Retention data to serve campus-wide retention efforts
- Support for students at midterm and finals

TUITION AND FEES

2012-2013 TUITION AND FEES

	1-18 CREDITS	OVER 18 CREDITS
Domestic (United States) Students	\$130 per credit	\$1,560 + \$130 for each credit over 18
International Students:		
Canadian First Nations Students	\$130 per credit	\$1,560 + \$130 for each credit over 18
Other International Students	\$260 per credit	\$3,120 + \$260 for each credit over 18

GENERAL COST INFORMATION

(Subject to Change)

STUDENTS	FALL SEMESTER	SPRING SEMESTER
Tuition for full-time enrollment (12 credits)	\$1,560.00	\$1,560.00
Books and supplies	\$1,290.00	\$1,290.00
Meal Plan (optional for off-campus students):		
19 meals	\$1,723.00	\$1,723.00
14 meals	\$1,270.00	\$1,270.00

Presentation of student id card is mandatory at each meal or cash payment will be required

STUDENTS WHO LIVE ON CAMPUS

Family Housing, \$725/month	\$3,625.00	\$3,625.00
Double Room	\$1,461.00	\$1,461.00
Single room (if available)	\$2,211.00	\$2,211.00
19-Meal Plan (required for first-time freshman on-campus students)	\$1,723.00	\$1,723.00
14-Meal plan (optional for sophomore-senior on-campus students)	\$1,270.00	\$1,270.00

MISCELLANEOUS FEES

Associated Student Government (ASG) fee*†	\$ 50.00 per semester
Admissions Application fee	\$ 25.00
Activity Fee	\$ 25.00 per semester
Technology Fee	\$ 25.00 per semester
Duplicate diploma fee	\$ 30.00
Graduation fee (include with application)	\$ 45.00
Key deposit & mailbox fee (refundable)	\$ 20.00
Photography equipment lease (non-refundable)	\$ 75.00 per course
Returned check fee	\$ 25.00
Student ID replacement card	\$ 20.00
Studio fee (for each studio course)	\$ 40.00
Transcript fee (per transcript)**	\$ 2.00

MISCELLANEOUS DEPOSIT

Family housing deposit	\$250.00
Housing deposit	\$100.00
Classroom/Library Deposit (refundable; applies to all students taking a course on-campus)	\$ 50.00

Please see “Course Descriptions” for additional course fees if applicable.

* *Does not apply to “NON-DEGREE seeking” students*

† *Does not apply to summer semester registration*

** *No transcript fee for scholarship applications sent directly from the Registrar’s Office for currently enrolled students*

NOTE: Summer semester fees will be based on Spring semester costs

PAYMENT OF EXPENSES

STUDENT RESPONSIBILITY FOR FINANCIAL OBLIGATIONS

It is the responsibility of the student to understand his/her financial obligations to IAIA and to ensure that these are paid on a timely basis so as to permit the uninterrupted completion of his/her educational program. The student is responsible for the payment of all charges, including tuition, room and board, and fees at the time of registration. A student will not receive transcripts, statements of matriculation or a diploma until all financial obligations to IAIA are paid in full. A student will not be allowed to register for subsequent semesters until his/her outstanding account has been paid in full.

THIRD PARTY PAYMENT

- If parents, guardians or tribal agencies wish to accept responsibility for payment of a student’s charge, then the student must forward a copy of the statement to them or make arrangements with Student Accounts.
- If a student is eligible for financial assistance from a tribe or other agency, and payment from the awarding agency has not been received at the time of registration, the student will be granted a deferment in that amount upon receipt of a signed award letter. A student’s registration may be cancelled if all fees are not paid or a payment plan has not been approved by Student Accounts.

ASSISTANCE FROM IAIA

• One-time exemption

No student will be permitted to register for classes or to reserve on-campus accommodation with IAIA who has an unpaid balance of \$300 or more on his/her account. However, for one time only, when a student has a balance due to IAIA that does not exceed \$750.00 at the end of a semester, he/she will be permitted to register for classes and to reserve on-campus accommodation for the following semester. The balance due, along with any additional unpaid charges, must be paid down below \$300 before the student will be permitted to register for

classes or to reserve on-campus accommodation for any subsequent enrollment period.

• Payment Plan

A student whose financial obligation has not been met may be eligible for a payment plan. Payment plans are created on an individual basis by the Student Accounts Office. To be eligible for a payment plan, a student must have no prior outstanding financial obligation to the College and must sign a promissory note with Student Accounts Office. Pre-registered students must have a signed “payment plan” in place by August 4, for the Fall semester and January 4, for the Spring semester or the student’s registration will be dropped. If the student has been awarded financial aid and this amount covers the cost of attendance, the Student Accounts Office will be notified by the Financial Aid Office and a payment plan is not required. If a payment plan is contracted or extended, the student must pay 1/3 of his/her balance by registration and the remainder by the last day of the month prior to the end of the semester. Students who have pre-registered, must meet with the Student Accounts Office to arrange a payment plan.

• Student Account Credit for Books and Supplies

Eligible students may apply to receive up to a \$400 advance per semester to be used for the timely purchase of books and supplies from the vendors of their choice. Applications and requirements for this advance are available through Student Accounts Office and eligibility is determined by the Financial Aid Office.

• Collection Agency

The student is responsible for the payment of all charges, including tuition, room and board, and fees at the time of registration. Pre-approved scholarships, grants and financial aid will be considered as payment for the duration of the semester. If financial aid is not expected by the student then it is the responsibility of the student to sign a promissory note and make monthly payment arrangements. This must be done within the first 30 days a student is registered. Any past due debts exceeding 120 days may be sent to a collection agency.

FINANCIAL AID

FINANCIAL AID OFFICE

Director: Lala Gallegos

Scholarship & Career Advisor: Jim Rivera (Pascua Yaqui)

FINANCIAL AID

The primary purpose of student aid is to provide financial resources to students who would otherwise be unable to pursue post-secondary education. At IAIA, every effort is made to meet the demonstrated financial need of all students.

IAIA awards financial aid based on demonstrated financial need, except when funds are specified for recognition of special talents and performance. However, when aid is not need-based and represents a significant portion of institutional assistance, IAIA makes every effort to redirect funds to assist students with a demonstrated financial need. In addition, IAIA continually monitors need-based financial aid awards so that students do not exceed eligibility requirements.

IAIA recognizes that the student and the student's family bear the primary responsibility for financing a student's post-secondary education. Financial assistance is meant to supplement the student's or the family's financial contribution.

IAIA provides assistance for students to look for, obtain, and make the best use of all available financial resources. In addition, IAIA protects the confidentiality of the economic circumstances of students and their families. Student records are confidential; information will only be released with written consent from the student. To qualify for financial aid from IAIA, a student must be enrolled as a degree-seeking full-time student.

GENERAL FINANCIAL AID INFORMATION

STUDENT FINANCIAL AID RESPONSIBILITIES AND RIGHTS

Students are responsible for:

- Completing financial aid applications correctly and on time
- Reading and understanding all materials sent from the Financial Aid Office
- Understanding and complying with the rules governing the financial aid received
- Providing all documentation requested by the Financial Aid Office
- Maintaining satisfactory academic progress
- Notifying the Financial Aid Office of all resources not listed on student's award letter
- Using aid only for expenses related to attending IAIA

Students have the right to:

- Be informed of the procedures to apply for aid, the cost of attendance, how financial need is determined for aid
- Be informed of the type and amount of aid, how much of the student's need has been met, and how and when (if applicable) excess funds will be disbursed
- View the contents of the student's own financial aid file in accordance with the Family Educational Rights and Privacy Act
- Understand the job description and pay rate for any work-study job which the student holds or for which the student may apply

CONSORTIUM AGREEMENT: STUDENTS ENROLLED AT MULTIPLE INSTITUTIONS

If a student is enrolled at another eligible institution, and is taking courses applicable to his or her program of study at IAIA, and wants to use the credit hours from the other institution towards his or her part-time or full-time status at IAIA, the student must complete a Consortium Agreement. If the agreement is not completed and followed, the student's credit hours at the other institution will not be considered when completing the student's financial aid package at IAIA. The agreement is available at the Records/Financial Aid offices.

NEEDS ANALYSIS: DETERMINING ELIGIBILITY FOR FINANCIAL AID

A student's financial eligibility is defined as the total Cost of Attendance (COA) minus the student's Expected Family Contribution (EFC). The EFC is determined by a federal formula used for all students by the U.S. Department of Education (USDE). COA includes the following elements: tuition and fees, room and board, books and supplies, transportation, and reasonable personal expenses. For students with children, COA may include childcare

expenses. The institution determines the COA. However, federal law determines the elements of the COA. At IAIA, the Free Application for Federal Student Aid (FAFSA) is used to determine the student's Expected Family Contribution (EFC). The EFC is based on income, assets, size of family, age of parents, number of working parents, number of students in college (excluding parents), and extraordinary circumstances. The FAFSA must be completed to determine a student's eligibility for Federal Financial Aid.

SOURCES OF FINANCIAL AID

At IAIA, a student's award and sources of available aid may include the following:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study
- New Mexico State Aid
- Private Scholarships

IAIA chooses not to participate in the Student loan or the Parent PLUS loan programs.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

The form for applying for Federal Student aid is the FAFSA (Free Application for Federal Student Aid).

Ways of Submitting a FAFSA:

- (1) Submit a paper FAFSA, found at any library or high school, or
- (2) Complete a FAFSA on the Web, at www.fafsa.ed.gov.

Reapplication: A FAFSA application is good for only one academic year: each academic year a student must reapply. The 2012-2013 FAFSA can be used for the Fall of 2012 and Spring of 2013.

Priority Deadlines: If applying for the Fall semester, a student should submit a FAFSA by April 1. If applying for the Spring semester, a student should submit a FAFSA by December 1.

Institutional Code

The FAFSA requires an institutional code. The College's institutional code is 014152.

Independent/Dependent Student Status

The FAFSA requires a student to apply as independent of or dependent on parental support. The Federal definition of an independent student is one who:

- Is 24 years old or older (in most cases)
- is a veteran of the US Armed Forces
- Is an orphan or ward of the Court
- Has legal dependents other than a spouse
- Is married or
- Is a graduate or professional student

For help in completing the FAFSA, you may contact the Financial Aid Office at 505-424-5724 or 800-804-6422.

FINANCIAL AID

OVER-AWARDS

Students who have exceeded in scholarships, grants, the Cost of Attendance (COA) will have need based aid returned to comply with mandated U. S. Department of Education regulations.

Returned aid will be done in the following manner:

- Work Study
- Campus Based Aid
- Federal Aid
- Institutional Aid

“An over award is created when a student’s aid package exceeds the student’s need.”

This following information is from the FSA Handbook and regulations from the U.S. Department of Education. Accessible online at: <http://www.ifap.ed.gov/ifap/>

“If the school learns that a student received financial assistance that was not included in calculating the student’s eligibility for aid, and that assistance would result in the student’s total aid exceeding his or her financial need, (over award) the school must take steps to resolve the over award”.

34 CFR 673.5

***Please keep in mind that this applies only to students who receive need-based aid.

TYPES OF FINANCIAL AID

Federal (TITLE IV) Student Aid

Federal Student Aid is administered by the U. S. Department of Education. Applying for Federal Financial Aid is free; the application is called the Free Application for Federal Student Aid, or FAFSA.

TYPES OF FEDERAL STUDENT AID: GRANTS, WORK-STUDY

GRANTS are financial aid funds that do not have to be repaid. Federal Grants are based on need, cost of attendance, and enrollment status. There are two types of Federal grants: the Federal Pell Grant and the Federal Supplemental Educational Opportunity Grant (FSEOG). FSEOG funds are limited and are awarded to students with exceptional financial need in accordance with Federal guidelines. New Mexico Student Supplemental

Incentive Grants are targeted to New Mexico residents and are supplemental to other forms of financial aid.

WORK-STUDY is a form of self-help. Work-study enables students to earn money while in school to help pay for their educational costs. Students who are interested in work-study positions must contact the Career and Scholarship Office and eligibility is determined by the Financial Aid Office.

ELIGIBILITY FOR FEDERAL STUDENT AID

In order to receive Federal Student (Title IV) Aid, a student must:

- Demonstrate financial need;
- Have earned a high school diploma or General Education Development (GED) Certificate, or meet standards approved by the U.S. Department of Education, or have completed high school education in a home school approved by the student’s state;
- Be enrolled or accepted for enrollment as a regular student in an eligible program;
- Be a U.S. citizen or eligible non-citizen, including students with at least 50% Native American blood who are born in Canada;
- Have a valid Social Security Number;
- Make satisfactory academic progress at the attending school; (see Academic Progress, p. 73)
- Certify that he/she will use Federal Student Aid only for educational purposes;
- Not have borrowed in excess of aggregate or annual Federal Student Loan (Title IV) limits;
- Not be in default on a Federal Student Loan (Title IV loan);
- Not owe a repayment for a Federal Student Grant (Title IV grant); and
- Comply with the Selective Service registration requirements.

Note: Students with previous baccalaureate degrees are not eligible for the Federal Pell Grant. However, they may be eligible to receive work-study funds, and/or institutional scholarships. Also note that the Entrepreneurship Certificate Program is not eligible for Title IV Aid

ELIGIBILITY SUSPENSION

Students who are convicted under federal or state law of the sale or possession of illegal drugs are suspended from eligibility. The period of ineligibility varies. If you have questions about drug conviction eligibility suspension, please contact the Financial Aid Office.

SCHOLARSHIPS

TUITION SCHOLARSHIPS

Tuition Scholarships are need-based scholarships. New, transfer, and current students are eligible for these scholarships.

Eligibility

A student must:

- Be an enrolled member of a federally recognized American Indian or Alaska Native Tribe
- Submit a copy of a Certificate of Indian Blood or other eligible documentation
- Submit a FAFSA
- Maintain a 2.0 cumulative grade point average (CGPA)
- Be a degree-seeking student enrolled in at least 6 credit hours

Award Amounts

- For full-time students, the award is \$500 per semester
- For part-time students (6–11 credits), the award is \$200 per semester
- Students who are enrolled in less than 6 credits do not qualify

Lifetime Limit

The associate degree lifetime award limit is \$2,500 (five full-time semesters). The bachelor degree lifetime award limit is \$5,000 (10 full-time semesters).

Time of Award

The Tuition Scholarship is determined after a student is admitted. If a student qualifies, the award is placed on the student's award letter.

Credit Hour Verification

A scholarship recipient's credit hours are verified at mid-term. If the student withdrew from any courses, the scholarship award may be prorated following mid-term credit hour verification. Also, at mid-term, if the student

no longer has an unmet need, the student no longer qualifies for the scholarship and the scholarship will be removed from the student's award letter.

Disbursement

Tuition scholarships are disbursed the first Friday following the date mid-term grades are due to the Registrar's Office. Under no circumstances are these awards disbursed before midterms.

MERIT SCHOLARSHIPS

Merit scholarships are based on a student's Cumulative Grade Point Average (see section on Academic Programs for information on calculating the CGPA). In order to qualify for a merit scholarship, a student must be a full-time degree-seeking student. New students who graduated from high school, transfer students, and continuing students are all eligible to receive this award based on the latest transcript CGPA.

Eligibility

- **New Students:** For new students who have graduated from high school with no prior college experience, high school CGPA is used to determine eligibility. New students who have successfully earned their GED are also eligible to receive the merit scholarship award their incoming semester.
- **Transfer Students:** The CGPA from the student's most recent college transcript is used to determine eligibility. Transfer students whose CGPA is from colleges which are NOT accredited are not eligible to receive the merit scholarship their first semester at IAIA.
- **Continuing Students:** The CGPA from the student's most recent semester is used to determine eligibility. For example, if a student's CGPA is 3.25 following the completion of the fall semester, the student will be awarded \$500 for the subsequent full-time semester.
- **Award Amounts:** The award amounts depend on the student's CGPA, according to the following table:

CGPA	AWARD
2.99 and below	\$0
3.00 to 3.49	\$500
3.50 to 3.99	\$750
4.00	\$1000

FINANCIAL AID

- Notice of award and disbursement: Following the review of the student's CGPA, the award will be posted on the student's award letter. The scholarship is posted to the student's account and if eligible a disbursement check will be issued the first Friday following the last day to drop a course without the course appearing on the students' transcripts.
- American Indian College Fund (AICF) Scholarships IAIA is one of 32 tribal colleges that receive scholarship funds from AICF. In order to be eligible, a student must complete an AICF application. AICF scholarships are awarded through the Financial Aid Office. Awards are based on need, merit, and other requirements. Contact the Financial Aid Office for details.
- Endowed and Non-Endowed Scholarships are funds from gifts to IAIA for American Indian or Alaska Native students. Recipients must be American Indian or Alaska Native with demonstrated financial need. The availability of endowed and non-endowed scholarships depends on the continuing commitment of donors as well as fluctuations in the stock market and the economy. The awards vary from \$500 to \$10,000. These scholarships are only available to degree-seeking students. Please inquire at the Scholarship Office about the availability of a particular scholarship and its application details.

ADDITIONAL SCHOLARSHIPS

DONOR SCHOLARSHIPS

Peter Krusko Scholarship "In Memory of Andrew Krusko Sr."

Tuition Scholarship for one Academic Year.
Need-based scholarship.

N. Scott Momaday Scholarship for Creative Writing

Must Be Indigenous, Aboriginal or Native American
Creative Writing major in his/her sophomore, junior or senior year
GPA must have a minimum GPA of 3.0

The Singleton-Biss Museum of Fine Arts Scholarship

Two scholarships given with different criteria:

A four year scholarship

Need Based

Must be Native American

A two year scholarship

Awarded to Transfer students from the

Little Big Horn College on the Crow Reservation

Need based

Enrolled in the Crow Tribe

Open to any major.

Thalden –Boyd Architect Scholarship

Merit Scholarship

Must be Native American

Must be Enrolled in a federally recognized tribe

Gretchen and Nelson Grice Scholarship Fund

Preference to single Mothers

Must be in Studio Arts Major

Henry J.T. Doren Fine Arts Scholarship Fund

Must be of Native American Ancestry

Limited to: Painting, sculpture, drawing, graphics and architecture only.

Financial need is to be a consideration but not a requirement

Sharp Scholarship Fund

For a female student with children

Johnson Scholarship Foundation

Must be Native American

Must be enrolled in the Business and Entrepreneurship Certificate Program

GPA Must be 2.0 and above

Need based and competitive

Truman Capote Literary Trust Scholarship

Student must be in enrolled in the Creative Writing Program

Bernard Family Foundation Scholarship

One student in their 3rd year of study

One student in their 4th year of study

Students must be in the Studio Arts/3 Dimensional Art Program

Must be enrolled in a Federally Recognized Tribe

Chief Joseph Scholarship

Must be full-time student (12+ credits)

Native American

Incoming Freshmen

Need Based (established through FAFSA)

Must be enrolled in both the New Media Arts Program and the Business/ Entrepreneurship Certificate Program

Special preference will be given to U.S. Military Veterans with an Honorable Discharge Certificate.

American Indian College Fund Student of the Year

Native American

3.5+ CGPA

Junior or Senior

Must be enrolled at IAIA for 2 years

Note: Please follow link to Scholarships for additional information

STUDENT BENEFIT FUND

This is a supplemental grant for students who have emergency financial needs. It was developed to maintain higher education goals by providing emergency financial assistance for unanticipated crises and needs that would otherwise impair the student's ability to remain in school. Emergencies include, but are not limited to, a family crisis such as a death or illness in the family, an eviction notice for off-campus students, past due household expenses, inability to pay for child-care expenses, inability to pay for gas to get to/from off-campus residence to school, inability to pay for graduate application fees, and the inability to pay for necessary car repairs (the car must be used for transportation to school and a written estimate is required).

Requirements/Eligibility:

Before applying, students must have completed the Free Application for Federal Student Aid (FAFSA) process. The student must complete a Student Benefit Fund Application and attach supporting documents such as estimates, receipts, statement from landlord, bills, etc. Applications can be requested through the Financial Aid Office. The student must have a (digital) identification picture on file at the Admissions, Recruitment and Enrollment Office.

TRIBAL HIGHER EDUCATION GRANTS AND SCHOLARSHIPS

Enrolled members of American Indian and Alaska Native Tribes are encouraged to apply for scholarships or grants through programs offered by their Tribes, as well as by the Bureau of Indian Affairs (BIA). Each tribe has developed its own forms, procedures and deadlines; students should request information directly from their affiliated tribal agency. Most tribal scholarships or grants require a Financial Needs Analysis (FNA), based on the student's FAFSA information, to be completed by a school's Financial Aid Office.

Note: It is imperative that a student submit the FAFSA early in order to determine eligibility for Tribal grants. It is the student's responsibility to apply for these grants or scholarships and submit FNA forms to the IAIA Financial Aid Office.

VETERANS' ASSISTANCE

IAIA offers programs approved for compensation under the GI Bill. Eligible veterans must complete the VA paperwork as well as all admission requirements for degree seeking-status and submit a copy of their DD214. Official transcripts from colleges previously attended must be on file at the time of application. Please contact the Student Success Center Director for further details.

DISBURSEMENT OF AWARDS

- Scholarships, federal and state funds, and other outside scholarships or grants received on behalf of a student are credited directly to the student's account. When a credit balance exists, the student will receive a disbursement via an excess funds check. Annual awards are divided in half; half is applied to the Fall semester and half to the Spring semester. Disbursements are available on the first Friday following the last day to drop classes without appearing on transcripts.
- Work-study wages are paid directly to students on a biweekly basis through the Payroll office. Students are responsible for submitting their individual time sheets to their supervisors in a timely manner. Students who do not submit time sheets will not be paid.

FINANCIAL AID

THE CAREER AND SCHOLARSHIP OFFICE

The Career and Scholarship Office assists students and alumni with career development and scholarships. The office counsels students on career issues, internships, calls for art, artist and writer residencies, financial support, career choices, assists with research and offers resources through handouts and publications. Students can obtain information on Graduate Programs from other colleges and universities (national and international). Student Employment Services offers students opportunities for employment in the Santa Fe community and work-study positions on campus. The office will also maintain a file for the students, holding resumes, letters of recommendation and application essays

ACADEMIC STANDING AND FINANCIAL AID

Satisfactory Academic Progress

Federal regulations require all federal financial aid recipients comply with definitive academic standards. There are three components to the regulated academic standards: QUALITATIVE PROGRESS, COMPLETION RATE, and MAXIMUM TIME FRAME. The College's standards for each component are detailed below:

- **Qualitative Progress:** A student must maintain a cumulative grade point average (CGPA) of 2.0 ("C"). Grades for developmental courses are not computed in the CGPA. If a student retakes a course, the repeated course is included in the CGPA calculation.
- **Completion Rate:** A student must complete a minimum number of credits of his/her registered coursework at IAIA. Courses with grades of audit (AU), withdraw (W), and incomplete (I) are not considered completed coursework. An example of the completion rate is as follows: if a student registers for 12 credits, the student must complete 9 credits to complete 75% of his/her registered coursework.
- **Maximum Time Frame:** A student must complete a program of study within 150% of his/her required credit hours. In other words, if a student is enrolled in a 64 credit hour program, the student's maximum time frame is 96 credit hours. For a 125 credit hour program, the maximum time frame is 188 credit hours. A student who reaches the maximum time frame without completing his/her degree requirements is not

eligible to receive federal financial aid. Remedial coursework is not included in the calculation of maximum time frame. Repeated courses and transfer credits accepted by IAIA towards the student's degree are included in the maximum time frame calculation.

Financial Aid Warning

A student is automatically placed on Financial Aid Warning for one semester after the first semester he/she fails to meet qualitative or completion rate requirements for satisfactory academic progress. A student can continue to receive aid during this period.

Financial Aid Probation

A student who is able to demonstrate that satisfactory academic progress was made the preceding semester (by establishing a 2.0 GPA and completing 75% of coursework), but who would normally be placed on Financial Aid Suspension, will be placed on Probation. A student is eligible to receive aid during the probationary period. A student who fails to meet the maximum time frame requirement is not eligible for Probation..

Financial Aid Suspension

A student who does not achieve satisfactory academic progress by the end of a probationary semester will be suspended from receiving financial aid. A student on Financial Aid Suspension will not receive federal, state, or institutional financial aid..

APPEAL PROCESS

Students placed on Financial Aid Probation who wish to appeal their probation, based on unusual circumstances, must submit an appeal letter to the Financial Aid Office. The appeal must be submitted within 30 days of their Financial Aid probation notification letter. The appeal must include the student's name, date, mitigating circumstances for the appeal, and signature. Mitigating circumstances may include, but are not limited to, the following: family death, divorce, and health problems. The Financial Aid Office will review the appeal and may request additional verification paperwork from the student in order to document the appeal. The Financial Aid Office's decision is final. The student will be notified within 10 days of receiving the appeal letter.

FINANCIAL AID REPAYMENT POLICY

If a student who receives Federal Financial Aid (Title IV) funding withdraws from all courses prior to completing 60% of the semester, the student may be required to repay some or all of the Federal financial aid received. Title IV funding is earned on a proportional basis: If a student completed 20% of the semester (the percentage of days completed in school), then the student earned 20% of his/her allotted Title IV financial aid for the semester. If, in this case, Title IV funding paid for the student's institutional charges (tuition, fees, room and board, and books), the student would owe 80% of the Title IV funding to the Department of Education.

EXCEPTIONAL SITUATIONS

Students who feel that they have an exceptional situation should contact the Financial Aid Office. Each case will be treated on an individual basis. Exceptional situations must be documented. The decision from the Financial Aid Office is final.

WITHDRAWAL AND REFUND POLICIES

A student who withdraws from the college must complete a withdrawal and check-out form before leaving IAIA. It is the student's responsibility to submit this form to the Records Office before leaving. The date on the completed form is the official withdrawal date. Charges and financial aid will be pro-rated based on this form. Any money owed to IAIA must be paid or transcripts will be withheld. Refunds will not be made to students who are dismissed through disciplinary action.

TUITION REFUND POLICY

First week of classes: 90% of tuition refunded

Second week of classes: 80% of tuition refunded

Third week of classes: 70% of tuition refunded

Fourth week of classes: 60% of tuition refunded

After the fourth week of classes no tuition will be refunded

FINANCIAL AID REFUND POLICY

If a student who is withdrawing received financial aid, a refund will be made according to the refund policy of Title IV Aid. Refunds for Federal Title IV programs shall be made according to the following distribution priority list:

1. Federal Pell Grant Program
2. Federal Supplemental Education Opportunity Grant Program
3. State Grants
4. Tribal Scholarships
5. IAIA Scholarships
6. The Student Incentive Grant

ROOM AND BOARD REFUND

To receive a refund, a student who withdraws from IAIA must complete a withdrawal form. This form is available at the Records Office. The date on the completed form is the official withdrawal date. Any money owed to the Institute is payable on the day of withdrawal. Refunds will not be made to students who are dismissed for disciplinary reasons or who, for academic reasons, are not eligible for refunds on room and board.

Subject to the above policy, any refund the student is due will be calculated as follows: If a student withdraws prior to moving into the dorm, room and board will be refunded 100%. Otherwise dorm room and meal plan refunds will be pro-rated based on the number of weeks the student has stayed in the dorm. Any room damage will be deductible.

ACADEMIC PROGRAMS

Academic Dean: Ann Filemyr, Ph.D.

Executive Assistant to the Dean: Nina Vazquez

DEGREE PROGRAMS

ASSOCIATE DEGREES are two-year degree programs and require the completion of a minimum of 60 credit hours. IAIA offers the following Associate's Degrees:

Associate of Fine Arts (AFA) degrees in: Studio Arts, Creative Writing, New Media Arts

Associate of Arts (AA) degrees in: Museum Studies, Native American Studies

BACHELOR DEGREES are four-year degree programs requiring admission to the Bachelor's program and the completion of a minimum of 120 credit hours. IAIA offers the following Bachelor's Degrees:

Bachelor of Fine Arts (BFA) degrees in: Creative Writing, Studio Arts, New Media Arts

Bachelor of Arts (BA) degrees in: Museum Studies, Indigenous Liberal Studies

CERTIFICATE PROGRAMS

Certificate Programs require one year of study for 15-24 credits. Typically, students enrolled in a Certificate Program will have already completed a Bachelor's or Master's Degree. IAIA offers two certificates:

Certificate in Museum Studies

Certificate in Entrepreneurship.

MINORS

Minors require one year of study within another degree program outside of their major degree program for 15-24 credits. While certificate degrees stand alone, minors are an addition to the major degree and are included on the diploma. IAIA offers seven minors:

Minor in Art History

Minor in Creative Writing

Minor in Graphic and Interactive Design

Minor in Indigenous Liberal Studies

Minor in Moving Images

Minor in Museum Studies

Minor in Studio Arts

ACADEMIC PROGRAMS

VISION STATEMENT OF THE ACADEMIC PROGRAM AT IAIA

Providing a strong educational foundation for future leaders who will be prepared to utilize the power of art and culture to enrich communities.

VALUES OF THE ACADEMIC PROGRAM

- Creative expression
- Respect for diverse cultures
- Ethical behavior
- Critical thinking
- Effective communication
- Community engagement
- Excellence in creating and maintaining a positive environment for teaching and learning
- Honoring the power of place as a foundation for cultural and creative strength

ACADEMIC PROGRAM SUMMARY

The academic program of the Institute of American Indian Arts includes five Baccalaureate degree programs: Creative Writing, New Media Arts, Studio Arts, Museum Studies and Indigenous Liberal Studies.

Five Associate Degrees are offered in: Creative Writing, Museum Studies, Native American Studies, New Media Arts, and Studio Arts.

Two Certificates are available in Entrepreneurship and Museum Studies.

Students may also elect to minor in: Art History, Creative Writing, New Media Arts, Museum Studies, Indigenous Liberal Studies, or Studio Arts.



ACADEMIC PROGRAMS

PRINCIPLES OF PRACTICE FOR EXCELLENCE IN TEACHING AT IAIA

DEFINITION

We define excellence in teaching at IAIA as the ability to create a stimulating learning environment for Native American students and other students to thrive, take creative risks, and learn from each other, from their teachers, and from the materials and experiences presented in the class.

PHILOSOPHY

There is no such thing as an acultural environment, situation, person or position. Each one of us is the result of cultural influences and a contributor to cultural influences. It is this acceptance of culture as a pervasive and profound shaper of human experience that underlies our educational philosophy at IAIA. We do not teach culture here, as we are a multicultural, multiracial institution. However, our educational model seeks to reinforce existing cultural foundations primarily through the study of the arts, indigenous knowledge and literature. We recognize that we may be knowledgeable about our own cultures, but we are not experts of each other's cultures. Therefore every student and teacher at IAIA is open to learning about culture and actively supports respect for and appreciation of our cultural diversity.

PRINCIPLES OF PRACTICE FOR IAIA TEACHERS:

An IAIA education supports students to have an awareness of the importance of the Native American story as a counter-narrative to the dominant narrative. We support this principle by actively engaging with our students to understand and analyze the underlying assumptions that are communicated through art, culture and story.

An IAIA education supports active self-reflection as part of developing a deeper awareness of and appreciation for cultural differences. We support this principle by being self-reflective learners aware of our own cultural influences.

The IAIA classroom promotes an environment in which multiple voices and viewpoints are encouraged and students are safe to share their experiences, perceptions and creativity. We support this principle through actively engaging with our students in critical and creative dialogues about art and art-making.

In an IAIA education collaboration is valued over competition. We support this principle through facilitating collaborative learning.

In an IAIA education attention is given to whose culture and whose voice is privileged. We support this principle through an engaged examination of texts, speakers, knowledge systems, institutions, or experiences.

ART & TECHNOLOGY AT IAIA

IAIA is beginning to explore the field of STEAM (Science, Technology, Engineering, Arts and Mathematics) and develop a unique curriculum to serve Native American students and further the relationship between Art & Technology as a vital crossroads for creative expression.

Together the new The Digital Dome, Motion Capture System, Broadcast studio, Sculpture/Foundry Center, and the Fab Lab at the Institute of American Indian Arts' provide new opportunities to research, experiment, develop content and expand the possibilities for artistic expression.

Strategies to utilize these tools for cultural preservation and service to Native communities are being explored.

IAIA is moving forward and serving our students' unique needs with innovation and dedication. Details about these facilities are located in the Academic Resources section of our catalog as well as under the facilities descriptions in each major program. We are expanding our campus resources in order to provide amazing facilities for our students. These new facilities allow us to move forward with our commitment to excellence in teaching and learning.

ACADEMIC PROGRAM ASSESSMENT

Assessment is a key ongoing activity of the academic programs at IAIA. Each of the seven academic programs has identified its learning outcomes in relationship to the core competencies for every IAIA graduate. Learning Outcomes are stated in the college catalog and in each course syllabus. To document student learning, multiple strategies are used. Central to our assessment is our new ePortfolio Assessment program.

EPORTFOLIO

IAIA's commitment to student learning includes helping students document and reflect on their growth as creative artists and critical thinkers. Our ePortfolio contributes to student learning and to our continual assessment and improvement of learning by serving as a repository of student work completed in their required courses. Students can upload text, images, and audio or video files as educational artifacts of their fulfillment of class assignments and projects. The electronic portfolio becomes a record from their first year through graduation of their creative and scholarly development.

The ePortfolio system is a required component of the general education program. They become familiar with its purpose and uses. They upload required materials from courses as part of a formal transition from their first year into their major programs. Each student's individual ePortfolio site becomes the basis of the review process as they move from the first year program into the student's chosen major field of study. Each major program requires specific materials to be uploaded for this formal review process. See major programs for details.

STUDENT SUCCESS SUMMIT

Each year beginning with Fall 2011, the entire college community will gather for a Student Success Summit. We will review our own retention data, hold small group facilitated discussions on how to improve the delivery of our academic programs and student support systems, and complete an online survey designed by IAIA for its own cycle of continuous improvement.

EVALUATION OF INSTRUCTION

In every academic institution, a wide variety of teaching styles are incorporated by the faculty. IAIA is no different. Additionally, IAIA values indigenous ways of knowing and being. We strive for excellence in our teaching and learning environment and recognize that all teachers are also learning. In order to include input from our students about the instruction they are receiving, each semester students are asked to respond to the teaching they have received in every course. This is a formal survey conducted near the end of every semester.

The Academic Dean and the Department Chairs review each student evaluation of instruction as part of our commitment to Excellence in the Teaching & Learning environment. Professional development opportunities are made available to faculty to improve their skills and abilities as teachers and academic program leaders. Student feedback is a valuable part of this process.

FIRST YEAR PROGRAM

WELCOME TO THE JOURNEY OF A LIFETIME!

Education is a journey, and it begins with a first step. Along this educational journey will be excitement, risk-taking, challenges, and opportunities. At IAIA, staff and faculty see the success of our students as their primary purpose. Once students apply to IAIA, they begin their journey with us. Upon acceptance, students begin to receive our materials about campus housing, financial aid/scholarship opportunities and academic program information. They are registered for classes and assigned an academic advisor who serves as a guide and mentor throughout their first year. Orientation week is the first campus activity and is mandatory for all new students as it provides a solid learning community for social networking, orientation to college life, and support for a successful transition. In the First Year Program, Essential Studies faculty and Student Success Center staff work hand in hand to provide a well-rounded structure of support for student success. For more detail on our courses and the major programs, including the initial courses in Essential Studies, please see the following pages.

IAIA CORE COMPETENCIES

- Students will develop the art of critical thinking
- Students will explore the power of place as a foundation of cultural and creative strengths
- Students will communicate effectively
- Students will engage effectively in communities
- Students will produce original work that demonstrates learned skills and practices
- Students will articulate the value of diverse cultural perspectives
- Students will develop an understanding of ethical practice

GENERAL EDUCATION

General education addresses the core competencies that all students meet regardless of their major field of study. There are 30 required credits in the general education program. These courses are provided from a variety of academic programs. Throughout the fall and spring semesters of the first year, students are enrolled in a common core of classes to complete their general education requirements. These classes include: First Year Seminar, Math, English, Introduction to Indigenous Studies, etc. Additionally, they may enroll in introductory courses in the major program of their choice in the first year. For more detail see Block Schedules under each major program.

Course #	General Education Requirements	30 Credits
LIBS103	First Year Seminar	2
LIBS104	ePortfolio	1
IDST101	Introduction to Indigenous Studies	3
ENGL101	English Composition I	3
ENGL102	English Composition II	3
	Science with Lab	4
MATH102	Geometry: Artist's Perspective or	
MATH103 or	College Algebra	
MATH104	Numbers and Society or Any Level College Math (Not developmental or remedial)	3
TECH101	Technology Basics for College	3
ENGL100	The Art of Public Speaking	3
	Health/Wellness Elective Courses	2
	General Education Elective*	3
	*The final three-credit General Education Elective course is selected from either:	
LIBS111	Global Climate Justice: Indigenous Perspectives	
	or	
ARTS101	Introduction to Visual Arts	

ESSENTIAL STUDIES



ESSENTIAL STUDIES DEPARTMENT

Chair: Annie McDonnell, Sustainability and English Coordinator

Fulltime faculty:

Belin Tsinnijinnie, Math Coordinator and Chair (Navajo)

Thomas Antonio, Science Coordinator

Kim Parko, Freshman Seminar Coordinator

ESSENTIAL STUDIES

FACILITY

The Essential Studies faculty offices are located in the Student Success Center (SSC) to provide connected support to all first year students as a strong team alongside Student Success Center staff. They also utilize the Learning Lab, which provides support for excellence for all students and is located in the SSC. Additionally, the Haozous Sustainability Garden is located behind the Lobby of the Auditorium and provides a hands-on lab space for gardening, alternative building techniques and other activities related to our movement toward a greener campus community. Classes are held across campus in various classrooms.

GUIDING STATEMENT

The Essential Studies program provides integrated foundational courses in English, Math, First-Year Seminar, and Science to cultivate skills, knowledge, and practice for studies within each major at IAIA. Students who complete Essential Studies courses enter their major departments as empowered learners with skills for lifelong learning. Essential Studies contributes to general education requirements..

PHILOSOPHY

We believe learning is an exciting, challenging, and integrated process that is most meaningful in relationship to real world contexts and experiences. As a result, the Essential Studies department emphasizes experiential, interdisciplinary, and student-centered learning. Drawing on holistic Indigenous knowledge, our courses are built on the understanding that both creative and critical thinking are necessary for solving artistic, academic, social, and environmental problems and for innovation and leadership.

Goals

Students who complete their Essential Studies courses will be able to

- Effectively meet the intellectual and creative challenges in their chosen disciplines at IAIA

- Empower themselves and others to contribute productively to the IAIA community and their own communities
- Cultivate the skills and practice of inquiry for lifelong learning

Learning Outcomes

Students will be able to

- Write fluently in a variety of forms for different audiences
- Actively read and engage with texts
- Demonstrate effective oral communication
- Solve problems using mathematical and scientific reasoning
- Demonstrate an understanding and respect for diverse perspectives
- Investigate the relationship between place and culture
- Work collaboratively in communities
- Demonstrate critical and creative thinkings

CRITICAL SKILLS IN ESSENTIAL STUDIES

Students achieve skills in creative and critical thinking, quantitative reasoning, reading and writing, cultural awareness and sensitivity through critical skills courses in the Essential Studies program. These courses begin the process of building toward student success. They are designed to help students become fully prepared for the college curriculum by focusing on skill-building in reading, writing and mathematics. Critical Skills courses include pre-college courses: MATH 098, MATH 099, ENGL 098 and ENGL 099. These four courses are available to prepare students for success in our Essential Studies program and beyond in the fulfillment of their degree programs. .

CREATIVE WRITING



CREATIVE WRITING DEPARTMENT
BACHELOR OF FINE ARTS (BFA) IN CREATIVE WRITING
ASSOCIATE OF FINE ARTS (AFA) IN CREATIVE WRITING
CREATIVE WRITING MINOR

Chair: Jon Davis, Poetry, Literature and Screenwriting

Fulltime faculty:

Evelina Zuni Lucero, Fiction, Literature and Journalism
(Isleta Pueblo/Ohkay Owingay)

James Stevens, Poetry, Creative Non-fiction and
Literature (Mohawk)

Faculty Emeritus: Arthur Sze

CREATIVE WRITING

FACILITY

The Creative Writing program offers classes in the Northwest and Southwest classrooms as well as other classrooms on campus. Additionally, students in the major share a Creative Writing Studio across from the Library that provides a relaxed environment for study, writing, and small group activities.

GUIDING STATEMENT

The Creative Writing Program graduates strong writers with knowledge of indigenous and world literatures, the ability to think critically and write creatively, and the skills to enter graduate school or chosen field.

PHILOSOPHY

Grounded in the strength and creativity inherent in Native American cultures, we empower students by engaging them in world literatures and the literary arts. We teach students to think critically and acquire leadership skills, and encourage them to use their talents and strengths on behalf of their communities.

LEARNING OUTCOMES

Students in the Creative Writing Program will be able to:

- Demonstrate knowledge of Native American literatures
- Demonstrate knowledge of world literatures
- Demonstrate knowledge of critical theories and the ability to apply those theories to literary works
- Demonstrate an ability to critique and evaluate literary works
- Demonstrate an ability to write well in all genres
- Demonstrate an ability to incorporate critiques into revisions
- Demonstrate an ability to research using primary and secondary sources
- Write publishable works in chosen genre(s)

SPECIAL PROGRAMS & OPPORTUNITIES FOR CREATIVE WRITING STUDENTS

- Publication in annual Creative Writing anthology
- Lannon Visiting Writer series
- Napa Valley Writers Conference
- Taos Writers Conference
- Naropa Writers Conference
- Juniper Summer Writing Institute
- VONA/Voices Writing Workshop
- Lannon Speakers Series
- Associated Writing Programs Conference
- N. Scott Momaday Scholarship
- S. Louise Rivard Scholarship
- Truman Capote Scholarship

CREATIVE WRITING DEGREE PLANS BACHELOR OF FINE ARTS 120 CREDITS

Course #		Credits	Course #		Credits
GENERAL EDUCATION REQUIREMENTS		30			
DEPARTMENT REQUIREMENTS		27	Choose Seven of the Following		
ENGL210	Survey of Contemporary North American Poetry	3	ENGL370	Multicultural American Literature	3
ENGL220	Survey of Contemporary North American Plays	3	ENGL440	Journalism II	3
ENGL230	Survey of Contemporary North American Fiction	3	ENGL460	Special Topics in Literature	3
ENGL260	Introduction to Native American Literature	3	CRWR141	Screenwriting I	3
ENGL300	Critical Theory	3	CRWR201	Creative Nonfiction II	3
ENGL340	Native American Journalism I	3	CRWR211	Poetry Writing II	3
ENGL360	Seminar in Native American Literature	3	CRWR221	Playwriting II	3
Choose Two			CRWR231	Fiction Writing II	3
ENGL310	Survey of World Poetry	3	CRWR241	Screenwriting II	3
ENGL320	Survey of World Plays	3	CRWR290	Internship I	1-6
ENGL330	Survey of World Fiction	3	CRWR295	Apprenticeship I	1-6
MAJOR REQUIREMENTS		49	CRWR298	Independent Study in Creative Writing	1-6
CRWR100	Word!	1	CRWR301	Creative Nonfiction III	3
CRWR101	Creative Nonfiction I	3	CRWR311	Poetry Writing III	3
CRWR111	Poetry Writing I	3	CRWR312	Cross Cultural Collaboration in Poetry	3
CRWR121	Playwriting I	3	CRWR321	Playwriting III	3
CRWR131	Fiction Writing I	3	CRWR331	Fiction Writing III	3
CRWR351	Student Anthology	3	CRWR332	Flash Fiction	3
CRWR250	Thesis I	3	CRWR341	Screenwriting III	3
CRWR261	Grammar and Mechanics	1	CRWR370	The Chapbook	3
CRWR361	The Sentence	1	CRWR398	Independent Study	3
CRWR461	Editing	1	CRWR401	Creative Nonfiction IV	3
Choose One			CRWR411	Poetry Writing IV	3
CRWR201	Creative Nonfiction II	3	CRWR421	Playwriting IV	3
CRWR211	Poetry Writing II	3	CRWR431	Fiction Writing IV	3
CRWR221	Playwriting II	3	CRWR441	Screenwriting IV	3
CRWR231	Fiction Writing II	3	CRWR460	Special Topics in Creative Writing	3
Choose One			CRWR470	Text/Image Collaboration	3
CRWR301	Creative Nonfiction III	3	CRWR490	Internship II	1-6
CRWR311	Poetry Writing III	3	CRWR495	Apprenticeship II	1-6
CRWR321	Playwriting III	3	CRWR498	Independent Study in Creative Writing	1-6
CRWR331	Fiction Writing III	3	SENIOR SEMINAR/THESIS (7 credits)		7
			CRWR450	Thesis II	4
			PLUS ONE OF THE FOLLOWING		3
			CRWR401	Creative Nonfiction IV	3
			CRWR411	Poetry Writing IV	3
			CRWR421	Playwriting IV	3
			CRWR431	Fiction Writing IV	3
			ELECTIVES (7 credits)		7

CREATIVE WRITING

CREATIVE WRITING ASSOCIATE OF FINE ARTS 60 CREDITS

Course #		Credits
GENERAL EDUCATION REQUIREMENTS		30
DEPARTMENT REQUIREMENTS		12
ENGL210	Survey of Contemporary Native American Poetry	3
ENGL220	Survey of Contemporary Native American Plays	3
ENGL230	Survey of Contemporary Native American Fiction	3
ENGL260	Introduction to Native American Literature	3
MAJOR REQUIREMENTS		18
CRWR100	Word!	1
CRWR101	Creative Nonfiction I	3
CRWR111	Poetry Writing I	3
CRWR121	Playwriting I	3
CRWR131	Fiction Writing I	3
CRWR250	Thesis I	3
CRWR261	Grammar and Mechanics	1
CRWR361	The Sentence	1

CREATIVE WRITING MINOR 23 CREDITS

Course #		Credits
DEPARTMENT REQUIREMENTS		20
CRWR100	Word!	1
CRWR101	Creative Nonfiction I	3
CRWR111	Poetry Writing I	3
CRWR121	Playwriting I	3
CRWR131	Fiction Writing I	3
CRWR250	Thesis I	3
ENGL260	Introduction to Native American Literature	3
CRWR261	Grammar and Mechanics	1
ADDITIONAL REQUIREMENTS (choose one)		3
ENGL210	Survey of Contemporary Native American Poetry	3
ENGL220	Survey of Contemporary Native American Plays	3
ENGL230	Survey of Contemporary Native American Fiction	3



BLOCK SCHEDULE FOR BFA IN CREATIVE WRITING 120 CREDITS

A block schedule helps students stay on track toward successful completion of their degree by indicating clearly which courses they would ideally enroll in each semester. By following the block schedule for each semester's course enrollment, students are assured of taking their requirements in sequence and completing their degree in a timely manner.

FIRST SEMESTER

LIBS103 First Year Seminar	2
ENGL101 English Comp I	3
CRWR100 Word!	1
CRWR111 Poetry Writing I	3
TECH101 Technology Basics for College	3
MATH102 or higher	3
HEAL Health/Wellness Elective	1
First Semester Total Credits	16

THIRD SEMESTER

ENGL260 Intro to Native Literature	3
CRWR131 Fiction Writing I	3
ENGL230 Survey of Contemporary Native American Fiction	3
ENGL300 Critical Theory	3
ENGL100 The Art of Public Speaking	3
LIBS104 ePortfolio	1
Third Semester Total Credits	16

FIFTH SEMESTER

ENGL310 Survey of World Poetry	3
ENGL340 Journalism I	3
Liberal Studies Elective	3
Elective	4
CRWR/ENGL Major Elective	3
Fifth Semester Total Credits	16

SEVENTH SEMESTER

ENGL320 Survey of World Plays	3
CRWR/ENGL Department Elective	3
CRWR/ENGL Department Elective	3
CRWR/ENGL Department Elective	3
Seventh Semester Total Credits	12

SECOND SEMESTER

IDST101 Intro to Indigenous Studies	3
ENGL102 English Comp II	3
CRWR121 Playwriting I	3
CRWR101 Creative Nonfiction I	3
Science w/ Lab	4
Second Semester Total Credits	16

FOURTH SEMESTER

ENGL210 Survey of Contemporary Native American Poetry	3
ENGL220 Survey of Contemporary Native American Plays	3
CRWR/ENGL Departmental Elective	3
CRWR250 Thesis I	3
CRWR261 Grammar and Mechanics	1
Fourth Semester Total Credits	16

SIXTH SEMESTER

ENGL 360 Seminar in Native American Literature	3
Level III Workshop	3
CRWR361 The Sentence	1
ENGL330 Survey of World Fiction	3
CRWR/ENGL Major Elective	3
HEAL Health/Wellness Elective	1
Sixth Semester Total Credits	14

EIGHTH SEMESTER

CRWR450 Thesis II	4
CRWR/ENGL Department Elective	3
Level IV Workshop	3
CRWR461 Editing	1
Elective	3
Eighth Semester Total Credits	14

CREATIVE WRITING

ePORTFOLIO REQUIREMENTS FOR ACCEPTANCE INTO THE CREATIVE WRITING MAJOR

- Prepare a verbal biographical statement to introduce yourself to the Creative Writing review committee in person on the day of the review.
- Upload 15 to 20 pages of original work from introductory creative writing courses taken at IAIA to your ePortfolio.
- Upload a 500 word essay on why you want to pursue a Creative Writing BFA degree.

INDIGENOUS LIBERAL STUDIES



INDIGENOUS LIBERAL STUDIES DEPARTMENT

BACHELOR OF ARTS (B.A.) IN INDIGENOUS LIBERAL STUDIES

ASSOCIATE OF ARTS (A.A.) IN NATIVE AMERICAN STUDIES

ENTREPRENEURSHIP CERTIFICATE

INDIGENOUS LIBERAL STUDIES MINOR

Chair: Stephen Wall (White Earth Chippewa)

Fulltime faculty: Jennifer Coots (Navajo)

Visiting faculty: Gerald Vizenor (White Earth Chippewa)

Faculty Emeritus: Ed Wapp (Sac & Fox)

INDIGENOUS LIBERAL STUDIES

At the Institute of American Indian Arts, the Indigenous Liberal Studies Department provides students with a unique educational experience that includes academic course work, opportunities for meaningful experiential education, and preparation for leadership or continued scholarship.

GUIDING STATEMENT

The Indigenous Liberal Studies Department is guided by the term “Indigenous Ways of Knowing.” This means that our focus, as much as possible, is on the exploration and development of Indigenous Knowledge for leadership and scholarship. Our classes use Native writers, theorists and commentators as we study a variety of disciplines including history, education, anthropology, philosophy, and political science.

PHILOSOPHY

The philosophy of the Indigenous Liberal Studies Department is based in the idea that leaders are created through the study of a variety of disciplines that provides the insight to see the “big picture.” We also understand that learning is based in doing, so in addition to academic course work, the ILS Department requires internships for experiential learning and a self-directed research project.

GOALS

The goals of the Indigenous Liberal Studies Department are:

- To develop a strong sense of cultural identity and desire for community service in our students.
- To encourage the knowledge and appreciation of and respect for worldwide Indigenous arts, culture and ways of life.
- To promote intellectual curiosity, creative thinking and personal expression.
- To demonstrate and encourage personal and professional growth among students and faculty.
- To provide an interdisciplinary learning experience that can be applied to life situations.

LEARNING OUTCOMES

The learning outcomes for the Bachelor’s Degree are based in our commitment to Indigenous Knowledge and its application in the 21st century.

Students taking ILS classes will be able to:

- Appraise Indigenous ways of life
- Assess the relationship between Indigenous and Western societies
- Explore Native American art and aesthetics
- Demonstrate appropriate research skills
- Practice effective writing and oral communication skills

INDIGENOUS LIBERAL STUDIES

INDIGENOUS LIBERAL STUDIES DEGREE PLANS BACHELOR OF ARTS 120 CREDITS

Course # **Credits**

GENERAL EDUCATION REQUIREMENTS 30

NOTE: Classes taken to satisfy general education Requirements cannot be applied to ILS Department or Major Requirements

DEPARTMENT REQUIREMENTS 54

HIST101	Survey of Native American History I	3
TRDA 101	Traditional Arts and Ecology	3
MATH104	Numbers and Society	3
ANTH102	Survey of American Indian Culture Areas	3
Language	Tribal Language Independent Study 101 & 102 or approved Language classes	6
IDST	Native Eyes Interdisciplinary courses	6
PHIL201	Indigenous Philosophies for the 21st Century	3
POLS240	Contemporary Tribal Government	3
ARTH211 or	Native American Art History I or	
ARTH212	Native American Art History II	3
EDUC230	Issues in Indigenous Education	3
ENGL260	Introduction to Native American Literature	3
IDST290	Internship I	3
MUSM260	Oral Histories Research	3
MUSM320	Research Methods	3
IDST451	Senior Seminar	3
IDST499	Senior Project	3

MAJOR REQUIREMENTS

27

- At least 21 credits must come from upper division (300-400) courses.
- The 27 credit hours are to be divided between the humanities, social sciences, natural sciences, traditional arts, music and performance and language.
- Business and management courses will count as major requirement courses as long as the business courses are not used to satisfy the Business Certificate program.
- Museum Studies courses will count as a major requirement courses as long as the Museum Studies courses are not applied to a Museum Studies minor or Museum Studies Certificate.

ELECTIVES

9

Choose from courses offered in New Media, Creative Writing, or Studio Arts.

INDIGENOUS LIBERAL STUDIES

NATIVE AMERICAN STUDIES ASSOCIATE OF ARTS DEGREE 60 CREDITS

Course #		Credits
	GENERAL EDUCATION REQUIREMENTS	30
	MAJOR REQUIREMENTS	30
TRDA 101	Traditional Arts and Ecology	3
ANTH102	Survey of American Indian Culture Areas	3
ENGL260	Introduction to Native American Literature	3
HIST101	Survey of Native American History I	3
LANG101	Tribal Language Independent Study or other Language	3
ARTH211	Native American Art History I or	
ARTH212	Native American Art History II	3
PHIL201	Indigenous Philosophies for the 21st Century	3
IDST	Native Eyes Interdisciplinary Course	3
EDUC230	Issues in Indigenous Education	3
POLS240	Contemporary Tribal Government	3

INDIGENOUS LIBERAL STUDIES MINOR 24 CREDITS

Course #		Credits
	INDIGENOUS STUDIES CORE CURRICULUM	9
HIST101	Survey of Native American History	3
ANTH102	Survey of North American Culture Areas	3
ARTH211	Native American Art History I	3
	CHOOSE three (3) OF THE FOLLOWING:	9
TRDA101	Traditional Arts and Ecology	3
Language	Non-English Language	3
IDST	Native Eyes Interdisciplinary Courses	3
PHIL201	Indigenous Philosophies for the 21st Century	3
ARTH212	Survey of Native American Art History II	3
EDUC230	Issues in Indigenous Education	3
ENGL260	Introductions to Native American Literature	3
	INDIGENOUS LIBERAL STUDIES ELECTIVE	6
	300 level or above: ILS electives include humanities, social sciences, natural sciences, traditional arts, music and performance, language, and business, including ILS colloquia	3
	400 level or above: ILS electives include humanities, social sciences, natural sciences, traditional arts, music and performance, language, and business, including ILS colloquia	3

INDIGENOUS LIBERAL STUDIES

BLOCK SCHEDULE FOR BA IN INDIGENOUS LIBERAL STUDIES 120 CREDITS

A block schedule helps students stay on track toward successful completion of their degree by indicating clearly which courses they would ideally enroll in each semester. By following the block schedule for each semester's course enrollment, a student is assured of taking their requirements in sequence and completing their degree in a timely manner

FIRST SEMESTER

LIBS103 First Year Seminar	2
ENGL101 English Comp I	3
MATH102 Geometry or other 100-level math	3
TECH101 Technology Basics for College	3
IDST101 Introduction to Indigenous Studies	3
HEAL Health & Wellness Elective	1
First Semester Total Credits	15

THIRD SEMESTER

ARTH211 or ARTH212 or Native American Art History I or Native American Art History II	3
LIBS104 ePortfolio	1
LANG101 Tribal Language I Independent Study or approved I Language course	3
HIST101 Survey of Native American History	3
TRDA101 Traditional Arts & Ecology	3
ENGL260 Intro to Native American Literature	3
Third Semester Total Credits	16

FIFTH SEMESTER

IDST290 Internship	3
MATH104 Numbers and Society	3
Courses from Major Requirements	3
MUSM260: Oral Histories Research	3
IDST Native Eyes Interdisciplinary Course	3
Fifth Semester Total Credits	15

SEVENTH SEMESTER

IDST451 Senior Seminar	3
Courses from Upper Level (300-400) Major Requirements	6
Elective	6
Seventh Semester Total Credits	15

SECOND SEMESTER

ENGL102 English Comp II	3
ENGL100 The Art of Public Speaking	3
Science with Lab	4
ANTH102 Survey of American Indian Culture Areas	3
HEAL Health/Wellness Elective	1
Second Semester Total Credits	14

FOURTH SEMESTER

PHIL 201 Indigenous Philosophy for the 21st Century	3
EDUC230 Issues in Indigenous Education	3
General Education Elective	3
POLS240 Contemporary Tribal Government	3
LANG102 Tribal Language II Independent Study or approved II Language course	3
Fourth Semester Total Credits	15

SIXTH SEMESTER

IDST Native Eyes Interdisciplinary course	3
MUSM320 Research Methods	3
Courses from Major Requirements Elective	3
MUSM370 Special Studies	3
Sixth Semester Total Credits	15

EIGHTH SEMESTER

IDST499 Senior Project	3
Courses from Upper Level (300-400) Major Requirements	12
Eighth Semester Total Credits	15

ePORTFOLIO REQUIREMENTS FOR ACCEPTANCE INTO THE INDIGENOUS LIBERAL STUDIES MAJOR

Prepare a verbal biographical statement to introduce yourself to the Indigenous Liberal Studies review committee in person on the day of the review

Upload a 1,000 word essay addressing the following:

- What you expect to gain through participation in the Indigenous Liberal Studies Program/Native American Studies program
- What experience you have had as a member of or working for an Indigenous or local community
- What issues facing Indigenous or local communities seem most important to you

ENTREPRENEURSHIP



ENTREPRENEURSHIP
ENTREPRENEURSHIP CERTIFICATE

Entrepreneurship Program Director:
Jennifer Coots Valdez (Navajo)

BUSINESS & ENTREPRENEURSHIP

DESCRIPTION

The Entrepreneurship Certificate Program at IAIA is 15 credit hours of classroom study that lays a solid foundation in business and entrepreneurial skills. The program is designed to meet the needs of small business owners and self-employed individuals. With a focus on applied skills, students are taught processes that can be repeated in the development of future business opportunities. Courses cover personal finance, accounting, marketing, small business development, and writing a business plan. Students are encouraged to personalize their learning by focusing their coursework on a business of their choice. Past students have developed a variety of business plans, including a professional artist, massage therapist, filmmaker, graphic design studio, plumber, and organic restaurant. The program attracts students of all ages and backgrounds and although some certificate students have decades of business experience, the program teaches from the ground up and no experience is necessary. If started in the fall, the certificate program can be completed in two semesters.

GUIDING STATEMENT

This is not your traditional business school. Entrepreneurship is a creative process and an art school is the ideal place to expand the way you think about business. There is potential for change, both personally and socially, that entrepreneurship and education can inspire. "Education is the kindling of a flame, not the filling of a vessel."
Socrates, Greek Philosopher 469-399 BC

PHILOSOPHY

The program believes that education about money, business, and entrepreneurship is ultimately a personal journey. Professors are committed to making the knowledge relevant, satisfying, and exciting to the students. The program emphasizes active learning with classes that encourage student discussion and group/peer interaction.

GOALS

- Provide a solid foundation of business literacy and applied business skills for running a small business
- Teach professionalism across the curriculum
- Increase entrepreneurship in Indian Country and within the creative economy

LEARNING OUTCOMES

Students will create a business plan of an original concept

ENTREPRENEURSHIP CERTIFICATE

15 CREDITS

Course #		Credits
	CERTIFICATE REQUIREMENTS	15
BUSN101	Money, Wealth and Personal Finance	3
BUSN140	Entrepreneurship I	3
BUSN210	Introduction to Financial Accounting	3
BUSN220	Marketing	3
BUSN240	Entrepreneurship II	3

MUSEUM STUDIES



MUSEUM STUDIES DEPARTMENT

BACHELOR OF ARTS (BA) IN MUSEUM STUDIES

ASSOCIATE OF ARTS (AA) IN MUSEUM STUDIES

MUSEUM STUDIES MINOR

ART HISTORY MINOR

MUSEUM STUDIES CERTIFICATE

Chair: Michelle McGeough (Métis)

Fulltime faculty: Jessie Ryker-Crawford (White Earth Chippewa)

Emeritus faculty: Charles Dailey

Supporting teaching staff: Stephen Fadden (Mohawk);

Ryan Flahive

FACILITY

The Museum Studies program includes oversight of the Primitive Edge Student Gallery. Classes are held in the Museum Studies Conservation Classroom. Additionally, internship opportunities for students to work in our museum collection, located on campus across the hall from the Conservation Classroom provide direct hands-on experience. Museum Studies internships at the Museum of Contemporary Native Arts at the National Museum of the American Indian (NMAI) in Washington, D.C. or the Metropolitan Museum of Art in New York City are among the unique opportunities to learn about this important field both inside and outside of the classroom.

GUIDING STATEMENT

The Museum Studies Program is dedicated to providing a well-rounded education in the field of museology specific to best practices of cultural object care and cultural presentation. Students learn the techniques, methods, practices and critical thinking that are necessary to assist communities in maintaining their cultures and heritages through museums and cultural centers. Our faculty believe in self-representation and self-interpretation, which serve as the core of the program's curriculum teaching methods and the promotion of Native American arts and cultural heritage within our field.

PHILOSOPHY

We believe museums and cultural centers can serve as focal points in providing educational contexts for the appreciation of Native arts and cultures. These spaces can provide unique opportunities for the recognition and acknowledgement of the many contributions, past, present and potential, of Native Americans and other indigenous peoples.

Although our program is focused on Native American and Alaskan Native culture, the program is cognizant of other indigenous cultures throughout the world. We encourage the enrollment of non-Native Americans and applicants from other nations who share our philosophy.

GOALS

The goals of the Museum Studies Department are:

- To teach students essential knowledge and skills with respect to conventional museum and gallery methods and trends
- To develop students' critical analyses of western and indigenous models cultural stewardship
- To inspire students' creativity toward the exploration of uncharted and expressive directions in the field of museology
- To develop the ability for students to redefine the relationships between indigenous peoples and museum institutions
- To develop students' ability to evaluate current trends in the presentation of Native American artifacts, objects and the narrative of Native American history
- To provide a strong learning experience that will support students in becoming sensitive and capable leaders in their respective communities and chosen career fields

LEARNING OUTCOMES

Graduates will be able to:

- Demonstrate various skills and techniques associated with exhibit design and installation
- Apply essential skills and knowledge toward contextualizing components of a museum collection as it pertains to its cultural meaning
- Understand indigenous protocols, customs and sensitivities with regard to research, repatriation, collections care and exhibit presentation
- Understand and differentiate the various roles and responsibilities of museum and cultural center professionals
- Evaluate and integrate new and applicable technologies into the care of cultural collections and exhibit design
- Develop advanced interpretations surrounding cultural objects that are sensitive to indigenous concerns and imagine new models and methods of presentation

MUSEUM STUDIES DEGREE PLANS BACHELOR OF ARTS 120 CREDITS

Course #	Credits
GENERAL EDUCATION REQUIREMENTS 30	
MAJOR REQUIREMENTS 12	
MUSM110	Introduction to Repatriation: Reclaiming our Cultures 3
MUSM120	Introduction to Curation & Research: Maintaining our Traditions 3
MUSM130	Introduction to Collections Care: Caring for our Cultural Property 3
MUSM190	Art and Exhibit Preparation 3
LANGUAGE OR INDIGENOUS STUDIES REQUIREMENTS 6	
	Language I or any Indigenous Liberal Studies Course 3
	Language II or any Indigenous Liberal Studies Course 3
ART HISTORY REQUIREMENTS 3	
ARTH	3
UPPER LEVEL REQUIREMENTS 51	
MUSM220	Intro to Digital Curation 3
MUSM230	Indigenous Collections Care Protocol 3
MUSM240	Curatorial Method and Practice 3
MUSM291	Museum Practicum 3
MUSM310	Issues in Repatriation 3
MUSM320	Research Methods 3
MUSM355	Museum Education & Public Awareness 3
MUSM390	Museum Internship I 3
or	
MUSM395	Museum Apprenticeship I
MUSM 2	200-level Museum Studies course 3
MUSM430	Issues in Conservation 3
MUSM464	Museum Administration 3
MUSM480	Senior Thesis I 3
MUSM485	Senior Thesis II 3
MUSM490	Museum Internship II 3
or	
MUSM495	Museum Apprenticeship II
MUSM	300- or 400-level Museum Studies course 3
MUSM	300- or 400-level Museum Studies course 3
	Any upper-level course 3
AREA STUDY ELECTIVES 9	
ELECTIVES 9	
(any course outside Museum Studies)	

MUSEUM STUDIES ASSOCIATE OF ARTS DEGREE 60 CREDITS

Course #	Credits
GENERAL EDUCATION REQUIREMENTS 30	
MAJOR REQUIREMENTS 12	
MUSM110	Introduction to Repatriation: Reclaiming our Cultures 3
MUSM120	Introduction to Curation & Research: Maintaining our Traditions 3
MUSM130	Introduction to Collections Care: Caring for our Cultural Property 3
MUSM190	Art & Exhibit Preparation 3
ART HISTORY REQUIREMENTS 3	
ARTH	3
UPPER LEVEL REQUIREMENTS – CHOOSE 5 COURSES 15	
MUSM220	Introduction to Digital Curation 3
MUSM230	Indigenous Collections Care Protocol 3
MUSM234	Basics of Archival Management 3
MUSM240	Curatorial Method & Practice 3
MUSM260	Oral Histories Research 3
MUSM291	Museum Practicum 3
MUSM310	Issues in Repatriation 3
MUSM320	Research Methods 3
MUSM355	Museum Education & Public Awareness 3
MUSM390	Museum Internship I 3
or	
MUSM395	Museum Apprenticeship I
MUSM391	Museum Colloquia (when offered for 3 credits) 3

MUSEUM STUDIES

MUSEUM STUDIES CERTIFICATE 24 CREDITS

Course #		Credits
	CERTIFICATE REQUIREMENTS	12
MUSM110	Introduction to Repatriation: Reclaiming our Cultures	3
MUSM120	Introduction to Curation & Research: Maintaining Our Traditions	3
MUSM130	Introduction to Collections Care: Caring for our Cultural Property	3
MUSM190	Art & Exhibit Preparation	3
	CHOOSE 4 OF THE FOLLOWING COURSES	12
MUSM220	Introduction to Digital Curation	3
MUSM230	Indigenous Collections Care Protocol	3
MUSM234	Basics of Archival Management	3
MUSM240	Curatorial Method & Practice	3
MUSM260	Oral Histories Research	3
MUSM291	Museum Practicum	3
MUSM310	Issues in Repatriation	3
MUSM320	Research Methods	3
MUSM355	Museum Education & Public Awareness	3
MUSM370	Special Studies	3
MUSM390	Museum Internship I	3
MUSM391	Museum Colloquia (when offered for 3 credits)	3

MUSEUM STUDIES MINOR 24 CREDITS

Course #		Credits
	MINOR REQUIREMENTS	12
MUSM110	Introduction to Repatriation: Reclaiming our Cultures	3
MUSM120	Introduction to Curation & Research: Maintaining our Traditions	3
MUSM130	Introduction to Collections Care: Caring for our Cultural Property	3
MUSM190	Art & Exhibit Preparation	3
	CHOOSE 4 OF THE FOLLOWING COURSES	12
MUSM220	Introduction to Digital Curation	3
MUSM230	Indigenous Collections Care Protocol	3
MUSM234	Basics of Archival Management	3
MUSM240	Curatorial Method & Practice	3
MUSM260	Oral Histories Research	3
MUSM291	Museum Practicum	3
MUSM310	Issues in Repatriation	3
MUSM320	Research Methods	3
MUSM355	Museum Education & Public Awareness	3
MUSM370	Special Studies	3
MUSM390	Museum Internship I	3
MUSM391	Museum Colloquium (when offered for 3 credits)	3



**ART HISTORY
MINOR
24 CREDITS**

Course #	Credits
MINOR REQUIREMENTS	
	15
ARTH211 Native American Art History I or	
ARTH212 Native American Art History II	3
ARTH221 European Art History Survey I or	
ARTH222 European Art History Survey II	3
ARTH 300 Contemporary Native American Art History	3
ARTM301 Writing About Art or	
MUSM320 Research Methods	3
ARTH311 Modern Art 1850-1950 or	
ARTH312 Contemporary Art	3
ELECTIVES (9 CREDITS)	
	9
ARTH213 Arts of the Americas	3
ARTH231 Arts of Africa, Oceania, and the Americas	3
ARTH298 Independent Study in Art History	3



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MUSEUM STUDIES

BLOCK SCHEDULE FOR BA IN MUSEUM STUDIES 120 CREDITS

A block schedule helps students stay on track toward successful completion of their degree by indicating clearly which courses they would ideally enroll in each semester. By following the block schedule for each semester's course enrollment, students are assured of taking their requirements in sequence and completing their degree in a timely manner.

FIRST SEMESTER

LIBS103 First Year Seminar	2
ENGL101 English Comp I	3
MATH 102 Geometry or other 100-level math	3
TECH101 Technology Basics for College	3
MUSM 190 Art & Exhibit Preparation: HEAL- Health/Wellness Elective	3 1
First Semester Total Credits	15

THIRD SEMESTER

LIBS104 ePortfolio	1
MUSM 120 Intro to Curation & Research: Maintaining our Traditions:	3
MUSM 130 Intro to Collections Care: Caring for our Cultural Property	3
MUSM 291 Museum Practicum	3
ARTH Any Art History Course	3
General Education Elective (outside of major)	3
HEAL- Health/Wellness Elective	1
Third Semester Total Credits	15

FIFTH SEMESTER

NAVJ 101 Elementary Navajo I or any Language	3
MUSM 230 Indigenous Collections Care Protocol	3
MUSM 310 Issues in Repatriation	3
MUSM Any 300-level or 400-level Museum Studies Course	3
Elective	3
Fifth Semester Total Credits	15

SEVENTH SEMESTER

MUSM 480 Senior Thesis I	3
MUSM430 Issues in Repatriation	3
MUSM 464 Museum Administration	3
MUSM 490 Museum Internship II or	3
MUSM 495 Apprenticeship II	3
Elective	2
Seventh Semester Total Credits	14

SECOND SEMESTER

ENGL100 The Art of Public Speaking	3
ENGL 102 English Comp II	3
IDST 101 Introduction to Indigenous Studies	3
Any Science w/Lab	4
MUSM 110 Intro to Repatriation: Reclaiming our Cultures:	3
Second Semester Total Credits	16

FOURTH SEMESTER

MUSM 240 Curatorial Method & Practice	3
MUSM Any 200-level Museum Studies Course	3
ARTH Any Art History Course	3
Essential Studies Elective (outside of major)	3
Any area studies elective (pertaining to interest: art, art history, indigenous studies; etc.)	3
Fourth Semester Total Credits	15

SIXTH SEMESTER

NAVJ 102 Elementary Navajo II or any Level II Language	3
MUSM 320 Research Methods	3
MUSM 355 Museum Education & Public Awareness	3
MUSM 390 Museum Internship I or	3
MUSM 395 Apprenticeship I	3
Any upper-level writing course	3
Sixth Semester Total Credits	15

EIGHTH SEMESTER

MUSM 485 Senior Thesis II	3
MUSM Any 300-level or 400-level Museum Studies Course	3
Any area study elective	3
Elective	3
Elective	3
Eighth Semester Total Credits	15

ePORTFOLIO REQUIREMENTS FOR ACCEPTANCE INTO THE MUSEUM STUDIES MAJOR

Prepare a verbal biographical statement to introduce yourself to the Museum Studies review committee in person on the day of the review.

Upload to your ePortfolio samples of work from MUSM110, MUSM120, MUSM130, or MUSM190 which may include research papers, images of projects completed and/or 3-5 reading critiques;

Upload a 500-word Statement of Interest in the Museum Studies program.

The statement should include:

- Your current knowledge of the museum/cultural center field
- The kinds of experiences you hope will be a part of your college education
- Your reasons for choosing the Museum Studies degree program



IAIA GRADUATION 2012

NEW MEDIA ARTS



NEW MEDIA ARTS DEPARTMENT

BACHELOR OF FINE ARTS (BFA) IN NEW MEDIA ARTS

ASSOCIATE OF FINE ARTS (AFA) IN NEW MEDIA ARTS

NEW MEDIA ARTS MINOR

Faculty: Craig Tomkins

Media Artist in Residence: Rachael Nez (Navajo)

Digital Dome Manager: Ethan Bach

New Media Lab Technician: Mats Reiniusson

NEW MEDIA ARTS

FACILITY

The New Media Arts program at IAIA includes state-of-the-art cutting edge digital technology. We have four digital classrooms, a green screen, a digital dome, a broadcast studio, a 3-d scanner, sound room, and motion capture system. Additionally we provide digital cameras, audio equipment, light kits, and a full range of support services to aspiring digital storytellers. Hallways outside of the Orange and Olive Rooms in the Library and Technology Center display graphic design student work next to a monitor which features moving image work of students. Seniors exhibit their work in the Primitive Edge Galleries and as part of the annual BFA exhibit at our Museum of Contemporary Native Art in downtown Santa Fe. Each semester a showcase of current student work is shown in the Auditorium and/or the Digital Dome and open to the public. Students are encouraged to submit their best work to Native American and other short film festivals and have been included in festivals in Toronto, San Francisco, Denver, Santa Fe and elsewhere.

GUIDING STATEMENT

The New Media Arts program educates students in the field of New Media for the purpose of leveraging technology to build Native communities. Our faculty are dedicated to critical inquiry and share a commitment to quality teaching. We offer a rigorous and comprehensive level of study primarily in the fields of filmmaking, graphic & web design and cross-disciplinary media studies.

PHILOSOPHY

We believe that informed, educated and digitally-enabled storytellers can actively support, maintain and advance Native culture for future generations. We are passionate about learning and applying new technologies as a method to build and sustain Native communities. Additionally, the program ensures that students will learn how to leverage the power of media in its various forms towards the advancement of the Native community in the social, cultural, economic and political realms.

GOALS

- To provide state-of-the-art technologies and facilities which ensure student creative and artistic exploration
- To develop students' ability for sophisticated storytelling
- To develop students' ability to employ ingenious uses and application of technology, media and art.
- To provide knowledge of and marketable skills in industry-grade hardware and software for the development and deployment of various forms of media
- To enable students to recognize the power of media as a means to creating positive change in a community
- To develop media literacy in order to evaluate the influence of the media upon those who have traditionally been under-served by the media
- To create uses of New Media to respond appropriately to the needs facing Native and indigenous communities.
- To help students learn the skills that will ensure their long-term success as artists in the fields of New Media, including film, visual communications and cross-disciplinary media.

LEARNING OUTCOMES

Students will be able to:

- Identify and choose the best approach to creating media content
- Understand and recognize the interplay between storyteller and audience
- Demonstrate a competent application of editorial decision-making in their work
- Leverage technology in useful ways to build community through dialogue
- Synthesize and incorporate constructive criticism into revisions of work
- Apply skills learned in the classroom into the professional world

NEW MEDIA ARTS DEGREE PLANS GRAPHIC & INTERACTIVE DESIGN BACHELOR OF FINE ARTS 124 CREDITS

Course #		Credits
GENERAL EDUCATION REQUIREMENTS 30		
DEPARTMENTAL REQUIREMENTS 33		
FUND111	Drawing I	3
	Any Level I Art History Class	3
NMAD101	Media Seminar I: What is a story?	3
PHOT121	Introduction to Photography	3
CRWR101	Creative Nonfiction	3
NMAD470	Senior Project I	6
NMAD480	Senior Project II	6
NMAD490	Internship	3
NMAD401	Media Seminar II	3
MAJOR REQUIREMENTS 37		
MUSM190	Art Work and Exhibit Preparation	3
NMAD115	Graphic Design Tools	3
NMAD215	Graphic Design Styles	3
MUSM240	Curatorial Method & Practice	3
FUND221	Figure Drawing	3
NMAD315	Introduction to Web Design	3
	Any Upper Level Art History Class	3
NAST306	Contemporary Issues in Native American Art	3
NMAD325	Intermediate Web Design	3
NMAD425	Advanced Web Design	3
NMAD415	Advanced Graphic Design	3
ARTM201	Business of Art	3
NMAD305	Career Focus and Specialization	1
AREA STUDY ELECTIVES: PRINT 9		
NMAD435	Publication Design	3
NMAD445	Package Design	3
NMAD455	Digital Fine Art	3
OR		
AREA STUDY ELECTIVES: WEB 9		
NMAD465	Flash Character Animation	3
NMAD475	Interactive Design for Mobile Devices	3
NMAD485	Future Trends in New Media	3
ELECTIVES 15		
	Elective	3
	Elective	3
	Elective	3
	Elective	3
	Special topic colloquia:	1
	Special topic colloquia:	1
	Special topic colloquia:	1

MOVING IMAGES BACHELOR OF FINE ARTS DEGREE 124 CREDITS

Course #		Credits
GENERAL EDUCATION REQUIREMENTS 30		
DEPARTMENTAL REQUIREMENTS 33		
FUND111	Drawing I	3
	Any Level I Art History Class	3
NMAD101	Media Seminar I: What is a story?	3
PHOT121	Introduction to Photography	3
CRWR101	Creative Nonfiction	3
NMAD470	Senior Project I	6
NMAD480	Senior Project II	6
NMAD490	Internship	3
NMAD401	Media Seminar II	3
MAJOR REQUIREMENTS 45		
NAST260	American Indians in the Cinema	3
NMAD110	Moving Images	3
THEA105	Acting I	3
CRWR141	Screenwriting I	3
NMAD210	Editing Fundamentals	3
NMAD360	Cinematography	3
ARTH220	American & World Cinema History	3
NMAD380	Production Workshop	3
NMAD310	Documentary Theory & Method	3
NMAD350	Directing	3
NMAD330	Visual Effects & Compositing	3
CRWR241	Screenwriting II	3
NMAD320	Sound for Film and Video	3
NMAD410	The Business of Movies	3
NMAD420	Advanced Production Tutorial	3
DEPARTMENTAL ELECTIVES 16		
	Elective	3
	Elective	3
	Elective	3
	Elective	3
	Special topic Colloquia:	1
	Special topic Colloquia:	1
	Special topic Colloquia	1
	Special topic Colloquia:	1

NEW MEDIA ARTS

GRAPHIC & INTERACTIVE DESIGN ASSOCIATE OF FINE ARTS DEGREE 66 CREDITS

Course #		Credits
GENERAL EDUCATION REQUIREMENTS		30
DEPARTMENTAL REQUIREMENTS		15
FUND111	Drawing I	3
PHOT121	Introduction to Photography	3
CRWR101	Creative Nonfiction	3
NMAD101	Media Seminar I: What is a story?	3
ARTH211	Native American Art History I	3
MAJOR REQUIRMENTS		21
NMAD115	Graphic Design Tools	3
NMAD215	Graphic Design Styles	3
MUSM190	Art and Exhibit Preparation	3
FUND221	Figure Drawing	3
NMAD315	Introduction to Web-Design	3
NMAD325	Intermediate Web Design	3
	Any upper level Art History class	3

MOVING IMAGES ASSOCIATE OF FINE ARTS DEGREE 66 CREDITS

Course #		Credits
GENERAL EDUCATION REQUIREMENTS		30
DEPARTMENTAL REQUIREMENTS		15
FUND111	Drawing I	3
PHOT121	Introduction to Photography	3
CRWR101	Creative Nonfiction	3
NMAD101	Media Seminar I: What is a story?	3
ARTH211	Native American Art History I	3
MAJOR REQUIREMENTS		21
NAST260	American Indians in Cinema	3
NMAD110	Moving Images	3
THEA105	Acting I	3
CRWR141	Screenwriting I	3
NMAD210	Editing Fundamentals	3
NMAD360	Cinematography	3
ARTH220	American & World Cinema History	3

MOVING IMAGES MINOR 24 CREDITS

Course #		Credits
	DEPARTMENTAL REQUIREMENTS	24
NMAD101	Media Seminar: What is a Story?	3
NAST260	American Indians in Film	3
THEA105	Acting I	3
CRWR141	Screenwriting I	3
NMAD110	Moving Images	3
CRWR241	Screenwriting II	3
NMAD210	Editing Fundamentals	3
NMAD	Upper Division NMAD Elective	3



NEW MEDIA ARTS

BLOCK SCHEDULE FOR BFA IN NEW MEDIA ARTS

Concentration: Moving Images

124 CREDITS

A block schedule helps students stay on track toward successful completion of their degree by indicating clearly which courses they would ideally enroll in each semester. By following the block schedule for each semester's course enrollment, students are assured of taking their requirements in sequence and completing their degree in a timely manner.

FIRST SEMESTER

LIBS103 First Year Seminar	2
ENGL101 English Comp I	3
MATH 102 Geometry or any 100-level & above Math Course	3
TECH101 Technology Basics for College	3
FUND 111 Drawing I	3
HEAL Health/Wellness Elective	1
First Semester Total Credits	15

THIRD SEMESTER

NMAD 110 Moving Images I	3
NAST 260 American Indians in the Cinema	3
THEA 105 Acting I	3
PHOT 121 Introduction to Photography	3
CRWR 141 Screenwriting I	3
LIBS104 ePortfolio	1
Third Semester Total Credits	16

FIFTH SEMESTER

NMAD 380 Production Workshop	3
NMAD 310 Documentary Theory & Methods	3
NMAD 350 Directing	3
Elective	3
Fifth Semester Total Credits	13

SEVENTH SEMESTER

NMAD 470 Senior Project I- Moving Images	6
NMAD 410 The Business of Movies	3
NMAD 490 Internship	3
Elective	3
Special Topics Colloquia:	1
Seventh Semester Total Credits	16

SECOND SEMESTER

HEAL Health/Wellness Elective	1
ENGL 102 English Comp II	3
Any Science with a lab	4
IDST 101 Introduction to Indigenous Studies	3
Any Level I Art History Course	3
NMAD 101 Media Seminar: What is a Story?	3
Second Semester Total Credits	17

FOURTH SEMESTER

NMAD 210 Editing Fundamentals	3
NMAD 360 Cinematography	3
ARTH 220 American & World Cinema History	3
CRWR 101 Creative Nonfiction I	3
ENGL100 The Art of Public Speaking	3
Special Topics Colloquia:	1
Fourth Semester Total Credits	16

SIXTH SEMESTER

NMAD 330 Visual Effects & Compositing	3
NMAD 320 Sound & Advanced Editing	3
CRWR 241 Screenwriting II	3
Essential Studies Elective (outside of major)	3
Elective	3
Special Topics Colloquia	1
Sixth Semester Total Credits	16

EIGHTH SEMESTER

NMAD 480 Senior Project II- Moving Images	6
NMAD 420 Advanced Production Tutorial	3
NMAD 401 Media Seminar II	3
Elective	3
Eighth Semester Total Credits	15

BLOCK SCHEDULE FOR BFA IN NEW MEDIA ARTS

Concentration: Graphic & Interactive Design

124 CREDITS

FIRST SEMESTER

LIBS103 First Year Seminar	2
ENGL101 English Comp I	3
MATH 102 Geometry or any 100-level & above Math Course	3
TECH101 Technology Basics for College	3
FUND 111 Drawing I	3
HEAL Health/Wellness Elective	1
First Semester Total Credits	15

THIRD SEMESTER

NMAD115 Graphic Design Tools	3
LIBS104 ePortfolio	1
FUND221 Figure Drawing	3
NMAD315 Introduction to Web Design	3
PHOT121 Introduction to Photography	3
MUSM190 Art and Exhibit Preparation	3
Third Semester Total Credits	16

FIFTH SEMESTER

NMAD415 Advanced Graphic Design	3
NMAD425 Advanced Web Design	3
NMAD305 Career Focus and Specialization	1
NAST306 Contemporary Issues in NA Art Elective	3
Special Topics Colloquia	1
Fifth Semester Total Credits	14

SEVENTH SEMESTER

NMAD470 Senior Project I	6
NMAD485 Future Trends in New Media (WEB) or NMAD455 Digital Fine Art (PRINT) Elective	3
NMAD490 Internship	3
Special Topics Colloquia	1
Seventh Semester Total Credits	16

SECOND SEMESTER

HEAL Health/Wellness Elective	1
ENGL 102 English Comp II	3
Any Level Art History course	3
Any Science w/Lab	4
NMAD101 Media Seminar I: What is a Story?	3
IDST101 Introduction to Indigenous Liberal Studies	3
Second Semester Total Credits	17

FOURTH SEMESTER

NMAD215 Graphic Design Styles	3
ENGL100 The Art of Public Speaking	3
NMAD325 Intermediate Web Design	3
Any Upper Level Art History Course	3
CRWR101 Creative Non-Fiction	3
Fourth Semester Total Credits	15

SIXTH SEMESTER

MUSM240 Curatorial Method & Practice	3
NMAD465 Flash Character Animation (WEB) or NMAD435 Publication Design (PRINT)	3
NMAD475 Interactive Design for Mobile Devices (WEB) or NMAD445 Package Design (PRINT) Elective	3
Essential Studies Elective	3
Sixth Semester Total Credits	15

EIGHTH SEMESTER

NMAD480 Senior Project II Elective	6
NMAD401 Media Seminar II Special Topic Colloquia	3
ARTM201-Business of Art	1
Eighth Semester Total Credits	16

ePORTFOLIO REQUIREMENTS FOR ACCEPTANCE INTO THE NEW MEDIA ARTS MAJOR

Prepare a verbal biographical statement to introduce yourself to the New Media Arts review committee in person on the day of the review.

Upload samples of work from NMAD112 to your ePortfolio.

Upload a 500 word essay addressing why you wish to join the New Media Arts department indicating any special projects you would like to undertake.

STUDIO ARTS



STUDIO ARTS DEPARTMENT

BACHELOR OF FINE ARTS (BFA) IN STUDIO ARTS

ASSOCIATE OF FINE ARTS (AFA) IN STUDIO ARTS

MINOR IN STUDIO ARTS

Chair: Charlene Teters, Drawing & Painting, (Spokane)

Fulltime faculty:

Karita Coffey, Ceramics, (Comanche)

Dana Chodzko, Sculpture

Dorothy Grandbois, Photography, (Turtle Mountain
Chippewa)

Mark Herndon, Jewelry/Metals

Jeff Kahm, Drawing & Painting, (Little Pine First Nation)

Linda Lomahaftewa, Foundations, (Hopi/Choctaw)

Visual Arts Tech: Paul Moore (Chickasaw)

STUDIO ARTS

FACILITY

The Academic Administrative Building houses nine studio classrooms: photography, printmaking, ceramics, jewelry/small metals, drawing, 2-d and 3-d foundations classrooms and two painting studios.. A Light Studio is available to the Photography program. The new Sculpture/Foundry building houses studio classrooms for stone, wood, glass, metals, fabrication, a MAC computer classroom, a slurry room and outdoor patio working space for the foundry and large stone sculpture. Studio classrooms provide tools and materials for learning. A brand new Fab Lab is located next to the Jewelry/Metals Studio. See Academic Resources for more detail on the Fab Lab. Additionally students are responsible to purchase their own art materials as needed.

DESCRIPTION

The Studio Arts program is designed for students interested in pursuing a professional career in the field of fine arts. It offers the student a flexible and comprehensive course of study, Through exploration of multiple forms of art and contemporary practices, students develop technical and conceptual skills essential for success as professional artists or graduate students in a Masters of Fine Arts program. Studio production, critical thinking, and hands-on instruction by dedicated faculty are combined to foster development of artistic direction.

Students begin their exploration with the Foundations, which include:

- 2D Fundamentals
- 3D Fundamentals
- Studio Fundamentals
- Drawing I
- Drawing II
- Color Theory and Practice

During the sophomore and junior years, students have the opportunity to delve into areas of possible interest by selecting from seven media-specific courses. Each course focuses on the medium's techniques, skills, concepts, history, materials, methods and process, Students are encouraged to develop a solid understanding of the underlying concepts and ideas that inform art making. Introductory through advanced studio courses in a specific media provide students with innovative ways of thinking and creating.

Students select an area of emphasis through Introductory, Intermediate and Advanced courses in:

- ceramics
- drawing
- jewelry/metals
- painting
- photography
- printmaking
- sculpture

In the senior year, the student's primary focus is on creating a coherent body of personal work. Students are given individual workspace and are challenged to excel through weekly faculty reviews and critiques with guest artists and the arts faculty. Toward the end of the students' final semester, students celebrate their accomplishments by showing their best work in the BFA exhibition at our Museum of Contemporary Native Art and in the campus' Primitive Edge Galleries.

Our small class sizes, accomplished faculty (over half are native artists from the U.S. and Canada), excellent facilities, and top-notch equipment provide a creative learning environment for a future in the arts.

GUIDING STATEMENT

Our program encourages students to explore the visual arts through an exciting and comprehensive course of study designed to develop not only skills but also concepts, historical awareness, and cultural sensitivities essential to the professional artist.

PHILOSOPHY

The focus of our program is the development of each student's personal expressive abilities, critical thinking skills and professionalism. We recognize that each student brings unique energy, experience, vision, dedication and creative expression to the Studio Arts program, and the results of their work are showcased in a senior thesis exhibition.

GOALS

- To prepare students to think critically as a foundation of creative practice
- To expose students to fundamental art and design concepts
- To expose students to diverse art forms
- To develop students' abilities in visual problem solving

- To develop students' abilities in translating verbal concepts into visual art for communicating personal statements
- To enable students to perform at a high level of technical proficiency in their chosen medium
- To create professional pathways for positioning graduates as innovators and leaders in both the Native and non-Native art world.

LEARNING OUTCOMES

Graduates of the Studio Arts Program will be able to:

- Recognize the formal elements and principles of art and design
- Develop works that demonstrate personal expression
- Demonstrate technical competencies in a chosen medium
- Apply professional practices to a studio arts career
- Demonstrate familiarity with both Native American and Western art history

STUDIO ARTS

STUDIO ARTS DEGREE PLANS BACHELOR OF FINE ARTS 120 CREDITS

Course #		Credits	Course #		Credits
	GENERAL EDUCATION REQUIREMENTS	30		Choose at least one Intermediate Studio & one Advanced Studio in the same studio emphasis	6
	MAJOR REQUIREMENTS	90			
FUND100	Studio Fundamentals	2	PTNG211	Intermediate Painting	
FUND101	2-D Fundamentals	3	PRTM201	Intermediate Printmaking	
FUND102	3-D Fundamentals	3	PHOT221	Intermediate Photography	
FUND103	Color Theory and Practice	2	CERA201	Intermediate Ceramics	
FUND111	Drawing I	3	JEWL221	Intermediate Jewelry/Metals	
FUND212	Drawing II	3	SCUP231	Intermediate Sculpture	
FUND221	Figure Drawing	3	PTNG311	Advanced Painting	
ARTH300	Contemporary Native American Art History	3	PRTM301	Advanced Printmaking	
ARTH312	Contemporary Art	3	PHOT321	Advanced Photography	
ARTM301	Writing About Art	3	CERA301	Advanced Ceramics	
ARTM402	Portfolio	3	JEWL321	Advanced Jewelry/Metals	
SSEM403	Studio Arts Seminar	2	SCUP331	Advanced Sculpture	
	Choose 1 course below	3		Studio Arts Electives: Choose six	14
ARTH211	Native American Art History I			Studio Electives: Intermediate Studio 200 Level, Advanced Studio 300 or 400 Level (Advanced Studio 400 can be repeated once in the same discipline, using the following course numbers PTNG411, 412, PRTM401, 402, PHOT431, 432, CERA401, 402, JEWL421, 422, & SCUP431, 432), New Media Courses, Traditional Arts Courses, Internship 290 and 490, Apprenticeship 295 & 495, Independent Study 298, 398, or 498 or any other Studio Elective	
ARTH212	Native American Art History II				
	Choose 1 course below	3		Two Elective Courses	6
ARTH221	European Art History Survey I			Must take both Senior Projects in chosen focus area	
ARTH222	European Art History Survey II				
	Choose any 1 Art History Elective below	3			
ARTH311	Modern Art 1850-1950		451	Senior Project I: (Focus Area)	5
ARTH231	Arts of Africa, Oceania and the Americas: A Comparative Study		452	Senior Project II: (Focus Area)	5
ARTH213	Arts of the Americas				
or	Other Art History Course				
	Introductory Studio in 2D: Choose 2	6			
PTNG111	Introduction to Painting				
PRTM101	Introduction to Printmaking				
PHOT121	Introduction to Photography				
	Introductory Studio in 3D: Choose 2	6			
CERA101	Introduction to Ceramics				
JEWL121	Introduction to Jewelry/Metals				
SCUP131	Introduction to Sculpture				

STUDIO ARTS ASSOCIATE OF FINE ARTS DEGREE 64 CREDITS

Course #		Credits
GENERAL EDUCATION REQUIREMENTS 30		
DEPARTMENTAL REQUIREMENTS 22		
FUND100	Studio Fundamentals	2
FUND101	2-D Fundamentals	3
FUND102	3-D Fundamentals	3
FUND103	Color Theory and Practice	2
FUND111	Drawing I	3
FUND212	Drawing II	3
ARTH211	Native American Art History I	3
ARTH212	Native American Art History II or other Art History elective	3
	Any 2-D Introduction to Studio	3
	Any 2-D Introduction to Studio	3
	Any 3-D Introduction to Studio	3
	Any 3-D Introduction to Studio	3

STUDIO ARTS MINOR 23 CREDITS

Course #		Credits
FUNDAMENTALS 11		
FUND101	2-D Fundamentals	3
FUND102	3-D Fundamentals	3
FUND111	Drawing I	3
FUND100 or FUND103	Studio Fundamentals or Color Theory and Practice	2
Any Art History Course 3		
One Introductory Studio Course 3		
PTNG111	Introduction to Painting	3
PRTM101	Introduction to Printmaking	3
PHOT121	Introduction to Photography	3
CERA101	Introduction to Ceramics	3
JEWL121	Introduction to Jewelry/Metals	3
SCUP131	Introduction to Sculpture	3
One 200 Level Studio Arts Course 3		
PTNG211	Intermediate Painting	3
PRTM201	Intermediate Printmaking	3
PHOT221	Intermediate Photography	3
CERA201	Intermediate Ceramics	3
JEWL221	Intermediate Jewelry/Metals	3
SCUP231	Intermediate Sculpture	3
Studio Arts Elective: Choose one 3		



STUDIO ARTS

BLOCK SCHEDULE FOR BFA IN STUDIO ARTS

120 CREDITS

A block schedule helps students stay on track toward successful completion of their degree by indicating clearly which courses they would ideally enroll in each semester. By following the block schedule for each semester's course enrollment, students are assured of taking their requirements in sequence and completing their degree in a timely manner.

FIRST SEMESTER

LIBS103 First Year Seminar	2
ENGL101 English Comp I	3
MATH 102 Geometry or any 100-level & above Math Course	3
TECH101 Technology Basics for College	3
FUND 101 2-D Fundamentals	3
HEAL Health/Wellness Elective	1
First Semester Total Credits	15

THIRD SEMESTER

Introduction to 2-D or 3-D Studio Course	3
Introduction to 2-D or 3-D Studio Course	3
FUND 212 Drawing II	3
ARTH 211 Native American Art History I or ARTH 212 Native American Art History II Elective	2
LIBS104 ePortfolio	1
Third Semester Total Credits	15

FIFTH SEMESTER

Intermediate Studio Course	3
Studio Elective	3
Studio Elective	3
ARTH 300 Contemporary Native American Art History	3
ENGL100 The Art of Public Speaking	3
Fifth Semester Total Credits	15

SEVENTH SEMESTER

451 Senior Project I	5
Studio Elective above 200-level	3
SSEM 403 Senior Seminar	2
Art History Elective	3
Seventh Semester Total Credits	13

SECOND SEMESTER

HEAL Health/Wellness Elective	1
ENGL102 English Comp II	3
IDST 101 Introduction to Indigenous Studies	3
FUND 102 3D Fundamentals	3
FUND 111 Drawing I	3
FUND 100 Studio Fundamentals	2
FUND 103 Color Theory & Practice	2
Second Semester Total Credits	17

FOURTH SEMESTER

Introduction to 2-D or 3-D Studio Course	3
Introduction to 2-D or 3-D Studio Course	3
FUND 221 Figure Drawing	3
ARTH 221 European Art History Survey I or ARTH 222 European Art History Survey II Any Science w/Lab	4
Fourth Semester Total Credits	16

SIXTH SEMESTER

Advanced Studio Course	3
Studio Elective	3
ARTH 312 Contemporary Art	3
ARTM 301 Writing about Art	3
Essential Studies Elective (outside of major)	3
Sixth Semester Total Credits	15

EIGHTH SEMESTER

452 Senior Project II	5
Studio Elective above 200-level	3
Studio Elective above 200-level	3
ARTM 402 Portfolio	3
Eighth Semester Total Credits	14

ePORTFOLIO REQUIREMENTS FOR ACCEPTANCE INTO THE STUDIO ARTS MAJOR

The presentation of coursework completed in required studio foundations courses provides evidence of a student's development and will determine entry into the Studio Arts major. Students should prepare the following materials for the review:

- Students should upload quality digital images for the review. Digital images should represent a sample of student artwork completed in the following foundations courses (or their equivalent): Drawing I, 2d Fundamentals, 3d Fundamentals, Color Theory & Practice, Studio Fundamentals. At least one but preferably two examples from each course will be considered.
- Prepare a verbal biographical statement to introduce yourself to the Studio Arts review committee in person on the day of the review.
- Upload a short essay explaining why you have selected Studio Arts as your major.

ACADEMIC RESOURCES / FITNESS & WELLNESS

FITNESS & WELLNESS PROGRAM

FACILITY

The new Fitness Training Center at IAIA provides a range of exercise equipment including treadmills, elliptical trainers, Schwinn spinning bikes, Paramount strength training equipment and free weights. During the academic year, the center stays open 7 days a week for drop in hours. An extensive variety of fitness and recreation classes which include conditioning, weight training, martial arts, archery and hiking. In addition, mind/body classes are offered in yoga, meditation, Tai Chi, and mindful eating. Individual fitness testing & nutrition consultations are offered through several programs.

GUIDING STATEMENT

The mission of the Fitness and Wellness Department is to encourage a lifetime of health and wellness to the students, staff and Faculty at the Institute of American Indian Arts.

PHILOSOPHY

The Fitness and Wellness program promotes health through all of the dimensions of wellness and physical movement to enhance longevity and quality of life. To meet our aspirations for excellence, we recognize that being physically healthy is necessary for our success.

GOALS/LEARNING OUTCOMES

- To develop an increased sense of somatic awareness through recreation and physical activity



- To monitor changes in physiological outcomes over a set period of time
- To demonstrate an understanding of the health benefits of exercise and be empowered to develop a personal physical activity program
- To develop and practice recreational, fitness and wellness activities as a part of a healthy lifestyle
- To experience a variety of fitness and wellness related activities on and off campus in (5K Runs, Outdoor Adventure, Zumba Workshops, Walk to Prevent Diabetes; Tobacco Cessation Programs)

REQUIREMENTS

All students at IAIA is required to successfully complete two credits in HEAL classes to satisfy their general education core program requirements. See course list for descriptions.

PROGRAMS

1 credit lifetime physical activity/fitness classes
Drop In hours in the Fitness Center 7 days per week
Monthly Workshops, Specialty Classes, Fitness Events and On Campus Fitness Challenges
6 Week Summer Boot Camp / Staff & Faculty

MEMBERSHIP

IAIA Fitness Center membership is only open to current, enrolled IAIA registered students

IAIA full time Staff and Faculty may utilize the \$150 Fitness Reimbursement for an Annual Membership

IAIA Adjunct Faculty	\$50 per semester
Non student Family Housing	\$50 per semester

ACADEMIC RESOURCES / ACADEMIC TECHNOLOGY

ACADEMIC TECHNOLOGY RESOURCES

Academic Technology Resources Department was established to create flexible technical support that enables IAIA to respond to the growing dynamic demands of its academic goals, programs, and its mission. Academic Technology is a cross departmental unit that provides support for all students, faculty, staff, and departments, both on campus and at a distance.

DISTANCE EDUCATION

Distance Education & Academic Technology Director:
Donna Harrington

Distance Education Coordinator and Instructor:
Stephen Fadden (Mohawk)

FACILITY

New distance education classrooms in the Center for Lifelong Education building have been designed to augment the full development of academic and professional on-line courses and programs. They incorporate state-of-the art computing and an environment conducive to exceptional learning in an online format.

GUIDING STATEMENT

The Distance Education program provides quality academic classes, continuing education for lifelong learning, community outreach, and professional development, anytime, anywhere, in service to IAIA and the global community. Our 360 degree approach supports instructors, by enabling them to develop and deploy courses in the various degree and certificate programs offered at the Institute of American Indian Arts. Enhanced academic technology resources, reinforce traditional classroom learning and support increased student retention. These same resources are also central to the IAIA sustainability initiatives. In doing so, we support students, faculty, staff, and the community.

PHILOSOPHY

We believe distance education options can serve the educational needs of Native American and other communities far and wide, thus expanding the impact of an IAIA education. Through the integration of important technologies and sound pedagogy, we can provide distance education options that increase personal success and help individuals and communities fulfill their aspirations.

GOALS

Instructors who facilitate distance education will be able to:

- Provide the resources necessary to develop instructional materials in totally online and blended (face to face combined with online) formats to deliver quality learning at a distance through the use of a variety of technologies
- Provide a quality online learning experience for all learners
- Utilize the Distance Education Program for technical support in their online classes

Learners who take distance education classes will be able to:

- Enroll in and complete online courses relevant to their degree plans and/or professional development goals
- Contact the Distance Education Program for technical support in their online classes

Distance Education and Academic Technology resources at IAIA contribute to the success of our students in several ways. What follows are descriptions of different kinds of courses utilizing academic technology to augment each student's learning experience.

ACADEMIC RESOURCES / ACADEMIC TECHNOLOGY

FULLY ONLINE

In a fully online course:

- Participants do not meet face-to-face in the classroom, but interact entirely through the Internet.
- Course materials are delivered in online format.
- Communication and interaction occur online between instructors and students.
- Assessment of student work is conducted online.

HYBRID OR BLENDED

In a hybrid or blended course:

- Participants still meet for scheduled class or lab time, but the amount of time is reduced. For example, a course that normally has three one-hour classes per week might require only two classes each week when offered in a blended format.
- Face-to-face and online activities are designed to reinforce, complement, and support the other.
- In many ways, blended courses combine the best features of classroom-based courses with online courses. Students benefit from meeting their instructor on a regular basis, while still enjoying the flexibility of online learning.

WEB-ENHANCED

In a Web-enhanced course:

- Participants meet in the classroom for the scheduled hours of the course, but there may be a course Web site or some instructional activities online.
- Supplementary materials, such as a course syllabus, homework assignments, and an optional Discussion Board are delivered online.
- These components are intended to supplement, not replace, face-to-face course work.

ACADEMIC RESOURCES / ACADEMIC TECHNOLOGY

CENTER FOR TEACHING, LEARNING, AND TECHNOLOGY

The Institute of American Indian Arts Center for Teaching, Learning & Technology (CTLT) is managed by the Academic Technology Resources & Distance Education Department. The CTLT provides a variety of training and professional development opportunities. These programs are available in a traditional on-campus format, taught at the Center for Lifelong Education, and asynchronously through an online format using the Blackboard Course Management System. In addition, the CTLT is launching non-credit online courses to native communities in a variety of subjects.

On campus technology help sessions are regularly scheduled for students, faculty, and staff. Customized training in various office technologies is in preparation for several business units at IAIA.

The CTLT also facilitates Blackboard Learn™ 9.1 Training for system administrators, course designers, and faculty using the state's centralized eLearning platform.

The 2-day Administration workshop introduces participants to all options and features accessible through the Administrator Panel of Blackboard Learn™ 9.1. Through a variety of activities, including hands-on exercises, participants discuss implementation best practices, create and modify system roles, manage users and courses, enable and disable system-wide tools, and review capabilities for managing system extensions.

The 3-day Course Design session teaches instructors, administrators, and support personnel to design, build, and export a custom course within the online environment of Blackboard Learn™ 9.1. Participants work independently and collaboratively.



ACADEMIC RESOURCES / ACADEMIC TECHNOLOGY

ACADEMIC COMPUTER LAB

The IAIA Academic Computer Lab, located adjacent to the Student Success Center, is available to IAIA students 24 hours a day, 7 days a week, during the semester. Access is granted using magnetic card keys and all activity is monitored.

The lab contains 20 iMac computers installed with Mac OS X Snow Leopard and Windows 7. Students are able to select the environment they prefer.

Two additional machines have been configured specifically for Media Arts course related activities. Open desk areas for laptops are also available.

LAB RULES

- No food is allowed in the Academic Computer Lab.
 - Beverages in screw-capped or lock-top containers are permitted
 - Computer facilities are to be used by registered IAIA students, faculty, and staff only. Users should bring their IAIA IDs when using the facilities.
 - Physical abuse of the computer equipment is prohibited and will result in loss of computer lab privileges, IAIA disciplinary action, and criminal prosecution.
 - You must not attempt to modify in any way a program that is pre-installed to lab equipment.
 - You must abide by the terms of all software licensing agreements and copyright laws.
- You must not deliberately perform acts that are wasteful of computing resources, or that unfairly monopolize resources to the exclusion of others.
 - Printing of multiple copies of any documents including resumes, thesis, and dissertations is strictly prohibited.
 - Restrict recreational use on lab computers to low traffic times. Students needing the computers for academic purposes have priority. Recreational users may be asked to discontinue their use to provide access for academic applications. Recreational use includes, but is not limited to, game playing, video streaming (other than course related), IRC (Internet Relay Chat), and other chat channels.
 - You are expected to frequently use the anti-virus program to scan disks and files for viruses. It is each user's responsibility to protect his/her own portable media from a virus. IAIA is not responsible for infection of non-IAIA software or hardware. Deliberate introduction of a virus affecting the computer lab and/or network will result in suspension of computer lab privileges, IAIA disciplinary action, and criminal prosecution.
 - IAIA is committed to sustainability in all campus activities. Students can assist IAIA in the conservation of printing resources by on-screen editing, and running spell check and print preview options before printing a copy of the document.



LIBRARY

Director of Library Programs: Valerie Nye

Staff:

Pam Donegan, Librarian/Catalog

Ryan Flahive, Archivist

Jenni James, Librarian

Grace Nuvayestewa, Library Specialist (Hopi)

The Library supports the mission of IAIA by facilitating student access to information and materials for interdisciplinary inquiry and creative inspiration, encouraging lifelong learning within the IAIA community.

Students, faculty, and staff are encouraged to use the Library's print and electronic collections, computer facilities, and Archives. The Library has a collection of over 40,000 volumes, including an extensive reference section.

Library subscriptions feature over 200 journals and over 50 tribal newspapers as well as numerous electronic databases such as ARTstor, Academic Search Premier, Ethnic NewsWatch, JSTOR, Human Relations Area Files, Oral History Online, North American Indian Thought and Culture, and others.

The computer facilities include work areas with more than 30 computers (both PCs and Macs) and a wireless network.

Three study rooms are available for student use. Students can organize study sessions in these rooms as well as use them for small group projects, film viewing, and as a quiet place to do homework.

LIBRARY CHARGES FOR LOST/DAMAGED MATERIALS

Library materials are a shared resource for all students and include rare, out-of-print, and hard to replace items. If a student has damaged or lost library materials checked out in their name, their Student Account will be charged a replacement cost which may impact their ability to pre-register or obtain transcripts.

Special collections available include photos from the Smithsonian Institution's National Anthropological Archives, the Lloyd New Collection, the Lee and Stewart Udall Collection, and an art exhibition catalog collection. To find out more, visit the library's website at www.iaia.edu/academics/library.

IAIA ARCHIVES

IAIA Archives is a research facility dedicated to the research of IAIA, the contemporary Native art movement, and American Indian Education. It is open to IAIA students, faculty and staff as well as offering research opportunities to outside scholars and the general public. Research is by appointment only, Monday-Friday, 8 a.m.-4 p.m. For more information contact Ryan S. Flahive, Archivist 505.424.2392.

ACADEMIC RESOURCES / CAMPUS GALLERIES

PRIMITIVE EDGE GALLERY SCULPTURE GALLERY

MISSION

To provide a distinctive, progressive and uncensored exhibition space for the presentation of artwork produced and/or curated by IAIA students.

PHILOSOPHY

In order for our students to succeed and enhance their knowledge base, experiential learning is a necessity. The campus galleries embrace the fact that students are an essential part in the success and growth of the gallery, which is why we make it a point to incorporate students through educational practices of exhibition design and presentation. It is through student, faculty, and staff collaboration that the gallery is a significant tool in promoting IAIA students and their artistic endeavors as well as providing a teaching space for all to inspire, create and succeed.



TERRAN KIPP



GUIDING STATEMENT

In order to support IAIA students, the campus galleries are in partnership with the Museum Studies Department to ensure exhibition opportunities, education and hands-on experience in exhibition design, construction and technique. In addition, the galleries collaborate with all degree programs to allow student exhibition opportunities.

OVERVIEW

The campus galleries predominantly showcase the artworks of current IAIA Students. However, the gallery also collaborates to facilitate faculty, staff and alumni exhibitions.

We take pride in the amount of collaboration that takes place between students, faculty and staff to construct each individual exhibit. We are essential in providing hands-on experience for our IAIA students to become knowledgeable in the real life application of exhibition curation, technique and construction.

The Primitive Edge Gallery is located in the North end of the Academic and Administration Building. The Sculpture Gallery is located in the Sculpture/Foundry Building. Together, these two galleries provide unique and flexible spaces for student exhibitions. The two galleries present approximately seven to nine exhibits per year, such as the annual Student Winter Exhibit and Senior Thesis exhibitions.

Internship and work-study opportunities are available in the gallery by an application and selection process.

For more information on past and current exhibits, please visit the gallery page on the IAIA Website:

www.iaia.edu/academics/primitive-edge-campus-gallery/

Or email, primitiveedge@iaia.edu

DIGITAL DOME

Digital Dome Manager: Ethan Bach

FACILITY

The Digital Dome @ IAIA is unique as the world's only fully articulating dome (rotates 0° to 90°, can be placed near the ceiling or the floor) offering multiple viewing experiences. The space offers a unique combination of black box, planetarium, and full-dome for an immersive media experience. The Digital Dome is found at the campus of the Institute of American Indian Arts (IAIA). IAIA is located just Southeast of Rancho Viejo and the Santa Fe Community College in Santa Fe, New Mexico.

The digital dome along with the IAIA campus offers a host of support for your project or event. The digital dome offers:

- Black box 41' (width) x 41' (width) x 31' (ceiling height)
- 24' (width) x 12' (height) digital dome
- 6.1 surround system with Tascam DM-3200 mixer
- Sky-Skan digital system including 6 projectors, 8 computers (one master, six slaves, one audio), and DigitalSky 2 software to create a 2k projection.
- 35 moveable gaming chairs with 2 built-in 3" 2-way speakers and 4" subwoofer.
- Power regulated by Eaton Powerware 9155 UPS.
- 4 Macintosh computer labs totaling 66 computers with up-to-date applications.

- Equipment rental including professional video, audio and lighting equipment.
- On-site gourmet organic cafeteria provided by Bon Appétit. Also available for catered events.

PHILOSOPHY

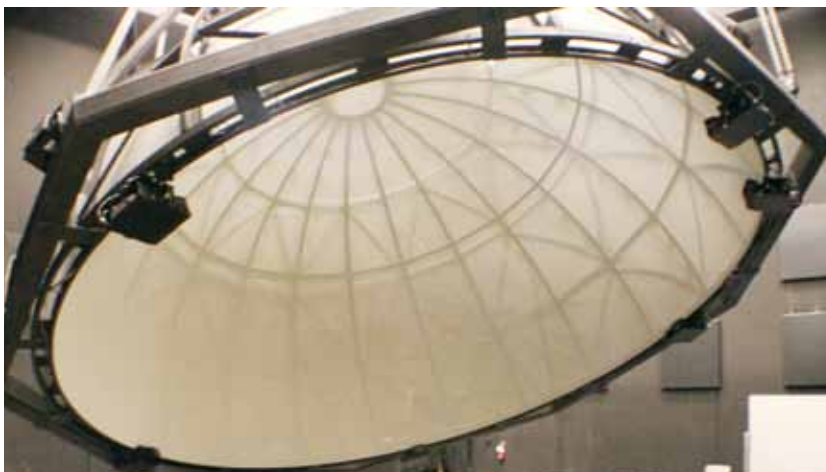
The Digital Dome @ IAIA was created to assist in the evolution of informed, educated and digitally-enabled storytellers so that they can actively maintain, represent and fortify Native arts and culture for future generations. The dome programming and college courses ensure that IAIA students will learn how to leverage the power of this new media technology for their Native communities in the social, cultural, economic and political realms.

GOALS

The Digital Dome offers a unique space to learn new applications for creative expression, scientific and technical exploration, and the merging of art and technology. The goal of the digital dome immersive environment is to further the use of new media as a tool of cultural expression.

In addition to serving the students, faculty and staff of the academic programs with a particular emphasis on students majoring in New Media Arts, the Digital Dome is available for artists, researchers, and/or teams of art technology collaborators. Refer to the Digital Dome Use Policy in the section under Academic Policies for more information.

ETHAN BACH



Stay informed and up-to-date on the activities hosted by the Digital Dome as we document and share our experiences.

Check out our Digital Dome BLOG or FACEBOOK site: www.myiaiaonline.com/digitaldome/

FAB LAB

The new IAIA Fab Lab is a small-scale workshop offering digital fabrication for the arts. It is equipped with an array of computer-controlled tools that cut or build in several different scales and in various materials. The Fab Lab is located next to the Jewelry/Metals Studio in the Academic & Administration building.

The new Fab Lab will give Studio Art, New Media Art and Museum Studies students access to industrial mass production and rapid prototyping equipment that is often limited to use by large companies and industrial design programs at large universities.

The Lab includes:

Laser Cutter: for 2D cutting and engraving materials like wood and plastics

Water Jet Cutter: for 2D cutting of materials like glass metal and stone

Rapid Prototyping Machine: for 3D printing

CNC Machine: for 3D cutting



MUSEUM OF CONTEMPORARY NATIVE ARTS

Patsy Phillips (Cherokee Nation), Director
 Marcella Apodaca, Finance/Admin Coordinator
 Thomas Atencio (Tewa), Facilities and Security Manager
 John Joe (Navajo), Museum Registrar
 Maria Favela (Navajo), Deputy Security Supervisor
 Hayes Locklear (Lumbi), Education Program Coordinator
 Tatiana Lomahaftewa Singer (Hopi/ Choctaw),
 Collections Curator
 Larry Phillips Sr. (San Juan),
 Special Projects & Community Relations Officer
 Ryan Rice (Mohawk), Chief Curator
 Brian Sloan, Museum Security Officer
 Sallie I. Wesaw-Sloan, (Eastern Shoshone),
 Graphic Designer

Museum Gift Shop
 Laura Ellerby, Museum Store Manager

The Museum of Contemporary Native Arts (MoCNA) was formerly known as the Institute of American Indian Arts Museum. Established in 1971, the museum was developed as an extension to showcase creativity nurtured by the Institute of American Indian Arts, as well as to facilitate, advance and support the study of museum practices. Forty years later, the MoCNA has evolved to become the country's only museum for exhibiting, collecting and interpreting the most progressive work by contemporary Native artists for local, national and international audiences.

The museum offers a unique perspective to Native cultures and is a catalyst for inter-cultural dialogue. MoCNA contributes profoundly to the dissemination and expansion of discourses related to the contemporary visual arts field by cultivating knowledge and appreciation advanced through dynamic exhibitions, publications and engaging educational programs that reflect the vibrancy of contemporary Native art.



Recognized as one of the foremost venues and leading voices for contemporary Native arts in the United States, MoCNA is committed to serving the needs of Native artists from all generations through exhibition and public programming opportunities. Each year, IAIA's BFA graduating students display their work in an annual exhibition highlighting the culmination of their development in the visual arts and serving to represent the constant growth of the Institute of American Indian Arts' college community and its curriculum across academic and artistic disciplines.

The Museum of Contemporary Native Arts is located in the heart of downtown Santa Fe, and houses 4 dedicated galleries named after Fritz Sholder, Helen Hardin, Allan Houser and Lloyd Kiva New, all significant Native artists who have contributed generously to the IAIA legacy.

The MoCNA Store is a retail shop offering a range of contemporary and traditional arts, books, cds and unique gifts. The MoCNA also stewards a collection of approximately 7,500 pieces of Native art in all media created in 1962 or later by Native artists. The collection storage facility is located on the IAIA campus and occupies 7,000 square feet of the Science and Technology Building.

The Museum of Contemporary Native Arts strives to be flexible, foresighted and risk-taking, maintaining a position dedicated to furthering contemporary Native art presentation and practice.

THE CENTER FOR LIFELONG EDUCATION

Director: Hayes Lewis (Zuni)

Staff:

Jaime Gaskin, Program Development Officer

Luke Reed, USDA Grant Programs

Ramus Suina, Tribal Relations Specialist (Cochiti)

Stephen Fadden, Distance Education Coordinator
(Mohawk)

CLE, the Center for Lifelong Education, is a vibrant Center of IAIA that is all about connections. Connections to the past and our community. Connections to each other and the future. Connections to the services we need to make life better today. At the CLE, we are dedicated to preserving and strengthening the richness and depth of our Indigenous cultures, their wealth of tradition and sovereignty. It is an issue and a duty we are all called upon to address as popular mass culture spreads its sameness across the globe. As one of three centers within the Institute of American Indian Arts (IAIA), the CLE is dedicated to preserving and strengthening Indigenous cultures while responding to the needs of the Pueblos and tribes throughout the four-corners region. The CLE also serves many other federally-recognized tribes in nine priority areas of programming and collaborates internationally to support indigenous communities and organizations in Botswana, South Africa and Mexico.

CLE's focus on Indigenous ways of learning and knowing is evident in the educational offerings, technical assistance and learning opportunities provided to tribes, Indigenous partners, students, and tribal communities. This priority reflects a long-term strategic commitment and relationship with tribes and Indigenous communities that promotes individual and tribal self-sufficiency, strengthens families and supports tribal capacity.

In service to the Pueblos, American Indian tribes, and other Indigenous cultures, we are spreading a wealth of educational, cultural, legal, family, agricultural and other vital services throughout the southwest, the nation and beyond.

With a focus on Indigenous education centered around Native American culture, we offer lively, informative, educational and life-enriching conferences, symposia and workshops on everything from wellness to cultural tourism.

We are also a center of connection to a variety of life enrichment and community support services, including:

- Art and Humanities
- Culturally-Based Economic Development
- Culture, Language and Land
- Education and Youth
- Family Community and World Development
- Health and Wellness
- Law and Justice
- Leadership and Tribal Governance
- Technology

Our distance learning opportunities mean that distance from the campus won't keep you away from learning.

You can be and stay connected from wherever you are. Learning and teaching, sharing wisdom and community, supporting our culture and each other are lifelong journeys, well worth the trip. Stay connected at the CLE.

CLE...Honoring the Past, Preparing for the Future,
Enriching the present.

ACADEMIC RESOURCES / EXPERIENTIAL LEARNING

EXPERIENTIAL LEARNING

Learning is an experiential process. Learning in Native American communities has often been based on the experiential model of direct engagement in an activity. The following steps characterize experiential learning: observation, initial participation, reflection on what has been learned through participation, increased awareness and closer observation, deeper reflection, and increased levels of participation as expertise develops leading to mastery of the activity.

IAIA includes this model of learning as basic to all of its academic programs. To augment classroom lecture, reading, writing, speaking, and thinking, we at IAIA believe in doing and being as part of the educational process. Many studio courses already integrate this practice as a regular part of the educational process.

To provide additional opportunities for experiential education, IAIA includes Internships and Apprenticeships in its educational model. Students may enroll in these educational opportunities with the support of their academic advisors. Internships and apprenticeships may count for either elective or major credit to fulfill the requirements for graduation. They do not count toward general education.

For Internships and Apprenticeships, contracts are written which specify the expectations for both the student and the supervisor or mentor. They list the total number of contact hours which will determine the amount of academic credit awarded (see Credit Hours below). Contracts will state the days, times, and places where the learning will occur. Contracts are signed by the student, the academic advisor or sponsoring faculty member, and the internship supervisor or apprenticeship mentor. Internships and apprenticeships are conducted on a pass/fail or credit/no credit system. Grades are not given for these experiences.

Internship I 290 (Prerequisite: 2nd year standing)

Internship II 490 (Prerequisite: 3rd year standing)

INTERNSHIPS

Internships place students within existing organizations to learn directly from fellow employees, volunteers, clients and others. Internships provide valuable hands-on real world opportunities for student learning to deepen and strengthen classroom instruction and prepare students for professional careers in their chosen fields. Students report to workplace supervisors and fulfill workplace expectations to receive academic credit. All students keep a journal to document their learning. They will write a final reflective paper. Workplace supervisors will complete an evaluation form commenting on student's learning in the workplace.

Over their four years, students may enroll in two levels of internships for variable credit. Students may enroll in 1 to 6 credit internships.

Internships are available in the following programs:

MUSM290, MUSM490 Museum Studies-for work in galleries or museums

ARTS290, ARTS490 Studio Arts-for work in galleries and arts organizations any of the following prefixes may be used: CERA, JEWL, PRTM, SCUP, PHOT, PTNG.

IDST290, IDST490 Indigenous Studies-for work in tribal organizations and institutions serving Native peoples. ASG officers may choose to receive internship credit for their work.

NMAD290, NMAD490 New Media Arts-for work in graphic design, web design or moving image media

CRWR290, CRWR490 Creative Writing-for work in publications, public relations, publishing, journalism, theater or performing arts organizations

ACADEMIC RESOURCES / EXPERIENTIAL LEARNING



APPRENTICESHIPS

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or a cultural expert who is willing to share his or her expertise and experience with a student. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related

approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience.

Over their four years, students may enroll in two levels of apprenticeships for variable credit. Students may enroll in 1 to 6 credit apprenticeships.

Apprenticeship I 295

Apprenticeship II 495

Apprenticeships are available in the following programs:

MUSM295, MUSM495 Museum Studies-for one-on-one learning with an independent curator or related project.

ARTS295, ARTS495 Studio Arts-for one-on-one learning with a master artist or craftsman. Any of the following prefixes may be used: CERA, JEWL, PRTM, SCUP, PHOT, PTNG.

IDST295, IDST495 Indigenous Studies-for one-on-one learning from a tribally-acknowledged expert.

NMAD295, NMAD495 New Media Arts-for one-on-one learning with an independent media artist or graphic artist.

CRWR295, CRWR495 Creative Writing-for one-on-one learning with a writer.

COURSE DESCRIPTIONS

ANTH101 Cultural Anthropology (3 credits)

This course is an introduction to the field of cultural anthropology from an applied perspective. Topics discussed include: language, economics, kinship, marriage, gender, political organization, religion, and the arts.

ANTH102 Survey of American Indian Culture Areas (3 credits)

This course examines North American Indian cultures, with an emphasis on developing an awareness of, and appreciation for the diversity of these cultures. (Pre-requisite: ENGL101)

ANTH360 Native Americans and Multicultural America (3 credits)

This course will explore the impacts and contributions that the variety of immigrant cultures have had on the Indian tribes and communities in the United States.

ARTH211 Native American Art History I (3 credits)

This course examines both the anthropological and bioregional approaches to describing the diversity in American Indian cultures in the United States and Canada, with an emphasis on developing an awareness and appreciation for American Indian cultures.

ARTH212 Native American Art History II (3 credits)

This course is a general survey of Native American art from the mid-19th century to the present day. The course, focusing on major art forms, styles, and artists of selected Native American cultures, discusses art within the social, political, economic and religious environments in which it is created.

ARTH213 Arts of the Americas (3 credits)

This course is a survey of the arts and cultures of the Americas before significant European contact (pre-Columbian). The course, focusing on Mexico, Central America, and the Andean region of South America, emphasizes the Inca, Olmec, Maya and Aztec cultures, with attention to concurrent developments in North American culture areas. (Prerequisite: ENGL101)

ARTH220 American & World Cinema History (3 credits)

This course is a concentrated study of movements within American and International cinema. This course presents a survey of American and International films, the classics that define and shape film history, ranging from the silent

classics to today's blockbusters and independent films. International and American cinemas will be analyzed within historical, social, and aesthetic contexts.

ARTH221 European Art History Survey I (3 credits)

This course provides the student with an introductory survey of the major movements of artistic production of the western world from pre-written history through the Middle Ages, focusing upon the religious, socio-economic, and political environments in which these arts were produced. (Prerequisite: ENGL101)

ARTH222 European Art History Survey II (3 credits)

This course focuses on the study of significant examples of architecture, painting, sculpture and graphic art from the civilization referred to as "Western": (i.e. Europe and those areas colonized by European settlers) from the Renaissance through the 20th century.

ARTH231 Arts of Africa, Oceania, and the Americas: A Comparative Study (3 credits)

This course is a comparative exploration of painting, sculpture, and architecture; the ephemeral arts of mud sculpture, scarification, tattooing, textiles and clothing; and the performance arts of masking, festival, and drama; as well as the interrelationships between visual and performing arts in the indigenous cultures of Africa, Oceania, and the Americas. (Prerequisite: ENGL101)

ARTH260 American Indians in the Cinema (3 credits)

This course examines the impact of cultural and racial stereotyping of American Indians in film on history, social relations, religious attitudes, and public policy, both past and present. (Prerequisite: ENGL102)

ARTH298 Independent Study I (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of IAIA students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: second-year standing)

ARTH300 Contemporary Native American Art History (3 credits)

This course will focus on contemporary Native American artists and the variety of artistic practices that make contemporary Native American art so diverse. (Prerequisite: ARTH211 or ARTH212 or ARTH213)

COURSE DESCRIPTIONS

ARTH311 Modern Art 1850-1950 (3 credits)

This course will focus on the artists, art movements, and manifestos of European and Euro- American art from 1850-1950. (Prerequisite: ARTH222)

ARTH312 Contemporary Art (3 credits)

Late Modern and Postmodern art movements from 1940- present. (Prerequisites: ARTH311 or ARTH212)

ARTH370 Art History Special Topics (3 credits)

This course is designed to expand the possibilities for the IAIA and guest faculty to teach courses on a one-time basis on a variety of topics not otherwise offered in the curriculum. (Pre-requisite: Permission of the instructor)

ARTH412 Dialogues in American Indian Art and Policy: (3 credits)

This course will explore the relationship between American Indian artistic expression and the various policies European colonists and the United States have had towards Indigenous Americans. As a study of history and art, the course will start in the mid-1700's with the war between England and France, through various US policies and extending into the present, looking at the impact of those on Native American expression, decoration and art.

ARTM201 Business of Art (3 credits)

This course explores the basic tools and strategies required for pursuing and managing a career in the visual arts including such topics as pricing and selling works of art, contract and copyright law, record-keeping for tax preparation, insurance and retirement options, and business structures and promotional materials for marketing. Students will produce a portfolio for use in entering juried art exhibitions, or for applying to graduate programs. (Prerequisites: MATH102 and ENGL101)

ARTM301 Writing About Art (3 credits)

Writing about Art gives students skills and methods for approaching, seeing, and interpreting artworks, exhibitions, and the core concepts of contemporary visual culture. The course emphasizes writing from analytical, theoretical, historical, personal and multi-cultural perspectives. Classroom presentations and discussions encourage critical inquiry as a basis for writing art reviews, artist's statements, criticism, thesis statements, poetry and expository essays about art.

ARTM402 Portfolio (3 Credits)

The aim of this course is to prepare students to promote themselves both as artists and professionals. Students will learn how to create succinct and compelling biographies, artist's statements, curricula vitae and cover letters. In addition to the basics of portfolio, the course will cover business letters, resumes, brochures, press releases, web sites, newsletters, testimonial sheets, CD-ROMs, gallery presentation materials, artist/gallery agreements, consignment agreements, and more. Through a series of mock applications and interview processes, students learn techniques for effectively presenting themselves as well as their body of work. Students will also gain the technical skills necessary to accurately curate, photograph, document, and arrange "galleries" of their work in a variety of formats (both "physical" and "digital"). (Prerequisite: fourthyear standing) *Studio Fee

ARTS101 Intro to Visual Arts (3 credits)

This introductory course gives the student a basic overview of various art forms from around the world. Students will learn the vocabulary terms; describe art materials and processes used by artists from different time periods. The function of art and the role of the artist will be examined while developing a critical eye for visual literacy. Students will have an opportunity to create a project in connection to art theories learned in this course. (Co-requisite: ENGL101)

ARTS103 Introduction to the Creative Process (3 credits)

This course is an introduction to the creative process through exposure to a range of artistic disciplines and practices and through a variety of artistic and cultural perspectives.

ARTS201 Creative Process II: Global Literacy (3 credits)

Students will learn about four global regions/nations through an interdisciplinary approach. They will gain knowledge of the diverse peoples, governments, histories, and natural systems that comprise the world—and the forces that continue to shape them. They will explore the role of the global artist in the 21st century in relationship to global issues. Students will learn to see the 'global in global issues to their own communities and the IAIA community. (Pre-req ENGL 102)

ARTS390 Colloquia (3 credits)

The course provides a mechanism for exploring, in seminar form, a variety of topics and issues that impact major programs & individual disciplines. Different courses will be offered each semester depending on the availability of faculty and student interest. (Prerequisites: IDST101; ENGL102, plus one 200 level course in an appropriate discipline)

BOTN101 Ethnobotany of The Southwest (3 credits)

This course begins by addressing concepts of health and wholeness among different world indigenous cultures with a focus on plants for food and medicine. Native American concepts of health and the traditions surrounding plants are explored with an emphasis on the history, cultures, and applications of plants in the Southwestern U.S. over the past five thousand years. A required lab component will include identifying and preparing the many botanicals which have aided human populations in this bioregion. (Co-requisite: BOTN101L)

BOTN101L Ethnobotany of the Southwest LAB (1 credit)

The Ethnobotany Lab will consist of hands on activities including farm visits in which the students will participate in harvesting and gathering plant material and other seasonal farm tasks. In addition the students will prepare botanicals and prepare plants for drying and other storage methods.

BUSN101 Money, Wealth and Personal Finance (3 credits)

What is money? What is wealth? What is a business or a corporation? This course is an introduction to business and personal finance where students explore such topics as the nature of money, poverty, wealth, financial freedom, and investments. Students learn to apply the basics of personal finance through budgeting their income and expenses, and understand issues related to debt, credit, insurance, taxes, and retirement planning. (Pre-requisite: Demonstrated ability to perform college level Math and English)

BUSN140 Entrepreneurship I (3 credits)

This course introduces students to entrepreneurship – the process of designing, evaluating, and creating new

business. We explore how and why people create new businesses and how to utilize planning to increase the chance of success. Students develop a broad understanding of the legal rights and responsibilities of business owners and are introduced to the forms, licenses, and permits necessary to start a business. Students complete a feasibility study as the first step in writing a business plan. Topics covered include: Legal Structures, Taxation, Intellectual Property, Copyright, Trademark, Contracts, and Creating Employment. (Pre-requisite: Demonstrated ability to perform college level Math and English)

BUSN210 Introduction to Financial Accounting (3 credits)

This course is an Introduction to the conceptual framework and functions of accounting that apply to all businesses. Students gain an understanding of assets, liabilities, and financial statements. Topics include journalizing, T-accounts, accrual and cash accounting, LIFO/FIFO, and basic ratio analysis. Students/business owners develop an understanding of debt, equity, inventory, shipping, and fraud while increasing their financial literacy. (Pre-requisite: BUSN101)

BUSN220 Marketing (3 credits)

From grocery stores to art galleries to stocks on Wall Street, all business is conducted in a dynamic marketplace. With a focus on small business, this course covers market research, segmentation, target audience, positioning, branding, marketing methods, buyer behavior, and cultural conflicts in marketing. In this applied course, students create the marketing plan section of a business plan. (Pre-requisite: BUSN101)

BUSN240 Entrepreneurship II (3 credits)

In this course, students will write a business plan about the business concept of their choice. To write the plan, students will apply marketing, accounting, and budgeting skills learned in other business courses, and build on knowledge from the course pre-requisite, Entrepreneurship I. Students apply appropriate writing techniques and styles and use spreadsheets to create financial documents. (Pre-requisites: BUSN140 and BUSN210; Pre- or Co-Requisite: BUSN220)

COURSE DESCRIPTIONS

CERA101 Introduction to Ceramics (3 credits)

This course provides a broad introduction to the full range of hand-building techniques and processes. Students will also gain basic knowledge of slip-casting, glazing, and kiln firing. Through assigned projects students examine the relationship of ideas to clay and construction methods. Students will also be introduced to current ceramic practices within the contemporary world. Technical information is presented through a series of discussions. (Prerequisite: FUND102) *Studio Fee

CERA201 Intermediate Ceramics (3 credits)

The emphasis of this intermediate-level course is on the vessel and sculptural aesthetics. Clay's vessel-making traditions, hand-built or wheel-thrown, will be investigated as well as figurative sculpture. This course focuses on skilled hand-building techniques and scale while investigating the expressive potential of ceramic processes. (Prerequisite: CERA101) *Studio Fee

CERA290 Ceramics Internship (1 to 6 credits)

This course is a contract internship with the student, the host institution and the IAIA Studio Arts Program. The student will have an opportunity to spend concentrated time with professionals in the area of study related to their art, education or research. Note: This internship may be taken after the first year as 290 or after the third year as 490, for one to six credits.

CERA295 Ceramics Apprenticeship (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or cultural expert who is willing to share his or her expertise and experience with an IAIA student. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. Note: This apprenticeship may be taken after the first year as 295 or after the third year as 495, for one to six credits.

CERA298 Ceramics Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of IAIA students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: CERA101 and permission of the instructor) *Studio Fee

CERA301 Advanced Ceramics (3 credits)

Students will begin to explore a personal aesthetic as well as acquire practical and historical tools to consider ceramics within contemporary culture. Projects, assigned and self-directed, are developed to build concepts, processes and techniques as they relate to vessels or sculpture. Discussion of clay-body components and glaze characteristics will give students technical knowledge necessary for achieving their artistic vision. (Prerequisites: CERA201) *Studio Fee

CERA350, -A-B, Special Topics in Ceramics (1 to 3 credit-hour courses for a total of 6 credits)

Special Topics in Ceramics courses allow the student to concentrate on a specialized technique or focused area of study (applied or theory), in order to provide the student with more diverse offerings. Special Topics courses could include wheel-thrown pottery, wheel-thrown tableware, pottery traditions of indigenous cultures, media-based art history, the vessel as form, modeling the figure, the slip-cast object, tile-making and installation or architectural ornamentation. (Prerequisite: CERA201) *Studio Fee

CERA398 Ceramics Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of IAIA students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: CERA101 and permission of the instructor) *Studio Fee

CERA401, 402 Advanced Ceramics I & II (3 credits each)

Junior-level students can elect an area of continued investigation of ceramic form. Students work closely with

the faculty to develop a more personal direction by concentrating on producing ceramic sculpture or advanced work on the wheel. Plaster mold-making/slip-casting is a technique available to both areas of study. Students are encouraged to refine their personal aesthetic and visual language. The use of mixed media is supported in conjunction with the continuation of acquired technical and expressive abilities.

(Prerequisite: CERA301) *Studio Fee

CERA451 Senior Project I: Ceramics (5 credits)

Senior level students will work with faculty to define and create a body of work which is refined, unified and personal. The work will show significant artistic growth in technique and vision. This course provides a foundation for the development of the student's final written project statement and exhibition. (Prerequisite: CERA301) *Studio Fee

CERA452 Senior Project II: Ceramics (5 credits)

Senior level students will work with faculty to establish a thesis body of work which demonstrates a culmination of acquired technique, research, and personal artistic growth. Each student must be motivated, directed, focused, disciplined and determined to pursue and explore a visual and conceptual statement for this thesis. A written project statement and visual documentation of project work will be required. The student must participate in the group senior thesis exhibitions at the end of the academic year.

(Prerequisite: CERA451) *Studio Fee

CERA490 Ceramics Internship (1 to 6 credits)

This course is a contract internship with the student, the host institution and the IAIA Studio Arts Program. Students will have the opportunity to spend concentrated time with professionals in the area of study related to their art, education or research. Note: This internship may be taken after the first year as 290 or after the third year as 490, for one to six credits.

CERA 495 Ceramics Apprenticeship (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or cultural expert who is willing to share his or her expertise and experience with an IAIA student. The student is to provide assistance to the mentor on a specific project or

undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. Note: This apprenticeship may be taken after the first year as 295 or after the third year as 495, for one to six credits.

CERA498 Ceramics Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of IAIA students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: CERA101 and permission of the instructor) *Studio Fee

CRWR101 Creative Nonfiction (3 credits)

This course is an introduction to the writing of prose nonfiction that includes personal essay, memoir and invented forms. (Prerequisite or Co-requisite: ENGL101)

CRWR111 Poetry Writing I (3 credits)

This course is a study of the basic elements of poetry writing with emphasis placed on modern forms and techniques.

CRWR121 Playwriting I (3 credits)

This course is an introduction to the writing of plays with concentration on form and techniques.

CRWR131 Fiction Writing I (3 credits)

This course is an introduction to the writing of prose fiction. Primary emphasis will be placed upon the short story, but aspects of the novel and novella will also be studied. (Prerequisite or Corequisite: ENGL101)

CRWR141 Screenwriting I (3 credits)

An introduction to screenwriting focusing on the short—10-30 minute screenplay—including idea generation, story and character development, story structure, dialogue, formatting, and script-to-screen production concerns. (Prerequisite: ENGL102)

CRWR201 Creative Nonfiction II (3 credits)

A continuation of Creative Nonfiction, focusing on further exploration of the writing of creative nonfiction, including

COURSE DESCRIPTIONS

memoir and the personal essay, and on techniques of prosody, exposition, descriptive detail, and narrative voice. (Prerequisite: CRWR101)

CRWR211 Poetry Writing II (3 credits)

This intermediate course focuses on the process of writing poetry, taking risks and developing voice, and using the critical vocabulary to critique constructively. (Prerequisite: CRWR111)

CRWR221 Playwriting II (3 credits)

This is an intermediate course for students to further develop their playwriting skills, using the critical vocabulary to critique constructively. (Prerequisite: CRWR121)

CRWR231 Fiction Writing II (3 credits)

An intermediate workshop for students in the writing of prose fiction, designed for those who have mastered the fundamentals of fiction writing. (Prerequisite: CRWR131)

CRWR241 Screenwriting II (3 credits)

A continuation of Screenwriting I, focusing on refining the thirty-minute scripts developed in Screenwriting I and in developing and drafting the feature 90 to 120 minute screenplay, including idea generation, story and character development, story structure, dialogue, formatting, and script-to-screen production concerns. (Prerequisite: CRWR141)

CRWR250 Thesis I (3 credits)

This course is for second-year Creative Writing majors and minors, and requires students to assemble a portfolio of their best writing in all genres—fiction, poetry, plays or screenplays, and nonfiction—for program assessment. Students are required to produce a 7-10 page critical essay. (Pre-requisite: All level I creative writing workshops)

CRWR261 Grammar and Mechanics I (1 credit)

This course will focus on reinforcing students' skills in grammar, punctuation, mechanics, and usage. (Pre-requisite: ENGL102)

CRWR290 Internship I (1 to 6 credits)

This course is a contract internship with the student, the host institution and the IAIA Creative Writing Program. The student will have an opportunity to spend

concentrated time with professionals in work in publications, public relations, publishing, journalism, theater, or performing arts organizations. This internship may be taken after the first year. (Prerequisite: Second-year standing)

CRWR295 Apprenticeship I (1 to 6 credits)

This is an apprenticeship with an individual artist in creative writing. (Prerequisite: Second-year standing)

CRWR298 Independent Study in Creative Writing (1-3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of a student who seeks opportunities to direct his/her own learning in order to fulfill personal educational goals. (Prerequisite: Second-year standing)

CRWR301 Creative Nonfiction III (3 credits)

A continuation of Creative Nonfiction II, focusing on further exploration of the writing of creative nonfiction, including memoir and the personal essay, and on techniques of prosody, exposition, descriptive detail, and narrative voice. (Prerequisite: CRWR201)

CRWR311 Poetry Writing III (3 credits)

This course is an advanced workshop for students concentrating on poetry writing. (Prerequisite: CRWR211)

CRWR312 Cross Cultural Collaboration in Poetry (3 credits)

This course will allow student to work with another cultural community, sharing beliefs, oral and written histories, and world views, while sharing their Native heritages. Collaborative works will be written, allowing for greater understandings of similarities and differences between cultures.

CRWR321 Playwriting III (3 credits)

This course is an advanced workshop for students concentrating on playwriting. (Prerequisite: CRWR221)

CRWR331 Fiction Writing III (3 credits)

This course is an advanced workshop for students concentrating on fiction writing. (Prerequisite: CRWR231)

CRWR332 Flash Fiction (3 credits)

Flash fiction, also called sudden fiction, microfiction or the short story, is a narrative told in fewer than 1,000 words.

COURSE DESCRIPTIONS

Most take fewer than 500 words to tell, some as few as six. Through a series of writing prompts and strategies, we will explore techniques of language use, narrative arc, and character development, much of which must occur by implication. (Pre-requisites: ENGL101 & CRWR131)

CRWR341 Screenwriting III (3 credits)

A continuation of Screenwriting II, focusing on refining the feature scripts developed in Screenwriting II. The course will focus especially on story structure, character development, story production concerns, using scene and story analysis to produce a polished draft, suitable for production. (Prerequisite: CRWR241)

CRWR351 Student Anthology (3 credits)

This course enables students to select, edit, design, and publish an anthology of student writing. Each student critiques and evaluates each submitted work.

(Pre-requisite: CRWR250)

CRWR361 The Sentence (1 credit)

This course focuses on creating artful sentences through syntax, rhythm, sentence structure and length, style and other creative rhetorical strategies.

(Pre-requisite: CRWR261)

CRWR390 Colloquia (3 credits)

The course provides a mechanism for exploring, in seminar form, a variety of topics and issues that impact major programs and individual disciplines. Different courses will be offered each semester depending on the availability of faculty and student interest.

(Prerequisites: IDST101; ENGL102, plus one 200 level course in an appropriate discipline)

CRWR398 Independent Study in Creative Writing (1-3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of a student who seeks opportunities to direct his/her own learning in order to fulfill personal educational goals. (Prerequisite: Third-year standing)

CRWR401 Creative Nonfiction IV (3 credits)

A continuation of Creative Nonfiction III, focusing on further exploration of the writing of creative nonfiction,

including memoir and the personal essay, and on techniques of prosody, exposition, descriptive detail, and narrative voice. (Prerequisite: CRWR301)

CRWR411 Poetry Writing IV (3 credits)

This course is a continuation of Poetry Writing III with emphasis on refining skills and revising poems.

(Prerequisite: CRWR311)

CRWR421 Playwriting IV (3 credits)

This course is a continuation of Playwriting III, with emphasis on refining skills and revising and extending plays. (Prerequisite: CRWR321)

CRWR431 Fiction Writing IV (3 credits)

This course is a continuation of Fiction Writing III, with emphasis on refining skills and revising and extending stories or writing a novel. (Prerequisite: CRWR331)

CRWR441 Screenwriting IV (3 credits)

A continuation of Screenwriting III, focusing on techniques of dramatic structure, dialogue, characterization, and other elements of screenwriting. Students will refine an extant feature script or write and revise a new one. (Prerequisite: CRWR341)

CRWR450 Thesis II (4 credits)

This course enables fourth-year creative writing majors to select, edit, revise, refine, and complete a thesis portfolio that contains works in one or two genres of creative writing written during their junior and senior years. Students are required to produce a 7-10 page critical essay. (Pre-requisite: Major in creative writing and fourth-year standing)

CRWR460 Special Topics in Creative Writing (3 credits)

This course allows students to pursue an extended work, such as a long poem, a collection of related poems, a screenplay, novel, linked stories or a graphic novel.

(Prerequisite: any Level III workshop)

CRWR461 Editing (1 credit)

This course focuses on editing with a writer's eye and ear to significantly improve a piece of writing.

(Pre-requisite: CRWR361)

COURSE DESCRIPTIONS

CRWR470 Text/Image Collaboration (3 credits)

This workshop explores how creative writing can be integrated with visual images to create a singular work of art. (Prerequisite: any Level II creative writing workshop)

CRWR490 Internship II (1 to 6 credits)

This course is a contract internship with the student, the host institution and the IAIA Creative Writing Program. The student will have an opportunity to spend concentrated time with professionals in work in publications, public relations, publishing, journalism, theater, or performing arts organizations. (Prerequisite: Third-year standing)

CRWR495 Apprenticeship II (1 to 6 credits)

This is an apprenticeship with an individual artist in creative writing. (Prerequisite: Third-year standing)

CRWR498 Independent Study in Creative Writing (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of a student who seeks opportunities to direct his/her own learning in order to fulfill personal educational goals. (Prerequisite: Fourth-year standing)

DRWG341 Advanced Drawing: A Contemporary Exploration (3 credits)

Development of critical and conceptual skills will be emphasized through exploration of contemporary drawing practices. A broader definition of drawing will be explored through analyzing contemporary artists and their works. Additional course content is comprised of critique, readings, discussion and a self-sustained thematic project developed by the student. (Prerequisites: FUND212 & FUND221)

EDUC230 Issues in Indian Education (3 credits)

A multi-disciplinary survey of major developments related to the education of Indigenous people in the US. Overview of pre-contact cultural, spiritual & utilitarian basis of knowledge transfer with comparisons to developing Euro-American public and federal education policy, legislation, programs and impacts. Special topics: tribal control, boarding schools, historical trauma, decolonization of education, alternative and best practice Indigenous strategies and local field experiences.

ENGL098 Basic English I (3 credits)

A developmental writing, grammar and college skills course focusing on texts concerned with social issues. This course is intended for students whose placement test scores indicate a need for intensive study of basic language through reading, writing, listening and speaking. Students who complete the course with a grade C or better will move on to Basic English II.

ENGL099 Basic English II (3 credits)

The goal of this course is for students to develop college-level writing and reading skills including grammar, punctuation, sentence structure, and conventional language usage. Through analysis of texts concerned with social issues, students develop paragraphs, write and revise response papers and learn the basic essay form. Students who complete the course with a grade C or better will move on to English Composition I

ENGL100 The Art of Public Speaking (3 credits)

Most occupations, and even job interviews, require people to present themselves in an effective and organized manner. This course will examine the principles of effective public speaking in an array of styles and circumstances with a particular focus on the types of public presentations that would be delivered in the arts. Students will have at least seven (7) opportunities to develop, and give a public presentation in front of the class for grade and critique. Students also will have numerous opportunities to constructively critique the presentations of others..

ENGL101 English Composition I (3 credits)

Students develop writing skills through reading, viewing and discussing material concerning social issues. They write responses to this material, and then revise these responses into expository essays. Students also learn different essay forms, practice a variety of writing strategies (such as writer's voice, organization, quoting other writers, how to summarize), and continue to improve grammatical skills. (Prerequisite: ENGL099 or equivalent)

ENGL102 English Composition II (3 credits)

In this course, students continue to develop writing and reading skills learned in English Composition I, by

COURSE DESCRIPTIONS

focusing on research, critical and analytical skills. Students will learn research techniques, documentation procedures and rhetorical strategies to produce an argumentative research paper. (Prerequisite: ENGL101)

ENGL210 Survey of Contemporary North American Poetry (3 credits)

This course surveys contemporary North American poetry, exploring its forms, movements, philosophies, and techniques. (Prerequisite: ENGL102)

ENGL220 Survey of Contemporary North American Plays (3 credits)

This course surveys contemporary North American plays, exploring its North American forms, movements, philosophies, and techniques. (Prerequisite: ENGL102)

ENGL230 Survey of Contemporary North American Fiction (3 credits)

This course surveys contemporary North American fiction exploring its forms, movements, philosophies, and techniques. (Prerequisite: ENGL102)

ENGL260 Introduction to Native American Literature (3 credits)

This course surveys Native American literature in both its traditional and contemporary manifestations. (Prerequisite or Co-requisite: ENGL102)

ENGL300 Critical Theory (3 credits)

This is an advanced course, focusing on critical theory and its application to writing about literature. It begins with New Criticism, and then introduces students to the main theoretical approaches currently in use, including psychoanalytic, Marxist, feminist, structuralist, deconstructive, and post-colonial criticism. Students spend significant time writing, editing, and polishing critical papers from these different perspectives. (Prerequisite: Third-year standing)

ENGL310 Survey of World Poetry (3 credits)

This course surveys a representative sample of classic and contemporary poetry beyond North America. (Pre-requisite: ENGL210)

ENGL320 Survey of World Plays (3 credits)

This course surveys a representative sample of classic and contemporary plays beyond North America. (Pre-requisite: ENGL220)

ENGL330 Survey of World Fiction (3 credits)

This course surveys a representative sample of classic and contemporary fiction beyond North America. (Pre-requisite: ENGL230)

ENGL340 Journalism I (3 credits)

This course covers the basic principles of news reporting and the history of Native American journalism. Students will examine ethical issues and acquire skills in gathering and writing news, as well as skills in observing, interviewing and investigating. (Prerequisite: ENGL102)

ENGL350 Shakespeare's Plays (3 credits)

This course surveys William Shakespeare's major plays, including A Midsummer Night's Dream, The Tempest, Macbeth, Hamlet, King Lear, and Othello. Prerequisite: Third-year standing

ENGL360 Seminar in Native American Literature (3 credits)

A continuation of Introduction to Native American literature, this course offers the student the opportunity to explore further contemporary poetry, fiction, plays, and creative nonfiction by Native American authors. The course also explores the growing body of literary criticism by Native critics. (Prerequisite: ENGL260, ENGL300)

ENGL370 Multicultural American Literature (3 credits)

This course is a survey of significant writings and writers representing a diverse America. The course analyzes the form and content of literature and culture in works from African Americans, Jewish Americans, Chicanos/Chicanas, and Asian Americans. Prerequisite: Third-year standing

ENGL440 Journalism II (3 credits)

This course, a continuation of Journalism I, covers the principles of news writing with an emphasis on feature writing. Students will continue to explore ethics and editing, and will oversee the publication of an IAIA online news publication. (Prerequisite: ENGL340)

ENGL460 Special Topics in Literature (3 credits)

This course allows an in depth study of a special topic in literature such as an author, group of authors, a movement, or a genre. (Pre-requisite: Departmental Approval)

COURSE DESCRIPTIONS

ENSC101 Indigenous Concepts of Traditional Food and Wellness (3 credits)

This course examines the cultural, ecological, and medicinal properties of native foods. The themes covered will allow us to explore the significance of food in world cultures and how our cultures influence our food choices and practices, as well as how we view others. The course will then examine the role of food within select cultures with a particular focus on Native American foods. (Prerequisite ENGL101; Co-requisite ENSC101L)

ENSC101L Indigenous Concepts of Traditional Foods and Wellness Lab ENSC 101L

This Lab for Indigenous Concepts of Traditional Foods and Wellness will provide an experiential component that will allow students to experience the cultural, ecological, and medicinal properties of native foods. In addition, students will explore the nutritional properties including fats, proteins, carbohydrates, vitamins and minerals of the foods cultures consume. (Prerequisite ENGL101; Co-requisite ENSC101)

ENSC102 Introduction to Indigenous Concepts of Science (3 credits)

This course will provide a foundation for understanding how Native Science is tied to Native identity, cultural and traditional ways of life, and ecological values by incorporating traditional knowledge and perspectives. (co-requisites: ENSC102L)

ENSC102L Introduction to Indigenous Concepts of Science Lab (1 credit)

The Lab for Indigenous Concepts of Science will provide an experiential component that will allow the students to experience the cultural and ecological values related to by traditional knowledge and perspectives.

ENSC120 Indigenous Agriculture (3 credits)

Agriculture is the heart of all existence in indigenous peoples. This course is an historical examination and overview of how Native food systems differ from western based industrial agriculture and how it informs all areas of Native life, including many art forms.

ENSC140 Comparative Astronomy (3 credits)

This course provides an overview of astronomy with special attention to Archaeoastronomy and indigenous

constellations. The first half of the course will review basic astronomy as defined by the Western tradition and the second half of the class will explore indigenous constellations, traditional star knowledge and Archaeoastronomy.

FUND100 Studio Fundamentals (2 credits)

This course emphasizes the use of tools, process and materials in the making of 3D art. The class will cover health and safety issues related to sculpture-studio practice. Students will learn the safe operation of woodworking and metalworking tools and equipment to fabricate projects. The student will demonstrate skills in using materials, tools and studio equipment through a series of articulated projects emphasizing a creative solution to the problem presented. *Studio Fee

FUND101 2-D Fundamentals (3 credits)

This course is an introduction to the basic elements and vocabulary of two-dimensional design, covering line, shape, space, texture, and basic fundamentals of color. Projects will emphasize creative solutions to visual problems through the study of two-dimensional models of pictorial organization. *Studio Fee

FUND102 3-D Fundamentals (3 credits)

This foundation course is an introduction to three-dimensional form, space, materials and methods using elements and principles of design. Inquiry is encouraged through assigned problems and readings. 3-D Fundamentals provides students with basic skills, knowledge and artistic practice to prepare them for future studies in the arts. *Studio Fee

FUND103 Color Theory and Practice (2 credits)

This course is an introduction to the principles of color and color theory as they relate to the visual arts. A series of lectures and projects will examine color from a theoretical perspective, exploring the physical, psychological, and cultural aspects of color. (Pre-requisite: FUND101) *Studio Fee

FUND111 Drawing I (3 credits)

Basic drawing materials will be covered in this introductory course. Students will be introduced to the following visual elements: line, value, form, texture, composition and perspective. There will be an emphasis

on developing perceptual drawing skills through a series of in-class exercises and outside assignments.

(Co-requisite: FUND101) *Studio Fee

FUND212 Drawing II (3 credits)

This course will focus on increasing the student's knowledge of drawing techniques and principles. Continuing emphasis is placed on developing perceptual drawing, including concepts related to pictorial space and composition. Students will begin to work with thematic drawings and experimental techniques to communicate personal solutions to given assignments.

(Prerequisite: FUND111) *Studio Fee

FUND221 Figure Drawing (3 credits)

This course is an exploration of the structure, anatomy, design and expression of the human figure. This study is experienced through a variety of drawing materials and techniques. (Prerequisite: FUND212) *Studio Fee

HEAL120 Beginning Yoga (1 credit)

This course will be an introduction to the practice of Yoga. Students will learn various asanas or postures, principles of alignment, approaches to the breath, and meditative awareness will be cultivated through sensitive and curious attention to one's own experience of the practice.

HEAL121 Yoga (1 credit)

This course will be a follow-up introduction to the practice of Yoga, Students will learn again the various asanas or postures, principles of alignment, approaches to the breath, and meditative awareness will be cultivated through sensitive and curious attention to one's own experience of the practice.

HEAL128 Beginning Self-Defense (1 credit)

This is a one credit introductory self-defense course and the student will be able to recognize and defuse a dangerous situation, defend against an unarmed attacker, throw a would-be attacker as a defense and defend one's self from an armed attacker. This is a physical activity course that will require movement and demonstration of the skills presented in the class.

HEAL129 Intermediate Self-Defense (1 credit)

This is a once credit intermediate self-defense course and the student to expand their skills to recognize and defuse a dangerous situation, defend against an unarmed attacker, throw a would-be attacker as a defense and defend one's self from an armed attacker. This is a physical activity course that will require movement and demonstration of the skills presented in the class. (Prerequisite HEAL128)

HEAL130 Soccer I (1 credit)

This one credit course will teach the student motor skills through drill and simulated games in the game of soccer; in addition to this course will offer physical conditioning necessary to participate in the sport.

HEAL131 Soccer II (1 credit)

This one credit level II course will teach the student motor skills through drill and simulated games in the game of soccer; in addition to this course will offer physical conditioning necessary to participate in the sport. This class is for those that enjoy soccer and wish to take an additional class. (Prerequisite: HEAL130)

HEAL132 Beginning Exercise for Women (1 credit)

This one credit beginner course will address issues of health and wellness through a variety of fitness/physical activity movements, in a women's only setting. Each class will provide an opportunity to learn about personal strength and areas to make improvements to. Specific techniques and approaches will be routine in this class to emphasize maintaining and improving one's health through cardiovascular, strength and flexibility training.

HEAL133 Intermediate Exercise for Women (1 credit)

This one credit intermediate course will address issues of health and wellness through a variety of fitness/physical activity movements, in a women's only setting. This class will further provide an opportunity to learn about personal strength and areas to make improvements to. Specific techniques and approaches will be routine in this class to emphasize maintaining and improving one's health through cardiovascular, strength and flexibility training. (Prerequisite HEAL132)

COURSE DESCRIPTIONS

HEAL136 Basketball (1 credit)

This level I course is designed to teach the student, as it pertains to the sport of Basketball; drills in offense, defense, shooting, overall physical conditioning and play.

HEAL137 Basketball II (1 credit)

This level II course is designed to teach the student, as it pertains to the sport of Basketball; drills in offense, defense, shooting, overall physical conditioning and play. This class is for those that enjoy the game of basketball and wish to take an additional class. (Prerequisite: HEAL136)

HEAL138 Conditioning I (1 credit)

This one credit level I course will focus on fitness/ physical activity movements. Each class will provide an opportunity to learn to improve overall cardiovascular strength and endurance, physical strength and to make personal improvements to health. Specific techniques and approaches will be routine in this class to emphasize maintaining and improving one's health through prescribed workouts and exercises to be performed. This class is for those that enjoy physical training and wish to take an additional class.

HEAL139 Conditioning II (1 credit)

This one credit level II course will focus on fitness/ physical activity movements. Each class will provide an opportunity to learn to improve overall cardiovascular strength and endurance, physical strength and to make personal improvements to health. Specific techniques and approaches will be routine in this class to emphasize maintaining and improving one's health through prescribed workouts and exercises to be performed. This class is for those that enjoy physical training and wish to take an additional class. (Prerequisite: HEAL138)

HEAL140 Beginner Cooking: Good, Cheap, and Healthy (1 credit)

This one credit beginning course pertains to cooking and preparation of food that is inexpensive, good and healthy for people. This class is for those that enjoy cooking and wish to take an additional class. (Course Fee \$20.00)

HEAL142 Tai Chi I (1 credit)

This one credit level I course will focus on the ancient Chinese perspective of fitness and physical activity inherent in the Yang style (108-step) from Tai Chi Chuan.

Tai Chi uses concepts of traditional Chinese medicine called Qi (life energy), the exercises called Qigong, and the early forms of martial arts borrowed from the Shaolin tradition, all applied to a distinctive Taoist tradition of slow, deliberate, and graceful movement. Modern research demonstrates Tai Chi to be a moderate form of cardiovascular exercise. In addition, this is a hands-on introduction to one of the world's most ancient wisdom traditions, Yin/Yan and Taoism.

HEAL143 Tai Chi II (1 credit)

This one credit level II course will focus on the ancient Chinese perspective of fitness and physical activity inherent in the Yang style (108-step) from Tai Chi Chuan. Tai Chi uses concepts of traditional Chinese medicine called Qi (life energy), the exercises called Qigong, and the early forms of martial arts borrowed from the Shaolin tradition, all applied to a distinctive Taoist tradition of slow, deliberate, and graceful movement. Modern research demonstrates Tai Chi to be a moderate form of cardiovascular exercise. In addition, this is a hands-on introduction to one of the world's most ancient wisdom traditions, Yin/Yan and Taoism. This class is for those that enjoy Tai Chi and wish to take an additional class. (Prerequisite: HEAL142)

HEAL144 Weight Training I (1 credit)

Instruction/review of basic weight training principles, safety considerations, etiquette, exercise selection, and techniques using free weights and machines. Emphasis will be on developing a personal weight training program.

HEAL145 Weight Training II (1 credit)

This course is level II of weight training principles, safety considerations, etiquette, exercise selection, and techniques using free weights and machines. Emphasis will be on developing a personal weight training program. This class is for those that enjoy Weight Training and wish to take an additional class. (Prerequisite: HEAL144)

HEAL146 Introduction to West African Dance (1 credit)

Fundamentals of West African dance movement and rhythms from the country of Guinea. Basic choreography and sequencing of steps, learning the accompanying rhythm and break patterns. Introduction to traditional songs and significance in daily life and ceremony.

COURSE DESCRIPTIONS

Introduction into basic Djembe drum accompaniment for the class. This class is for those that enjoy African Dance and wish to take an additional class.

HEAL147 West African Dance and Rhythm II (1 credit)

This course level II of West African dance teaches West African dance movement and rhythms from the country of Guinea. Basic choreography and sequencing of steps, learning the accompanying rhythm and break patterns. Introduction to traditional songs and significance in daily life and ceremony. Introduction into basic Djembe drum accompaniment for the class. This class is for those that enjoy African Dance and wish to take an additional class. (Prerequisite: HEAL146)

HEAL148 Volleyball I (1 credit)

The purpose of this level I course in volleyball teach the student the sport of Volleyball; drills in offense, defense, and play scenarios will be presented. A regular physical conditioning/ warm-up will be implemented at the start of each class. This class is for those that enjoy volleyball and wish to take an additional class.

HEAL149 Volleyball II (1 credit)

The purpose of this level II course in volleyball teaches the student the sport of Volleyball; drills in offense, defense, and play scenarios will be presented. A regular physical conditioning/ warm-up will be implemented at the start of each class. This class is for those that enjoy volleyball and wish to take an additional class. (Prerequisite: HEAL148)

HEAL150 Archery (1 credit)

This course will not only introduce the skills to shooting, but also the cultural importance of archery in indigenous communities. It will consist of safety, shooting techniques and archery in competition and hunting.

HEAL170 Fitness Over 40 (1 credit)

This class offers conditioning and fitness training for the older student, staff or faculty. The class will include heart rate training, indoor cycling, strength training and flexibility training for the person over 40.

HEAL180 Outdoor Conditioning/Hiking (1 credit)

Students will hike Santa Fe's spectacular landscapes and see them transform as the seasons unfold. Students will

start with moderate hikes and focus on familiarizing themselves with the surrounding areas. The instructors will share their knowledge of the nearby 'hot spots' and teach the outdoor skills necessary to enjoy a day of hiking in any forest. This course will cover planning and packing for a hike, dressing for the outdoors, reading maps, compass use, outdoor safety, first aid, on- and off-trail travel, minimum-impact concerns, equipment selection, and natural history of the area.

HEAL220 Intermediate Yoga (1 credit)

This course will be based on an intermediate practice of Yoga. Students will enhance learning various asanas or postures, principles of alignment, approaches to the breath, and meditative awareness will be cultivated through sensitive and curious attention to one's own experience of the practice. (Prerequisite: HEAL120 or HEAL121)

HIST101 Survey of Native American History I (3 credits)

This course surveys Native American history from prehistory to the 1865. This course focuses on the development of tribal societies and civilizations in North America, relationships between the Indian Tribes in the United States and the European colonizers and their relationship with the United States from its founding through the Civil War Period.

HIST102 Survey of Native American History II (3 credits)

This course will survey the history of Native North Americans from 1866-2001 dealing primarily with events in the later evolution of the United States; paying particular attention to the interrelations among American Indians, the US Government and modern Non-Native American society and culture. (Prerequisite: ENGL101)

IDST101 Introduction to Indigenous Studies (3 credits)

Introduction to Indigenous Studies is an interdisciplinary course which addresses a number of issues confronting Indigenous people including identity, aesthetics and indigenous knowledge. The focus of the course will be the experience of indigenous people to the United States and Canada, although the world indigenous experience will be referenced and discussed. (Pre- or Co-Requisite: ENGL101)

COURSE DESCRIPTIONS

IDST 201 Indigenous Perspectives on Humor (3 credits)

In this on-line course students learn about the many roles humor plays in Native American life and culture. Students examine constructive and destructive uses of humor; racial and cultural stereotypes and how these stereotypes work as colonizing forces, and laughter as an instrument of cultural liberation, as well as humor in art, literature, and oral tradition.

IDST 202 Indigenous Perspectives on Knowledge (3 credits)

In this on-line course students learn how ways of knowing relate to cultural values and social power, while they compare indigenous knowledge systems to those of the dominant (European) culture. Students examine the value of indigenous knowledge, particularly its potential contribution to sustainable development, to the alleviation of poverty, and to cultural survival and renewal.

IDST204 Indigenous Perspectives of Place (3 credits)

In this on-line course students explore the nature of place and how different cultures conceive and orient themselves to it. As with all concepts, place doesn't exist in isolation. It is clearly directly connected to space and location, but also to time, narrative, identity, knowledge, and movement.

IDST205 How Indians Made America: American History Before Columbus (3 Credits)

For five hundred years the first peoples of the Americas were seen as simple figures in a landscape, primitives in an untamed wilderness. The natural environment was pictured as almost entirely unaffected by the presence of the people who lived there. The people themselves were said to subsist on the edge of survival, deficient in culture, devoid of laws and institutions of governance, ignorant of science and natural laws. Modern scholarship and the accounts of the original inhabitants have shown this view to be completely mistaken. Far from being a pristine wilderness, the American environment, before the arrival of Europeans was constructed by Native American, through their agriculture, hunting and trading, their building and technology, their political institutions, their knowledge systems and intellectual achievement.

The aim of this course is to bring that invisible historical reality back into focus. On-line course.

IDST206 Story Weaving: Ways of Knowing and Telling (3 credits)

This highly innovative course approaches the honored indigenous traditions of Storytelling and Weaving (rugs, baskets, etc.) as tools for the preservation and transmission of knowledge (cultural, spiritual, ecological, astronomical, ethical, and historical). In addition, a special software tool called StoryWeaver has been developed especially for this course and will enable students (having minimal computer experience) to create new stories which incorporate text, image, maps, oral history, tribal stories, and the new media, including audio and video. On-line course.

IDST210 Indigenous Perspectives on Nature (3 credits)

This course explores the way different peoples and cultures experience and understand nature, especially the relationship between humans and the natural world, looking at a range of ideas and theories from both mainstream and indigenous traditions of thought. This course is divided into two main sections: (1) The idea of Nature in Western and Indigenous Thought and (2) nature and the American Indian. On-line course.

IDST215 Indigenous Visual Studies (3 credits)

This course focuses on visual representation (photography, film, and hypermedia) both as a form of cultural documentation and as an exploration of unique visual worlds. Both the colonial project and indigenous agency are presented as vantage points to understanding strategies of appropriation, commercialization and political representation. On-line course.

IDST 290 Internship I (1 to 6 credits)

Internships place students within existing organizations to learn directly from fellow employees, volunteers, clients and others. Internships provide valuable hands-on real world opportunities for student learning to deepen and strengthen classroom instruction and prepare students for professional careers in their chosen fields. Students report to workplace supervisors and fulfill workplace expectations to receive academic credit. All students keep a journal to document their learning.

They will write a final reflective paper. Workplace supervisors will complete an evaluation form commenting on student's learning in the workplace.

IDST295 Apprenticeship I (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or a cultural expert who is willing to share his or her expertise and experience with an IAIA student. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience.

IDST301 American Indian Mapping: Configuring Space and Time

Native Americans found, explored and developed the Americas; to do so they created their own techniques for navigating and traveling. They had their own ways of knowing, representing, recording and talking of the environment and their passages through it. Just as they shaped the environment in their travels and explorations, so the environment shaped them, resulting in particular ways of configuring space and place, time and history. On-line course.

IDST390 Colloquia (1-3 credits)

The course provides a mechanism for exploring, in seminar form, a variety of topics and issues that impact major programs and individual disciplines. Different courses will be offered each semester depending on the availability of faculty and student interest.

(Prerequisites: IDST101; ENGL102, plus one 200 level course in an appropriate discipline)

IDST451 Senior Seminar (3 credits)

The Senior Seminar is a course for seniors who are preparing for IDST499 Senior Project. This course focuses on developing research protocols for conducting the Senior Project. Students establish the form of research their Senior Project will take, develop data collection

instruments and an annotated bibliography and secure necessary permissions to conduct their Senior Project. The final product of the course is a research protocol to guide the Senior Project. (pre-requisite: MUSM 320)

IDST 490 Internship II (1 to 6 credits)

Internships place students within existing organizations to learn directly from fellow employees, volunteers, clients and others. Internships provide valuable hands-on real world opportunities for student learning to deepen and strengthen classroom instruction and prepare students for professional careers in their chosen fields. Students report to workplace supervisors and fulfill workplace expectations to receive academic credit. All students keep a journal to document their learning. They will write a final reflective paper. Workplace supervisors will complete an evaluation form commenting on student's learning in the workplace.

IDST495 Apprenticeship II (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or a cultural expert who is willing to share his or her expertise and experience with an IAIA student. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience.

IDST499 Senior Project (3 credits)

The Senior Project is an experiential course for seniors only and will be either research based or community based (action research). The Senior Project will provide a mechanism for the student to produce a project that culminates the student's experience at IAIA and reflects the student's growth, leadership, and scholarship.

JEWL121 Introduction to Jewelry /Metals (3 credits)

This course offers a general background in the manipulation of nonferrous metals (copper, brass, sterling silver) from sheet, wire and grain into three-dimensional forms through forming, construction,

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and casting. Techniques include soldering, riveting, piercing, surface embellishment, and lost wax casting. The course emphasizes technique, safety, experimentation, design, and concept development. (Prerequisite: FUND102) *Studio Fee

JEWL221 Intermediate Jewelry/Metals (3 credits)

This course stresses further development of technique by creating more complex designs and exploring personal expression. Techniques include stamp making, forging, stone setting, enameling and raising. Material is presented through a series of demonstrations, slide lectures and reading assignments that will create a technical, historical, and conceptual framework for an idea formation process. (Prerequisite: JEWL121) *Studio Fee

JEWL290 Jewelry/Metals Internship (1 to 6 credits)

This course is a contract internship with the student, the host institution and the Studio Arts Program at IAIA. The student will have an opportunity to spend concentrated time with professionals in the area of study related to their art, education or research. Note: This internship may be taken after the first year as 290 or after the third year as 490 for one to six credits.

JEWL295 Jewelry/Metals Apprenticeship

(1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or cultural expert who is willing to share his or her expertise and experience with an IAIA student. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. Note: This apprenticeship may be taken after the first year as 295 or after the third year as 495 for one to six credits.

JEWL298 Jewelry/Metals Independent Study

(1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction

of students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: JEWL121 and permission of the instructor) *Studio Fee

JEWL321 Advanced Jewelry/Metals (3 credits)

This course emphasizes increasing skill development. Techniques include lapidary, mechanics, advanced casting, and hollow forming processes. A continuation of concept development and a more individualized direction in materials and processes is emphasized. (Prerequisite: JEWL221) *Studio Fee

JEWL323 Special Topics in Jewelry/Metals (1 to 3 credits)

Special Topics in Jewelry courses allow the student to concentrate on a specialized technique or focused area of study. These jewelry courses can include small metal construction and color on metal. (Prerequisites: JEWL221) Note: Students may take a total of 6 credits of special topics courses. *Studio Fee

JEWL398 Jewelry/Metals Independent Study

(1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: JEWL121 and permission of the instructor) *Studio Fee

JEWL421 Advanced Jewelry/Metals II (3 credits)

Individual exploration of specialized techniques and development of personal symbols and philosophy will prepare students to reach a strong direction in their work, with faculty advice and guidance continuing as necessary. Discussions and critiques continue to be an essential part of the program and students express and discuss their viewpoints and philosophies with deeper convictions and clearer expression. Research and readings continue to enhance the understanding of art and the development of a personal aesthetic concept. (Prerequisite: JEWL321) *Studio Fee

JEWL422 Advanced Jewelry/Metals II

(3 credits each)

Individual exploration of specialized techniques and development of personal symbols and philosophy will

prepare students to reach a strong direction in their work, with faculty advice and guidance continuing as necessary. Discussions and critiques continue to be an essential part of the program and students express and discuss their viewpoints and philosophies with deeper convictions and clearer expression. Research and readings continue to enhance the understanding of art and the development of a personal aesthetic concept. (Prerequisite: JEWL321) *Studio Fee

JEWL451 Senior Project I: Jewelry/Metals (5 credits)

Senior level students will work with faculty to define and create a body of work that is refined, unified and personal. The work will show significant artistic growth in technique and vision. This course provides a foundation for the development of the student's final written project statement and exhibition. (Prerequisite: JEWL321) *Studio Fee

JEWL452 Senior Project II: Jewelry/Metals (5 credits)

Senior level students will work with faculty to establish a thesis body of work that demonstrates a culmination of acquired technique, research, and personal artistic growth. Each student must be motivated, directed, focused, disciplined and determined to pursue and explore a visual and conceptual statement for this thesis. A written project statement and visual documentation of project work will be required. The student must participate in the group senior thesis exhibitions at the end of the academic year. (Prerequisite: JEWL451) *Studio Fee

JEWL490 Jewelry/Metals Internship (1 to 6 credits)

This course is a contract internship with the student, the host institution and the Studio Arts Program at IAIA. The student will have an opportunity to spend concentrated time with professionals in the area of study related to their art, education or research. Note: This internship may be taken after the third year as 490 for one to six credits.

JEWL495 Jewelry/Metals Apprenticeship (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or cultural expert who is willing to share his or her expertise

and experience with an IAIA student. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. Note: This apprenticeship may be taken after the first year as 295 or after the third year as 495 for one to six credits.

JEWL498 Jewelry/Metals Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: JEWL121 and permission of the instructor) *Studio Fee

LANG101 Tribal Language Independent Study (1 to 6 credits)

An Independent Study course that provides a way for students to study their own tribal language. The independent study is a collaboration between the student's tribal language program and the Indigenous Liberal Studies Department to that students meet minimum language standards.

LANG102 Tribal Language Independent Study (1 to 3 credits)

An Independent Study course that provides a way for students to study their own tribal language. The independent study is a collaboration between the student's tribal language program and the Indigenous Liberal Studies Department to that students meet minimum language standards.

LIBS103 First Year Seminar (2 credits)

In this course, we will be looking at topics that are relevant to both college success and success outside of college and after college. Students in this course will practice active learning through class discussions, readings, projects, workshops, and field trips related to the Essential Studies Department theme of sustainability

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(personal, cultural, global). Students with a Bachelors Degree and non-degree or transfer students are not required to take this course.

LIBS104 E Portfolio (1 credit)

This course provides students with the knowledge, skills, and practices needed to use the IAIA College ePortfolio successfully. Students will learn all technical aspects of the ePortfolio program. Student will gain an understanding of IAIA College Learning Outcomes and apply these outcomes to their own academic and creative work. At the end of the course, they will formally present their ePortfolios to their designated major departments for review and evaluation.

LIBS110 Strategies and Skills for Academic Success (1 credit)

This course will provide students with a comprehensive range of strategies and skills that will help them learn and study more efficiently and effectively.

LIBS111 Global Climate Justice: Indigenous Perspectives (3 credits)

This course will explore the current science and sociopolitical issues surrounding climate change and its effects on Indigenous peoples across the globe. Through understanding of geography and analysis of political, economic, and social power structures, students will evaluate and explore how climate change is affecting Indigenous communities, and ways they are responding. Students will explore human and ecological rights as they relate to global climate justice. (Pre-requisites: LIBS103 and ENGL099 or equivalent)

LIBS290 Internship I (1 to 6 credits)

Internships place students within existing organizations to learn directly from fellow employees, volunteers, clients and others. Internships provide valuable hands-on real world opportunities for student learning to deepen and strengthen classroom instruction and prepare students for professional careers in their chosen fields. Students report to workplace supervisors and fulfill workplace expectations to receive academic credit. All students keep a journal to document their learning. They will write a final reflective paper. Workplace

supervisors will complete an evaluation form commenting on student's learning in the workplace.

LIBS490 Internship II (1 to 6 credits)

Internships place students within existing organizations to learn directly from fellow employees, volunteers, clients and others. Internships provide valuable hands-on real world opportunities for student learning to deepen and strengthen classroom instruction and prepare students for professional careers in their chosen fields. Students report to workplace supervisors and fulfill workplace expectations to receive academic credit. All students keep a journal to document their learning. They will write a final reflective paper. Workplace supervisors will complete an evaluation form commenting on student's learning in the workplace.

MATH098 Basic Mathematics I (3 credits)

This course is designed to provide students with general mathematics skills. Logic in problemsolving techniques and use of a hand-held calculator are included in course content. Students who complete the course with a C or better will move on to MATH099.

MATH099 Basic Mathematics II (3 credits)

This course provides an in-depth study of fractions, ratios and percentages. It includes experiments and projects using these concepts to study measurement. Students who complete the course with a C or better will move on to college math.

MATH102 Geometry: Artist's Perspective (3 credits)

The student will discover geometry concepts through the construction of geometrical figures. Connections will be made between geometry, nature and art. (Prerequisites: MATH099 or equivalent; ENGL099)

MATH103 College Algebra (3 credits)

This is an art-driven Algebra class which relates its material to other classes and the real world. Basic Algebra will prepare students for higher level algebra courses and will include instruction on integers, solving and graphing linear equations, polynomials and quadratic equations. (Prerequisite: MATH099 or equivalent)

MATH104 Numbers and Society (3 credits)

This course provides an introduction to logic, the process of collecting, analyzing, and displaying data. Students will understand concepts in statistics, carry out basic procedures of data analysis, and interpret data using quantitative and logical thinking and reasoning. Students will make connections between the use of statistics in society and in their lives. (Pre-requisite: MATH099 or equivalent; Co-requisite: option of taking paired MATH099 section concurrently)

MUSC101 American Indian Music (3credits)

A beginning course on traditional American Indian singing to acquaint the student with the various musical styles found among American Indians. Vocal production, vocal style, repertoire, accompaniment, and context will be taught. Traditional dance is also included.

MUSC110 Native American Flute (1 credit)

The purpose of this course is to acquaint the student with the history, context, function, repertoire, construction, playing technique, and performance practice of the Native American flute. In a class situation, instruction will be given on playing technique, vocal/flute transcription, rhythmic notation, ornamentation and traditional flute composition. Supplementary lectures will be given on the playing styles and compositions of traditional and contemporary flute players and composers.

MUSC111 Applied Music: Native American Flute I (1 credit)

The purpose of this course is for the student to acquire a repertoire, through individual instruction, of traditional and contemporary Native American flute compositions and to further develop technique, musicianship and performance skills. The repertoire will be selected from late-19thcentury and modern flute melodies from various tribes and composers. (Prerequisite: MUSC110)

MUSC112 Applied Music: Native American Flute II (1 credit)

This course is a continuation of individual instruction on the Native American flute. (Prerequisite: MUSC111 or consent of instructor).

MUSC121 Applied Music: Piano I (1 credit)

This course is designed to accommodate the beginning, intermediate and advanced piano student. Music skills, keyboard technique, musicianship, repertoire and performance are taught.

MUSC122 Applied Music: Piano II (1 credit)

This course is a continuation of individual instruction on the piano. (Prerequisite: MUSC121 or consent of instructor)

MUSM110 Introduction to Repatriation: Reclaiming our Cultures (3 credits)

This course examines the basic concerns of cultural repatriation and its ramifications concerning museum collections policy, practice and tribal collaboration. Various laws that have affected Native Americans leading up to the 1990 federal legislation on repatriation, the Native American Graves Protection and Repatriation Act (NAGPRA), will be reviewed.

MUSM120 Introduction to Curation & Research: Maintaining our Traditions (3 credits)

This course will examine what it means to research indigenous cultures and traditions as well as to curate exhibitions about indigenous peoples in relation to the history of western scholastic methodology and “traditional” exhibitions of indigenous cultures. Students will explore and discuss the history of indigenous oral scholarship, how indigenous scholarship is relevant in the 21st century and how museums can incorporate this into their exhibitions. Theoretical and practical issues will be balanced throughout the course.

MUSM130 Introduction to Collections Care: Caring for our Cultural Property (3 credits)

This course examines issues in the care and management of indigenous cultural objects including handling, examination, registration, identification, research, cataloging, storage, environmental controls, traditional care, and culturally-specific concerns. Topics include current collections policies, ethics and indigenous concerns.

MUSM190 Art & Exhibit Preparation (3 credits)

Designed for Studio Art, New Media Art and Museum Studies students, this course introduces the practical

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elements of preparing art work for exhibition. Students will learn to mat and frame two-dimensional art, prepare brackets, mounts and pedestals for three-dimensional objects, and utilize cases and mannequins, and other forms of display. Following the exhibit schedule of the Primitive Edge Gallery, students will become involved in all aspects of exhibit installation, gallery openings and de-installation. A work record is maintained as the core documentation of the course.

MUSM220 Introduction to Digital Curation (3 credits)

This course focuses on the new realm of digital media as it pertains to exhibit design and audience presentation. Museums exhibits within the 21st century are expanding upon audience education and interaction not only by incorporating new media, but also making the exhibits deployable to the web. This course will take the student through a step-by-step process in creating museum specific media to support exhibitions as well as add to a museum's permanent record of exhibitions in a digital format. (Prerequisites ENGL102; MUSM120 & NMAD112)

MUSM230 Indigenous Collections Care Protocol (3 credits)

This course will examine issues of collections management and preservation from an indigenous perspective. Students will explore and discuss the appropriateness of western concerns for pristine preservation in relation to indigenous cultural concerns; collections care protocol drafted by indigenous groups from the United States, Canada, New Zealand, Africa, and Australia will be reviewed and discussed. (Prerequisites: ENGL102, MUSM110, MUSM120, MUSM130,)

MUSM234 Basics of Archival Management (3 credits)

Practical archival management provides students basic training in the development and maintenance of archival materials including archives, manuscripts, photographic and oversized materials, ephemera, and audio-visual collections. The course includes intensive readings on archival theory and best practices as well as hands-on instruction in selection, arrangement, description, digitization, outreach, access, and reference. Specific attention is given towards professional protocols related

to access to culturally sensitive materials and policy development. (Prerequisites: MUSM110, MUSM120, MUSM130, ENGL102)

MUSM240 Curatorial Method & Practice (3 credits)

This course incorporates best practices and curatorial theories when designing and curating exhibitions. Students will conduct research and curatorial applications in designing an exhibit. In addition to designing an independent exhibition, students will act as a curatorial team to plan, design, and install exhibitions of student work in the Primitive Edge Gallery. (Pre-requisites: MUSM190 and ENGL102)

MUSM260 Oral Histories Research (3 credits)

Students will learn how to create, administer, and use oral history projects in their research and communities. The course will present them with a basic understanding of the professional considerations involved with oral history, the pitfalls, ethical considerations, technical aspects, and the benefits of a detailed program for communities. (Pre-requisite: Museum Studies or Indigenous Liberal Studies students with second-year standing or above)

MUSM291 Museum Practicum (3 credits)

In order to offer Museum Studies degree-seeking students some personal insight into the various leadership roles within the field, museum professionals are asked to share their experiences on practical issues they face on a day-to-day basis. This includes collections management, object preservation, exhibit design and installation, research, and cultural reclamation. Museum directors, collections managers, curators, museum educators, and repatriation officers will act as guest lecturers throughout the semester. (Pre-requisite: Museum Studies students with second-year standing or above.)

MUSM310 Issues in Repatriation (3 credits)

This course will begin with a review of the Native American Graves Protection and Repatriation Act (NAGPRA) of 1990, and will then examine and assess the overall impact of repatriation from the implementation of NAGPRA to the present day through case studies

involving indigenous peoples across the globe.
(Prerequisites: ENGL102 and students in any degree program with second-year standing or above)

MUSM320 Research Methods (3 credits)

This class seeks to understand how knowledge is acquired and interpreted. Students will be required to carry out a special research project of their choosing in order to fully understand the uses of primary and secondary research materials. Western scholarly approaches to the disciplines of art history, ethnography, autobiography and oral history will be examined and discussed in relationship to indigenous scholarly traditions. (Prerequisite: MUSM240; for non- Museum Studies majors the prerequisites are: ENGL102 and students in any degree program with second-year standing or above)

MUSM355 Museum Education & Public Awareness (3 credits)

The field of Museum Education continues to evolve as Native American communities challenge the ways in which they are represented within museum exhibits. Museums and exhibitions are now emerging as tools of empowerment, as Native American cultures interpret and present their own histories and cultural objects. The course will explore the role of the Museum Educator and the theories and practices utilized within the field of Museum Education, as well as facets of museum educational outreach such as educational programming development, strategic planning, interpreter and docent training, teaching kits, and exhibit evaluation. (Prerequisites: ENGL102 and students in any degree program with second-year standing or above)

MUSM 370 Special Studies (3 credits)

This course is designed to expand the possibilities for the IAIA and guest faculty to teach courses on a one-time basis on a variety of topics not otherwise offered in the curriculum. (Prerequisites: Museum Studies students with third-year standing or above, or by permission of the instructor)

MUSM390 Museum Internship I (1 to 6 credits)

This course is a contract internship with the student, the host institution and the IAIA Museum Studies program. As a follow-up to Museum Internship I, the student will be expected to contribute to an internship at a more advanced level appropriate to the museum department and site selected. The student will have an opportunity to spend concentrated time with professionals in one or more areas of the museum discipline: exhibitions, collections management, conservation, education or administration, at either the IAIA Museum or other local or national museums. (Prerequisites: Museum Studies students with second-year standing or above.)

MUSM391 Museum Colloquia (1 to 3 credits)

The course provides a mechanism for exploring, in seminar form, a variety of topics and issues that impact major programs & individual disciplines. (Prerequisites: Museum Studies students with second-year standing or above)

MUSM395 Apprenticeship I (1 to 3 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or a cultural expert who is willing to share his or her expertise and experience with an IAIA student. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. (Prerequisites: Museum Studies students with second-year standing or above)

MUSM398 Independent Study I (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of IAIA students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisites: Museum Studies students with second-year standing or above)

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MUSM410 Cultural Reclamation and Intellectual Property Rights (3 credits)

The course will begin with a review of the Native American Graves Protection and Repatriation Act (NAGPRA) of 1990, and will then explore repatriation issues not covered under NAGPRA such as Intellectual Property Rights (IPR) vs. Indigenous Property Protection & Responsibility (IPPR), biopiracy and the patenting of various cultural properties. (Prerequisites: Students in any degree program with third-year standing or above)

MUSM425 Being Exhibited: History & Theory of Museum Displays (3 credits)

This course examines the theory and history of museum displays from medieval reliquaries and early curiosity cabinet of the 16th and 17th centuries to 21st-century exhibits by indigenous curators. Special attention will be paid to the way specific movements within the museum field have presented indigenous peoples, cultures, and artifacts and the ways that museum theory has been altered as a result of indigenous peoples asserting their opinions regarding museum collections and exhibitions. (Prerequisites: Museum Studies students with third-year standing or above)

MUSM430 Issues in Conservation (3 credits)

Designed to follow MUSM230 Indigenous Collections Care Protocol this course discusses current issues in the more specialized area of preventive maintenance. Through readings, lectures, discussions, and hand-on experience, students address issues of conservation and preservation as they relate to indigenous ideologies. Demonstrations and supervised practica examine real-life situations of cultural conservation and preservation from indigenous perspectives. (Prerequisites: MUSM230 and Museum Studies students with third-year standing or above)

MUSM462 Museum Development & Design (3 credits)

Students research and design a scale model of a complete hypothetical tribal museum. The student designs the museum facility demonstrating the functions and needs of exhibitions, collections, and administration. In addition, students will prepare a supplemental notebook that addresses all areas of museum

administration, responsibilities and budget.

(Prerequisites: Museum Studies students with third-year standing or above)

MUSM464 Museum Administration (3 credits)

This course will cover all areas of the legal principles that guide museum administration including the responsibilities of museum directors and boards of trustees, educational programming, public relations, marketing and audience development. The focus will be on the IAIA Museum with comparative studies and current trends discussed by other local tribal museum professionals. (Prerequisites: Museum Studies students with third-year standing or above)

MUSM465 Grant Writing for the Professional (3 credits)

This course is designed to provide students with information on researching and writing grants for both institutional and individual projects. (Prerequisites: Students in any degree program with third-year standing or above)

MUSM480 Senior Thesis I (3 credits)

This course is designed to allow the student flexibility in the design and execution of the final project. Depending on the student's interest and area of study, the senior thesis project could include (but is not limited to) projects such as the development of a complete exhibition proposal and design package that could be submitted to a museum or cultural center for possible acceptance, the researching and writing of an exhibition catalogue, or the curation and installation of a campus gallery exhibit. Students will work closely with Museum Studies faculty in the design and execution of the final project. (Prerequisites: Museum Studies students with fourth-year standing)

MUSM485 Senior Thesis II (3 credits)

This course is designed to allow the student flexibility in the design and execution of the final project. Depending on the student's interest and area of study, the senior thesis could focus on the development of a complete exhibition proposal that would be submitted to IAIA or another museum for possible acceptance, or the

complete design package for an exhibition and its subsequent installation, or the researching and writing of an exhibition catalogue. Students will work closely with both Museum Studies faculty and Museum staff in the design and execution of the final project. (Prerequisites: Museum Studies students with fourth-year standing)

MUSM490 Museum Internship II (1 to 6 credits)

This course is a contract internship with the student, the host institution and the IAIA Museum Studies program. As a follow-up to Museum Internship I, the student will be expected to contribute to an internship at a more advanced level appropriate to the museum department and site selected. The student will have an opportunity to spend concentrated time with professionals in one or more areas of the museum discipline; exhibitions, collections management, conservation, education or administration, at either the IAIA Museum or other local or national museums. (Prerequisites: MUSM390 and Museum Studies students with third- or fourth-year standing)

MUSM495 Apprenticeship II (1 to 3 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or a cultural expert who is willing to share his or her expertise and experience with an IAIA student. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. (Prerequisites: MUSM395 and Museum Studies students with third- or fourth-year standing.)

MUSM498 Independent Study II (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of IAIA students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisites: MUSM398 and Museum Studies students with third- or fourth-year standing)

NAST306 Contemporary Issues in Native American Art (3 credits)

This course explores issues facing contemporary Native American artists. The focus of the course is on identity, aesthetics, the marketplace, legal issues, and the role of the artist in light of social and tribal issues. (Prerequisites: ENGL102, ARTH 211 or ARTH 212)

NAST398 Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of IAIA students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: third-year standing)

NAVJ101 Elementary Navajo I (3 credits)

This course introduces Navajo speech forms, meta-linguistic skills, the Navajo alphabet, vocabulary, and the grammatical structure of simple and complex sentences. NAVJ102 Elementary Navajo II (3 credits) A continuation of Elementary Navajo I, this course is intended for both Navajo and non-Navajo speakers. (Prerequisite: NAVJ101 or consent of instructor)

NMAD101 Media Seminar I: What is a story? (3 credits)

In this course, we define storytelling as a related series of events. IAIA faculty from different departments participate throughout the semester to discuss how storytelling relates to their specific field or department. In addition, students are exposed to the interdisciplinary nature of storytelling through guest lectures, readings and field trips.

NMAD110 Moving Images (3 credits)

This course is an introduction to digital video production skills and storytelling techniques and is an entry level in the New Media Arts Department's "Moving Images" track. Primarily, NMAD110 provides an overview of filmmaking basics: camera/lighting/sound as the essential technical competencies and building blocks of the discipline. Students will participate in a series of assignments, both practical hands-on and through lecture, discussion and screenings, in order to learn and practice these core competencies and techniques. (Prerequisite: NMAD112; and a Pre or Co-Requisite CRWR141, Screenwriting I) *Studio Fee

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NMAD112 Introduction to Digital Media (3 credits)

NMAD112 teaches fundamental aspects of working with digital media on the Macintosh computer platform. Using the iLife '09 and iWork '09 software suite, students will work on specific projects within each of the programs, while becoming familiar and comfortable with the Mac computer platform. This course is designed to address the basic skills required to operate in the digital world we already inhabit already as well as develop basic skills towards the degree in the New Media Arts department.
*Studio Fee

NMAD115 Graphic Design Tools (3 credits)

This course is designed to introduce the basic tools used by a graphic designer. We will explore Adobe Photoshop, Illustrator and InDesign as well as other programs. The student will learn how to illustrate, create layouts, understand photo selection, typography, composition, color theory, resolution and printing techniques. The student will learn how to communicate a message, explore native identity and begin to develop their personal graphic design style. (Prerequisite: NMAD112) *Studio Fee

NMAD210 Editing Fundamentals (3 credits)

This class provides a foundation for all aspects of non-linear video editing. Students will learn how to master the basic concepts of editing using filters, effects, mixing sound, adding titles, creating transitions, color correcting and editing workflow. Instruction also includes editing theory and analysis. (Prerequisite: NMAD110) *Studio Fee

NMAD215 Graphic Design Styles (3 credits)

This course will focus on interpreting and working in famous graphic design styles as well as beginning to develop your own personal style. We will create multiple page documents, posters, package and screen designs. We will focus on branding, typography, illustration, layout, color theory, composition, and more. We will survey graphic design history and students will design in the following famous styles: Historic, Renaissance, Arts and Crafts, Victorian, Art Nouveau, Modern, Post Modern and Computer Revolutionary. Students will learn critical thinking skills, explore native identity and further define their personal graphic design style. (Prerequisite: NMAD115) *Studio Fee

NMAD298 Independent Study (3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of IAIA students who seek opportunities to direct their own learning in order to fulfill personal educational goals

NMAD300 Native Public Media Digital Journalism and Storytelling Intensive (3 credits)

This is a two-week summer intensive for community storytellers and radio personnel interested in learning and applying new Media technologies. New Media has expanded the possibilities of story collecting and sharing, fostering democratization of personal voice and community-building. Community storytellers will learn new skills to empower community voices while also learning best practices in new media reporting. (Students with prior radio experience will be invited to participate through an application and selection process and approved by special permission of the instructor)

NMAD305 Career Focus & Specialization (1 credit)

This one credit course is designed for students to discuss and explore their strengths and weaknesses in the field of graphic design and begin to build a portfolio. Students will use this class to help focus their educational and professional goals. Areas to assess are: design, illustration, print production, web production and computer programming. Students will participate in group discussion, critique and site visits in the community and relate this to their course of study. (Prerequisite: student must be in their junior-year standing)

NMAD310 Documentary Theory & Methods (3 credits)

NMAD310, or "The Documentary" explores the social, cultural and personal relevance of "documentary" from painting to photography; to moving image and to New Media such as blogs and MySpace. In addition, students will participate in hands-on filmmaking methodology with special consideration to the needs and requirements of non-fiction filmmaking. (Prerequisite: NMAD110)
*Studio Fee

NMAD315 Introduction to Web Design (3 credits)

This course introduces students to the basic elements of Web design. Web structure and content development as well as the current concepts, technologies and

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discussions in upcoming trends employed in designing for web and interactive experiences. (Pre-requisites: NMAD112 and NMAD115) *Studio Fee

NMAD320 Sound for Film & Video (3 credits)

In this class students learn how to record, edit, design, and mix sound for media arts projects and how to use audio recording tools. Students will work with multi-track projects and learn the basic concepts and properties of analog and digital audio. The class also explores the psychoacoustics of sound and the communicative aspects of sound in media. (Co-requisite: NMAD110 or permission from instructor) *Studio Fee

NMAD325 Intermediate Web Design (3 credits)

In this course students further explore and develop their design and technical skills to design, produce and publish content for Web and interactive devices. (Pre-requisite: NMAD315) *Studio Fee

NMAD330 Visual Effects & Compositing (3 credits)

Visual Effects and Compositing is a course aimed at those who want to learn about the process of visual effects for images, footage and text in film and in television. From minor cosmetic changes to rotoscoping, green screen and layer based animation to motion tracking and 3D virtual cameras. (Pre-requisites: NMAD110 and NMAD210) *Studio Fee

NMAD350 Directing (3 credits)

A study in directing actors to generate performances and create dynamic blocking for the camera. Students will break down scripts, analyze directing methods and direct actors in different scenes. (Prerequisite: NMAD110 and NMAD210) *Studio Fee

NMAD360 Cinematography (3credits)

This hands-on course introduces student to key photographic concepts and the basics of shooting film and digital video. Students develop an understanding of composition, camera movement, lighting, continuity, and time/space manipulation. (Prerequisite: NMAD110 and NMAD210) *Studio Fee

NMAD380 Production Workshop (3 credits)

This course is an advanced level video production class. Screenwriting, producing, directing, cinematography,

editing and sound design will be utilized to create a short film from any genre. (Prerequisite: NMAD110 and NMAD210 and permission from the instructor) *Studio Fee

NMAD392 Special Topics Colloquia (D) (E) (F) (G) (1-3 credits)

Special Topic Colloquia are designed to allow students and/or faculty to propose a one-credit class on a special topic of interest. In general, colloquia are topics not offered in the course catalog, yet give students the opportunity to pursue an area of unique interest or opportunity within their major field. All colloquia must be proposed and planned one semester in advance of the course actually taken in consultation with a faculty member of record. *Studio Fee

NMAD401 Media Seminar II (3 credits)

Media Seminar II is a capstone class for students with senior standing, and majors in the New Media Department. In this course, students will be required to read, discuss and reflect on concepts and definitions of “traditional” versus “contemporary” and the relationship and validity of such definitions to their own body of work. Some of the underlying questions of our inquiry are the nature of Native American aesthetics within media and the relationship to identity and cultural continuity. (Prerequisite: student must be in their senior-year standing)

NMAD410 The Business of Movies (3 credits)

This course examines the process of producing film and video programming for the entertainment industry and independent productions. This class explores established procedures and common issues associated with preparing a script for film production, emphasizing script breakdown, establishing shooting schedules, preparing budgets, and post-production planning. In addition, this class surveys the current marketing and distribution cycles for the independent filmmaker. (Prerequisite: NMAD110 and NMAD210; students must be in their junior or senior-year standing)

NMAD415 Advanced Graphic Design (3 credits)

An advanced exploration of the conceptualization and development of type-and-image. Students will use advanced graphic and creative problem solving

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techniques in the design process, with emphasis on research and analysis of the latest trends in graphic design on a national and international level. Students will be given advanced training in computer-aided graphic and interactive design techniques that will ready them for internship, apprenticeship or real-world graphic design opportunities. (Prerequisite: NMAD215 and NMAD305) *Studio Fee

NMAD420 Advanced Production Tutorial (3 credits)

This hands-on course allows students to work on the set of a senior-level student project. Students will crew at various stages from pre-production, production to post-production in order to gain valuable administrative, technical and artistic skills on and off the set. The jobs include but are not limited to: co-producing, storyboard artist, first assistant director, first assistant camera, gaffer, assistant editor or assistant sound designer. (Prerequisite: NMAD110 and NMAD210) *Studio Fee

NMAD435 Publication Design (3 credits)

This course addresses complex challenges inherent in handling large quantities of text in multiple page formats such as books and journals. (Prerequisite: NMAD215 and NMAD305) *Studio Fee

NMAD445 Package Design (3 credits)

This course provides a broad overview of essential packaging design basics including materials, production methods, and experimental investigation. (Prerequisite: NMAD215 and NMAD305) *Studio Fee

NMAD455 Digital Fine Art (3 credits)

This course will incorporate graphic design principals for commercial art, such as advertising and branding, but apply them to strictly non-commercial projects. The student will be encouraged to incorporate a variety of mediums in their work, to experiment, explore new approaches to image making. (Prerequisite: NMAD215 and NMAD305) *Studio Fee

NMAD465 Flash Character Animation (3 credits)

This course offers students an opportunity to learn Adobe Flash software for the purposes of creating animated work. Students will become familiar with the tools and interface of the program and learn how to

create short timeline-based sequences and gain proficiency in the animation features of Flash. (Prerequisite: NMAD305 and NMAD325) *Studio Fee

NMAD470 Senior Project I (6 credits)

This course is designed for the student with senior standing to demonstrate mastery of their discipline. In Senior Project I, the student will conceive, plan, budget and design their thesis project in consultation with their advisor(s). Final approval of the student's project dossier will be necessary before advancing to NMAD480: Senior Project II, by the Faculty of Record and the NMA department chair. (Prerequisite: student must be in their senior-year standing)

NMAD475 Interactive Design for Mobile Devices (3 credits)

The student will explore delivering multimedia and web page content to mobile devices such as cell phones and music players. The student will design using Flash, bitmaps, video and web formats. (Prerequisite: NMAD305 and NMAD325) *Studio Fee

NMAD480 Senior Project II (6 credits)

This course is designed for the student with senior standing to demonstrate mastery of their discipline. In Senior Project II, students will produce and complete their thesis projects in consultation with their advisor(s). Senior Project II students are required to present their final projects in a public forum and receive feedback from their advisor(s) and the public through dialogue and Q&A. (Prerequisite: student must be in their senior-year standing and have successfully completed all requirements for NMAD470) *Studio Fee

NMAD485 Future Trends in New Media (3 credits)

This course will look at future trends in new media exploring the latest techniques for web development and other forms of new media. Students will explore software and hardware and attempt to predict trends and future solutions for delivery and content creation. (Prerequisite: NMAD305 and NMAD325)

NMAD490 Internship (3 credits)

Internships place students within existing organizations to learn directly from fellow employees, volunteers,

clients and others. Internships provide valuable hands-on real world opportunities for student learning to deepen and strengthen classroom instruction and prepare students for professional careers in their chosen fields. Students report to workplace supervisors and fulfill workplace expectations to receive academic credit. All students keep a journal to document their learning and they will write a final reflective paper. Workplace supervisors will complete an evaluation form commenting on student's learning in the workplace.

PHIL201 Indigenous Philosophies for the 21st Century (3 credits)

This course explores indigenous knowledge, ethics, and world views held primarily by Indians of North America. Emphasis will be placed on bioregionally defined indigenous knowledge systems and tribal expressions of those systems. Contemporary American Indian philosophical expression will be investigated as well as historical tribal philosophical concepts. Discussions will include comparisons with Western and other philosophical systems. (Prerequisite: IDST101)

PHIL405 Postmodernism (3 credits)

Postmodernism is a survey of Western philosophy from the Renaissance through the period called Postmodern, with emphasis on changes in art, philosophy, literature and social critique since 1950. Commentary by Indigenous writers will be an important part of the course material. (Prerequisites: IDST101; ENGL102; two level of lecture class or permission of Instructor)

PHOT121 Introduction to Photography (3 credits)

This course is an introduction to black and white fine art photography. Course information covers camera anatomy, aperture, and depth of field, shutter speed, light, and exposure. Students learn the techniques of chemical processing and printing of black and white film. Lectures will introduce the study of the technique and aesthetics of fine art photography. The history of photography will also be introduced and discussed. Readings, research papers, field trips to galleries and museums, visiting artists, and both group and individual critiques are part of the learning experience. (Prerequisite: FUND101) *Studio Fee

PHOT221 Intermediate Photography (3 credits)

This intermediate course emphasizes increasing technical, formal, and critical skills in photography. Students will use various formats and techniques, such as digital medium and large cameras. They will also have the opportunity to use the studio lights and explore the in-depth use of various artificial lights as they study light and the artistic use of light and how it relates conceptually to their projects. This course includes readings, field trips, slide lectures, visiting artists, and both group and individual critiques. (Prerequisite: PHOT121) *Studio Fee

PHOT290 Photography Internship (1 to 6 credits)

This course is a contract internship with the student, the host institution and the Studio Arts Program at IAIA. The student will have an opportunity to spend concentrated time with professionals in the area of study related to their art, education or research. Note: This internship may be taken after the first year as 290 or after the third year as 490 for one to six credits. *Studio Fee

PHOT295 Photography Apprenticeship (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or cultural expert who is willing to share his or her expertise and experience with an IAIA student. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. Note: This apprenticeship may be taken after the first year as 295 or after the third year as 495 for one to six credits.

PHOT298 Photography Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of students who seek opportunities to direct their own

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learning in order to fulfill personal educational goals.
(Prerequisite: PHOT121 and permission of the instructor)
*Studio Fee

PHOT321 Advanced Photography (3 credits)

This course focuses on increasing students' technical, formal and critical skills in photography. Further examination of the artistic process and development of professional portfolios are encouraged. Experimental techniques are emphasized. (Prerequisite: PHOT221)
*Studio Fee

PHOT322, A, B, Special Topics (1 to 3 credits)

Special Topics in Photography courses allow the student to concentrate on a focused technique and area of study (applied or theory). These photography courses may include digital photography, non-silver and alternative techniques, and hand-coloring black-and-white photographs. (Prerequisite: PHOT121 and permission of instructor) Note: Students may take up to 6 credits of special topics courses. *Studio Fee

PHOT322A Digital Photography (3 credits)

This course is designed for photography students with little or no digital imaging experience. The objective will be to provide a fundamental understanding of digital imaging on a Macintosh operating system, from both a technical and theoretical point of view. (Prerequisites: FUND101, PHOT121) *Studio Fee

PHOT398 Photography Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: PHOT121 and permission of the instructor)
*Studio Fee

PHOT421 Advanced Photography II (3 credits)

This course focuses on specialized projects for the advanced student in photography. Requirements include an exhibition project. (Prerequisite: PHOT321) *Studio Fee

PHOT422 Advanced Photography II (3 credits)

This course focuses on specialized projects for the advanced student in photography. Requirements include an exhibition project. (Prerequisite: PHOT321) *Studio Fee

PHOT451 Senior Project I: Photography (5 credits)

Senior level students will work with faculty to define and create a body of work that is refined, unified and personal in direction and is significant of artistic growth in technique and vision. This course provides a foundation for the development of the student's final written project statement and exhibition. (Prerequisite: PHOT321) *Studio Fee

PHOT452 Senior Project II: Photography (5 credits)

Senior level student will work with faculty to establish a thesis body of work that demonstrates a culmination of acquired technique, research, and personal artist maturity. Each student must be motivated, directed, focused, disciplined and determined to pursue and explore a visual and conceptual statement for this thesis. A written project statement and visual documentation of project work will be required. The student must participate in the group senior thesis exhibitions at the end of the academic year. (Prerequisite: PHOT451) *Studio Fee

PHOT490 Photography Internship (1 to 6 credits)

This course is a contract internship with the student, the host institution and the Studio Arts Program at IAIA. The student will have an opportunity to spend concentrated time with professionals in the area of study related to their art, education or research. Note: This internship may be taken after the third year as 490 for one to six credits.

PHOT495 Photography Apprenticeship (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or cultural expert who is willing to share his or her expertise and experience with an IAIA student. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. Note: This apprenticeship may be taken after the third year.

PHOT498 Photography Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: PHOT121 and permission of the instructor)
*Studio Fee

POLS240 Contemporary Tribal Governments (3 credits)

This course explores the history of tribal government leading to current issues facing tribal governments today. Comparisons of Western concepts of governance with traditional tribal concepts helps define values that govern tribal government today.

POLS340 Federal Indian Law and Policy (3 credits)

This course explores the relationship between the various Indian tribes and the United States through a review of U.S. policy eras and the environment created by treaties, laws, and court cases. Emphasis will be on the changing legal environments and tribal political response to those changes. (Prerequisites: ENGL102 and HIST101)

PRTM101 Introduction to Printmaking (3 credits)

This course in introduction to basic printmaking techniques: woodcut, linocut, collographs, drypoint, monoprint. This course emphasizes nontoxic printmaking process, materials and the proper use of tools and equipment. Instruction includes lectures, demonstrations and critiques. (Prerequisites: FUND101) *Studio Fee

PRTM201 Intermediate Printmaking (3 credits)

This intermediate course will build on the fundamental knowledge of relief, intaglio, and planographic printmaking processes covered in Printmaking I, woodcut, collographs, dry point, monoprint and solar plate etching. The course will emphasize the development of a portfolio of an edition of prints. (Prerequisite: PRTM101) *Studio Fee

PRTM290 Printmaking Internship (1 to 6 credits)

This course is a contract internship with the student, the host institution and the Studio Arts Program at IAIA. The student will have an opportunity to spend concentrated time with professionals in the area of study related to

their art, education, or research. Note: This internship may be taken after the first year as 290 or after the third year as 490, for one to six credits.

PRTM295 Printmaking Apprenticeship (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or cultural expert who is willing to share his or her expertise and experience with a student from IAIA. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. Note: This apprenticeship may be taken after the first year as 295 or after the third year as 495 for one to six credits.

PRTM298 Printmaking Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions and artistic direction of students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: PRTM101 and permission of the instructor)
*Studio Fee

PRTM301 Advanced Printmaking (3 credits)

This advanced printmaking course offers intensive study in one or more printmaking techniques. Students are encouraged to explore advanced and alternative approaches to printmaking, and to combine past knowledge of technique and process to develop image and content. The student will complete a portfolio of prints that demonstrates an advanced approach to working with technique and concept. (Prerequisite: PRTM201) *Studio Fee

PRTM302, -A-B, Special Topics (1 to 3 credits)

Special Topics in printmaking courses allow the student to concentrate on a focused technique and area of study (applied or theory). These printmaking courses may include Monotype and the Painted Print.

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(Prerequisite: PRTM101 and permission of instructor)
Note: Students may take up to 6 credits of special topics courses. *Studio Fee

PRTM398 Printmaking Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions and artistic direction of students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: PRTM101 and permission of the instructor) *Studio Fee

PRTM401 Advanced Printmaking II (3 credits)

This advanced level printmaking course is for students who have mastered printmaking techniques and interested in expanding their technical knowledge of printmaking in one or more printmaking processes. Students will have the opportunity to pursue individual projects with assistance and feedback from the instructor. Students are expected to demonstrate a high level of commitment to the printmaking discipline. The student will complete a portfolio that demonstrates a mastery of technique and concept. (Prerequisite: PRTM301) *Studio Fee

PRTM402 Advanced Printmaking II (3 credits)

This advanced level printmaking course is for students who have mastered printmaking techniques and interested in expanding their technical knowledge of printmaking in one or more printmaking processes. Students will have the opportunity to pursue individual projects with assistance and feedback from the instructor. Students are expected to demonstrate a high level of commitment to the printmaking discipline. The student will complete a portfolio that demonstrates a mastery of technique and concept. (Prerequisite: PRTM301) *Studio Fee

PRTM451 Senior Project I: Printmaking (5 credits)

Senior-level students work with faculty to define and create a body of work that is refined, unified and personal in direction and demonstrates significant artistic growth in technique and vision. This course provides a foundation for the development of the

student's final written project statement and exhibition. (Prerequisite: PRTM301) *Studio Fee

PRTM452 Senior Project II: Printmaking (5 credits)

Senior-level students will work with faculty to establish a thesis body of work that demonstrates a culmination of acquired technique, research, and personal artistic growth. Each student must be motivated, directed, focused, disciplined, and determined to pursue and explore a visual and conceptual statement for this thesis. A written project statement and visual documentation of project work will be required. The student must participate in the group senior thesis exhibitions at the end of the academic year. (Prerequisite: PRTM451) *Studio Fee

PRTM490 Printmaking Internship (1 to 6 credits)

This course is a contract internship with the student, the host institution and the Studio Arts Program at IAIA. The student will have an opportunity to spend concentrated time with professionals in the area of study related to their art, education, or research. Note: This internship may be taken after the third year as 490, for one to six credits.

PRTM495 Printmaking Apprenticeship (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or cultural expert who is willing to share his or her expertise and experience with a student from IAIA. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. Note: This apprenticeship may be taken after the third year as 495 for one to six credits.

PRTM498 Printmaking Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions and artistic direction of students who seek opportunities to direct their own

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learning in order to fulfill personal educational goals.
(Prerequisite: PRTM101 and permission of the instructor)
*Studio Fee

PSYC101 Introduction to Psychology (3 credits)

A survey of the basic principles, research concepts, and problems in the field of psychology. The biological, cognitive, and social perspectives of human thought and behavior are addressed. Topics include: sensation and perception, study of consciousness, human development, sociocultural aspects of behavior, motivation, intelligence, personality, psychopathology and therapy. Application of psychology, such as art therapy are also presented.

PTNG111 Introduction to Painting (3 credits)

This introductory course teaches students to paint with acrylic paints and emphasizes the development of basic painting techniques and skills. Class work is based on working from observation and resource materials and emphasizes basic color theory as it relates to color mixing and plasticity of form and space. A discussion of the history of painting techniques and concepts provides students with a foundation of different creative approaches for developing a painting. The course also examines painting from historical and contemporary contexts through slide lectures, visiting artists, and field trips to galleries and museums. (Prerequisites: FUND101 and FUND111; Co-requisite: FUND103) *Studio Fee

PTNG211 Intermediate Painting (3 credits)

This intermediate level course emphasizes the refinement of formal, technical, and conceptual skills learned in PTNG111. A series of technically- and conceptually-based painting projects allow students to engage in painting as a form of critical inquiry. The painting projects, reading assignments, slide lectures, and group discussions create a conceptual framework for the course in which students can further explore theoretical and historical aspects of painting.
(Prerequisite: PTNG111) *Studio Fee

PTNG290 Painting Internship (1 to 6 credits)

This course is a contract internship with the student, the host institution and the Studio Arts Program at IAIA. The student will have an opportunity to spend concentrated time with professionals in the area of study related to

their art, education or research. Note: This internship may be taken after the first year as 290 or after the third year as 490, for one to six credits.

PTNG295 Painting Apprenticeship (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or cultural expert who is willing to share his or her expertise and experience with a student from IAIA. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. Note: This apprenticeship may be taken after the third year as 495, for one to six credits.

PTNG298 Painting Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of students who seek opportunities to direct their own learning in order to fulfill personal educational goals.
(Prerequisite: PTNG111 and permission of the instructor)
*Studio Fee

PTNG311 Advanced Painting (3 credits)

This course encourages the development of technical skills in painting with an emphasis on personal expression. Cultural, social, political or purely aesthetic concerns related to the students' personal interests are explored in a series of paintings. Visual work is supported by research that includes a journal project with writings, additional visual information such as drawings, and collected images that support the student's direction in painting. Slide lectures, field trips, student presentations, and group and individual critiques, help the students to clarify individual concepts and aesthetic goals.
(Prerequisite: PTNG211) *Studio Fee

PTNG312 -A-B, Special Topics in Painting (1 to 3 credits)

Special Topics in Painting courses allow the student to concentrate on a specialized technique or focused area of study. These painting courses could include Native

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images, watercolor, pictorial space and plasticity, and politics of art. (Prerequisite: PTNG111 and permission of instructor) Note: Students may take up to 6 credits of special topics courses. *Studio Fee

PTNG312-A, Native Images and Image Making (3 credits)

This course delves into the various attitudes, philosophies, and approaches to artistic images and image-making of the Native Peoples of the Americas and from around the world. Aesthetics, spiritual essence, and the process of artistic creation are also discussed. By studying and examining traditional materials, techniques, concepts, and design motifs, the course explores ways in which students can incorporate these ideas and methods into their own work. This course provides a source of Native aesthetics and values which students can use to invent, interpret, and create their own unique forms of artistic expression. (Prerequisite: PTNG111 and permission of instructor) *Studio Fee

PTNG312-B, Watercolor (3 credits)

This course covers the fundamental techniques of wash, dry brush, wet in wet, transparent and opaque watercolor, as well as additional experimental techniques. Students will complete a series of exercises and projects with specific criteria emphasizing techniques and principles associated with watercolor painting. A series of slide lectures and class discussions focus on expanding the student's knowledge of historical and contemporary artists working in watercolor. Instruction includes include group and individual critiques as part of the process of clarifying the student's individual aesthetic goals. (Prerequisite: PTNG111) *Studio Fee

PTNG398 Painting Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: PTNG111 and permission of the instructor) *Studio Fee

PTNG411 Advanced Painting II (3 credits)

This Advanced-level painting course is for students who have mastered the fundamentals of painting and seek to

further refine their painting skills. The student is expected to develop a number of artworks that demonstrate an in-depth exploration of painting, emphasizing the personal development of an aesthetic discipline and a strong personal commitment to painting. Students will be expected to articulate the formal and conceptual direction of their artwork. (Prerequisite: PTNG311) *Studio Fee

PTNG412 Advanced Painting II (3 credits)

This Advanced-level painting course is for students who have mastered the fundamentals of painting and seek to further refine their painting skills. The student is expected to develop a number of artworks that demonstrate an in-depth exploration of painting, emphasizing the personal development of an aesthetic discipline and a strong personal commitment to painting. Students will be expected to articulate the formal and conceptual direction of their artwork. (Prerequisite: PTNG311) *Studio Fee

PTNG451 Senior Project I: Painting (5 credits)

Senior level students will work with faculty to define and create a body of work that is refined, unified and personal in direction and is significant of artistic growth in technique and vision. This course provides a foundation for the development of the student's final written project statement and exhibition. (Prerequisite: PTNG311) *Studio Fee

PTNG452 Senior Project II: Painting (5 credits)

Senior level students will work with faculty to establish a thesis body of work that demonstrates a culmination of acquired technique, research, and personal artistic growth. Each student must be motivated, directed, focused, disciplined and determined to pursue and explore a visual and conceptual statement for this thesis. A written project statement will be required, and the student must present a senior thesis exhibition during the semester. (Prerequisite: PTNG451) *Studio Fee

PTNG490 Painting Internship (1 to 6 credits)

This course is a contract internship with the student, the host institution and the Studio Arts Program at IAIA. The student will have an opportunity to spend concentrated

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time with professionals in the area of study related to their art, education or research. Note: This internship may be taken after the third year as 490, for one to six credits.

PTNG495 Painting Apprenticeship (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or cultural expert who is willing to share his or her expertise and experience with a student from IAIA. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. Note: This apprenticeship may be taken after the first year as 295 or after the third year as 495, for one to six credits.

PTNG498 Painting Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: PTNG111 and permission of the instructor) *Studio Fee

SCUP131 Introduction to Sculpture (3 credits)

This beginning course offers an introduction to basic sculptural approaches, concepts, and techniques. Students experiment with additive and subtractive processes in clay, plaster, wood, or stone to learn a variety of construction techniques. This course focuses on developing skills and fabrication solutions in three-dimensional form, with an emphasis on the safe use of materials and power and hand tools. Project research requires the use of library resources. (Prerequisite: FUND102) *Studio Fee

SCUP231 Intermediate Sculpture (3 credits)

This intermediate course focuses on the continued exploration of materials and processes with an emphasis on content and critical thinking. Studio projects include preliminary studies based on the consideration of ideas. New sculptural mediums and techniques such as mold

making and casting are introduced along with such new genres as installation, conceptual and performance art. There will be visual presentations, field trips and visiting artists. Written assignments require the use of library and Internet resources. (Prerequisite: SCUP131) *Studio Fee

SCUP290 Sculpture Internship (1 to 6 credits)

This course is a contract internship with the student, the host institution and the Studio Arts Program at IAIA. The student will have an opportunity to spend concentrated time with professionals in the area of study related to their art, education or research. Note: This internship may be taken after the first year as 290 or after the third year as 490 for one to six credits.

SCUP295 Sculpture Apprenticeship (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or cultural expert who is willing to share his or her expertise and experience with an student from IAIA. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. Note: This apprenticeship may be taken after the first year as 295 or after the third year as 495 for one to six credits.

SCUP298 Sculpture Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions and artistic direction of students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: SCUP131 and permission of the instructor) *Studio Fee

SCUP331 Advanced Sculpture (3 credits)

In this upper division course, students pursue more advanced projects which demonstrate a higher level of commitment and discipline. Students use their increased understanding of the concepts and language of sculpture to refine their skills in specific media, while also looking at the historical, public and social context of sculpture

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as it relates to their work. Public art and land art are also examined. There will be continued reading, research and written assignments, as well as visual presentations, visiting artists and field trips to galleries, museums, or artists' studios. (Prerequisite: SCUP231) *Studio Fee

SCUP332A, B, Special Topics in Sculpture (1 to 3 credits)

Special Topics in Sculpture courses allow the student to concentrate on a focused technique and/or materials. (Prerequisite: SCUP131 and permission of instructor). Note: Students may take up to 6 credits of special topics courses. *Studio Fee

SCUP332 Iron Pour (3 credits)

This course teaches all aspects of iron casting from making original works of art, spruing techniques, investing sculptures in ceramic mold, and pouring melted iron. The process also includes breaking up raw, recycled iron, firing the cupolas, divesting the molds, and finish work. (Prerequisite: SCUP231 or instructor's permission) *Studio Fee

SCUP398 Sculpture Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions and artistic direction of students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Prerequisite: SCUP131 and permission of the instructor) *Studio Fee

SCUP431, 432 Advanced Sculpture II (3 credits each)

Students focus on refining the skills and concepts acquired in SCUP331 and on developing the high level of discipline and commitment to the creation of sculpture necessary for preparation for the Senior Project. Students will continue advanced work in chosen media. Areas of focus may be quite diverse in content and materials ranging from issues of gender, ethnicity, and multiculturalism to creating large outdoor sculptures. (Prerequisite: SCUP331) *Studio Fee

SCUP451 Senior Project I: Sculpture (5 credits)

Senior level students work with faculty to define and create a body of work that is refined, unified and personal and which demonstrates significant artistic growth in technique and vision. This course provides a

foundation for the development of the student's final written project statement and exhibition. (Prerequisite: SCUP331) *Studio Fee

SCUP452 Senior Project II: Sculpture (5 credits)

Senior level students work with faculty to establish a thesis body of work that demonstrates a culmination of acquired technique, research, and personal artistic growth. Each student must be motivated, directed, focused, disciplined and determined to pursue and explore a visual and conceptual statement for this thesis. A written project statement and visual documentation of project work will be required. The student must participate in the group senior thesis exhibitions at the end of the academic year. (Prerequisite: SCUP451) *Studio Fee

SCUP490 Sculpture Internship (1 to 6 credits)

This course is a contract internship with the student, the host institution and the Studio Arts Program at IAIA. The student will have an opportunity to spend concentrated time with professionals in the area of study related to their art, education or research. Note: This internship may be taken after the third year for one to six credits.

SCUP495 Sculpture Apprenticeship (1 to 6 credits)

Apprenticeships place students in a direct one-on-one mentoring relationship with an elder, a master artist, or cultural expert who is willing to share his or her expertise and experience with an student from IAIA. The student is to provide assistance to the mentor on a specific project or undertaking. In this way, through observation and direct involvement, students will become familiar with new artistic processes, cultural practices and related approaches. All students keep a journal to document their learning. Each student will write a final reflective paper. Mentors will complete an evaluation commenting on student learning through this experience. Note: This apprenticeship may be taken after the third year as 495 for one to six credits

SCUP498 Sculpture Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions and artistic direction of students at IAIA who seek opportunities to direct their

own learning in order to fulfill personal educational goals. (Prerequisite: SCUP131 and permission of the instructor) *Studio Fee

SSEM403 Studio Arts Seminar (2 credits)

This theoretical, interdisciplinary course is for seniors only. Students will investigate a broader range of artistic and social issues through a series of slide lectures, papers, field trips and participatory discussions. The focus is on independent research, critical thinking and objective writing about art while inquiring into the art-making process. (Co Requisite: Senior Project I)

TECH101 Technology Basics for College (3 credits)

This course teaches basic computer technology skills necessary to succeed in academic coursework. The course covers basic skills in word processing, spreadsheet, presentation graphics, and email. Advanced skills necessary to academic success are also covered. The course includes the concepts and use of cloud-based file storage and programs and online collaboration techniques. By the end of the course, students will be able to prepare and present well-formatted academic papers, graphs, and screen-based presentations..

THEA105 Acting I (3 credits)

This course explores basic technique and scene study. Work is organized around the development of improvisational skill, observation, sensitivity towards others and sensory awareness exercises.

THEA205 Acting II (3 credits)

This course continues the development of characterization skills, utilizing scene study and monologues in increasing variety and sophistication. Each student will perform publicly at the end of the semester with the use of costumes and properties. (Prerequisite: THEA105)

TRDA101 Traditional Arts and Ecology (3 credits)

This course is an introductory course that emphasizes the relationships between traditional tribal forms of

expression and the environment within which the tribe lives. The course will focus on bioregional environmental and agricultural science and the role of humans in the ecological system as expressed through the traditional tribal arts.

TRDA230 Southwest Ceramic Traditions (3 credits)

Southwest Ceramic Traditions is a lecture class with a co-requisite lab that explores the Indigenous ceramic traditions of the American Southwest with particular attention on the four Corners area. The class will examine the Pre-Puebloan ceramic traditions as well as other pre-historic indigenous ceramic traditions and will compare and contrast these prehistoric traditions to contemporary Hopi, Pueblo and Navajo potters. (Prerequisite: ENGL101; IDST101; FUND102; CERA101; Co-requisite: TRDA230L)

TRDA230L Southwest Ceramic Traditions Lab (1 credit)

As the co-requisite Lab component of TRDA230 Southwest Ceramic Traditions, students will demonstrate their ability to work with clay they have dug and processed according to techniques the student has learned from these ceramic traditions. (Prerequisite: ENGL101; IDST101; FUND102; CERA101; Co-requisite: TRDA230)

TRDA298 Independent Study (1 to 3 credits)

The purpose of an independent study is to provide for the unique interests, specific passions, and artistic direction of IAIA students who seek opportunities to direct their own learning in order to fulfill personal educational goals. (Pre-requisite: second-year standing)

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