

GRAND

VALLEY

ART

AND

DESIGN

# WHERE DO YOU WANT TO BE?

## A SENSE OF PLACE

It's more than an awareness of one's geographic location. The phrase also refers to how we situate ourselves within broader personal and professional environments. At Grand Valley State University, the Department of Art and Design encourages majors to explore and develop their individual sense of place as human beings in relationship to the world around them. The degree programs integrate the values of a liberal education while preparing graduates for intensive engagement with the production and examination of the visual arts.

### Acknowledgments:

Production Director: Sigrid Danielson

Designer: Christopher Fox

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## THE PROGRAMS

In the Department of Art and Design, students enrolled in the studio program can pursue a Bachelor of Arts (B.A.), a Bachelor of Science (B.S.), a Bachelor of Fine Arts (B.F.A.) degree, or an art minor. Majors can choose from an emphasis in ceramics, graphic design, illustration, jewelry and metalsmithing, painting, printmaking, sculpture, and visual studies. The curriculum fosters each student's development of conceptually driven work based on rigorous studio practice, an awareness of contemporary issues and theoretical frameworks, as well as a respect for the historical and cultural contexts of art production.

The art education program offers either a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.). The curriculum emphasizes the training of committed artists who desire to work as teachers after graduation. In addition to extensive studio training, students receive grounding in teaching and learning theory, the role of technology in the classroom, and community-based arts education. The program leads to teacher certification for visual art in the Michigan public schools at the primary and secondary levels.

During their first year, art majors focus on foundation courses that introduce them to technical and conceptual approaches to the visual arts and culminate in a review of their work. In the second year, these skills are enhanced in emphasis area classes, electives, and art history courses. As students continue in the program, they create a personal body of work under the supervision of faculty mentors in their emphasis area. At the end of the third year, students enrolled in the B.F.A. program meet with a panel of professors for a Junior review to assess their work. The self-direction nurtured early in the program is reinforced throughout their time at GVSU. Students experience independence for sustained growth in the visual arts as they acquire the skills necessary for participation in art communities and for self-advocacy after graduation. Every student pursuing the B.F.A. degree prepares a senior thesis exhibit for faculty review as the culmination of their experience in the program. Those seeking a B.A. or B.S. in art have the opportunity to participate in a group exhibition during their final semester.



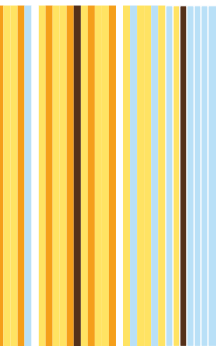
Students can also earn a Bachelor of Arts (B.A.) degree or a minor in art history at GVSU. The curriculum encourages investigation of the historical and cultural contexts for the production and interpretation of visual media. The program has an interdisciplinary model which offers students intensive study within the Department of Art and Design and the opportunity to take selected courses offered in other departments on campus.

Regardless of which degree and emphasis one chooses, the Department of Art and Design supports a student's investment in the challenges and potential of a university education. It is an interdisciplinary program that encourages the diverse interests and strengths of undergraduates. For admissions procedures, course descriptions, program curricula, and faculty listings, please visit the Grand Valley State University catalog online at: [gvsu.edu/catalog](http://gvsu.edu/catalog).

Apply and discover your place at GVSU.

"I'm proud to be from a liberal arts college because it encouraged me to listen and learn from multiple sources within and outside my area of emphasis. I try to take this to heart because it is sometimes too easy to become an artmaking hermit. . . I find my own work is better when I seek outside influence and advice."

**Allyson Haller,  
B.F.A. Illustration, 2004**



## THE FACULTY

At GVSU, the professors are dedicated to their roles as teachers, artists, and scholars. We value our place as educators to help ready students for their professions and lives after graduation. Small class sizes, academic advisors who are faculty in the art department, and energetic collaboration between different emphasis areas means that professors know you as a person and a student.

All of our majors and minors benefit from working with faculty members who are professionally active in the scholarly and creative communities. Why should this matter to students? The questions and ideas that fuel the faculty's research efforts translate into enthusiasm for the material that they teach, respect for inquiry, and an awareness of diversity in current practices.

We support students in the challenging and exciting transition from learning as a classroom experience to learning as part of the personal and professional worlds. For example, the painting and art education students worked with faculty to create a mural for the African Community Center of West Michigan. Sculpture students have worked collaboratively with citizens from Allendale Township to create a sculpture for a park renovation project. Students have also enrolled in summer courses, led by art faculty, to the American Southwest, London, and New York City. Preparation for life after graduation is also supported by faculty facilitating students' participation in professional conferences, exhibitions, and competitions at the local and international levels.

### WHERE DO YOU WANT TO BE?

"It was nice having a department full of professors, whatever their particular area of concentration, willing to have a dialogue about the work I was creating."

**Josh Deiters,  
B.F.A. Printmaking, 2007**



## RESOURCES TO HELP YOU LEARN

Today, an education in the arts relies on the dynamic interaction between the practices of making, intellectual reflection, and an understanding of the relationship between visual media and society. The department offers students the comprehensive resources necessary for their individual growth as participants in the arts.

The art program is housed in a 72,000 square foot building equipped with the facilities and support staff necessary for working in traditional as well as new media. Whether a student chooses art education, ceramics, graphic design, illustration, jewelry and metalsmithing, painting, printmaking, sculpture, or visual studies, the department provides the specialized equipment necessary for one's emphasis area.

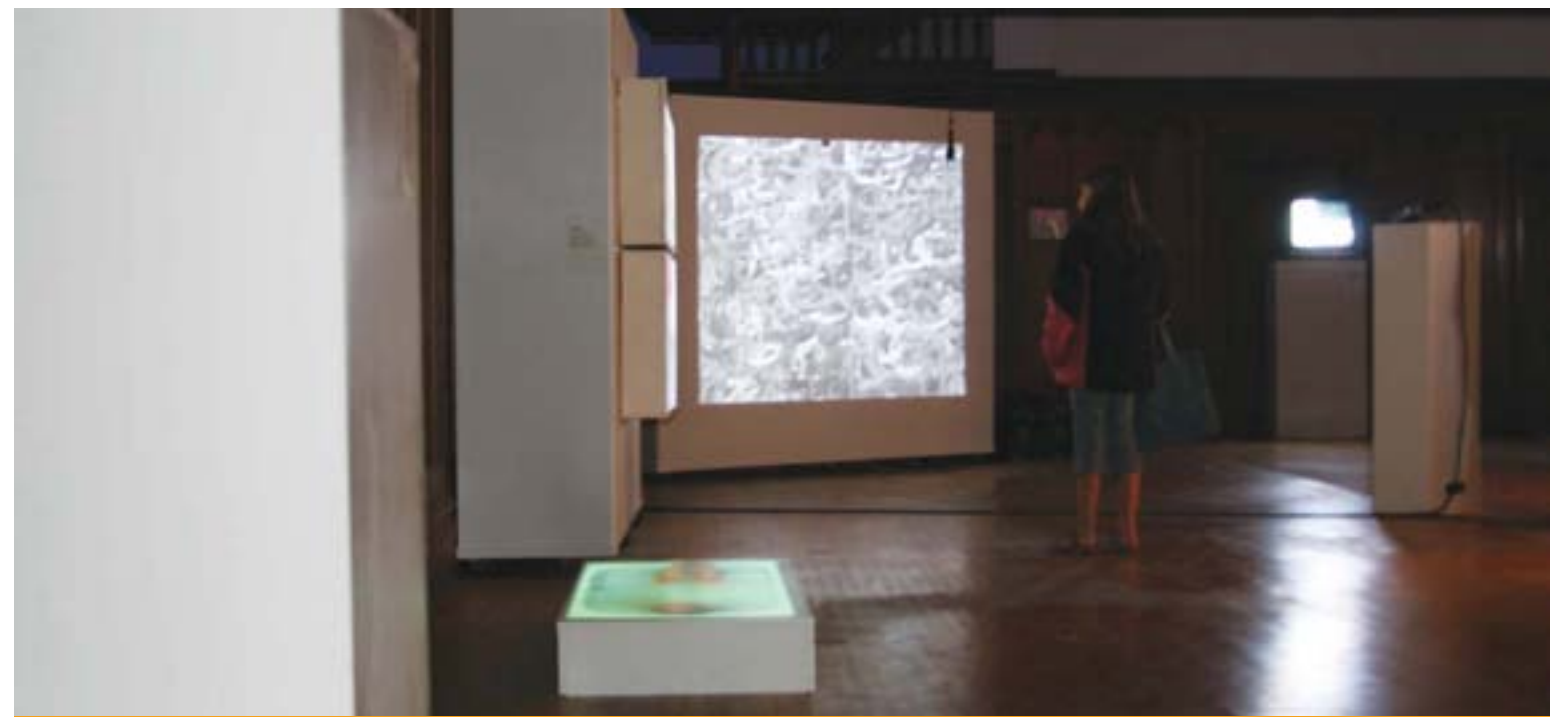
In addition to classroom and lab spaces, the GVSU campus offers students extensive library and gallery resources. On the Allendale campus, the James H. Zumberge Library and Seidman House include extensive holdings of books, journals, and special collections to help majors investigate the ideas and methods that interest them. These print materials are augmented with national databases available to students through the campus computing network. The campus also has several art galleries. The Grand Valley State University Art Gallery in the Performing Arts Center and the Stuart B. and Barbara H. Padnos Student Art and Design Gallery in the department provide students with venues to see the work of nationally recognized artists as well as give students opportunities to present their own work to the community. Art majors are also eligible to live in the Calder Residence. More than a dorm, it has efficiency apartments and is conveniently located next to the art building which allows them to engage in campus and department activities. Here, learning extends beyond the classroom.

"Students will experience a fantastic foundation program. What is learned during this crucial time at GVSU will stay with them for years. They may not realize how important it is at the time but when they look back they will see the importance of every aspect."

**Amanda Stark,  
B.F.A. Jewelry and Metalsmithing, 2003**

## LIBERAL EDUCATION

"You're an art major, what will you do with that?" Students in the arts often hear questions similar to this one. One of the benefits of GVSU is that the program is in a university setting. This encourages students to integrate their study of the arts with courses offered throughout the university. An artist's work incorporates creativity, but it is enriched by the consideration of broader ethical, historical, scientific, and cultural ideas. Joining the processes of making with investigation and analysis fosters thoughtful artists whose work contributes to the dialogues about those ideas. Just as importantly, a liberal education broadens the command of the skills necessary to seek one's place in the contemporary world. Our program's combination of rigorous study in the arts with a comprehensive university program helps build the skills of inquiry, self-awareness, reasoning, communication, as well as critical thinking. These are transferable tools that prepare students for life as well as employment, regardless of whether one begins an independent practice, pursues graduate work, or enters other professional fields.



## VISITING ARTISTS AND SPEAKERS

The commitment to an inclusive education is reinforced by a visiting artist program. The department benefits from the Stuart and Barbara Padnos Chair in Art and Design which brings well-known artists to campus for a teaching residency. Every year the Department of Art and Design also brings nationally and internationally known artists, designers and critics to campus for public lectures. These visits frequently include individual critiques and demonstrations. Students benefit from hearing new perspectives about their work from professionals practicing in a variety of media.

Siah Armajani  
Liz Bachhuber  
Michael Barile  
Lynda Barry  
Melinda Beck  
Beehive Design Collective  
Enrique Chagoya  
Cat Chow  
Sue Coe  
Andy Cooperman  
Mitch Cope  
Clive Dilnot  
Paul Duncum  
Elliott Earls  
Mike Essl  
George Estrada  
Stephen Farrell  
Julia Fish  
Alexander Florensky  
Olga Florensky  
Nathan Fox  
Oli Goldsmith  
Caroline Gore

Lisa Gralnick  
Jane Hammond  
David Huang  
Jordin Isip  
Chip Kidd  
Mariko Kusumoto  
William Pope.L  
Joep Van Lieshout  
Cyril Lixenberg  
Rikke Luther  
Beauvais Lyons  
Matt Madden  
Bruce Mau  
Mary McDonnell  
Scott McCloud  
Karen Milbourne  
Dennis Nahabetian  
Patricia Nelson  
Dennis Oppenheim  
Carolyn Ottmers  
Laurie Palmer  
Ed Paschke  
C.F. Payne

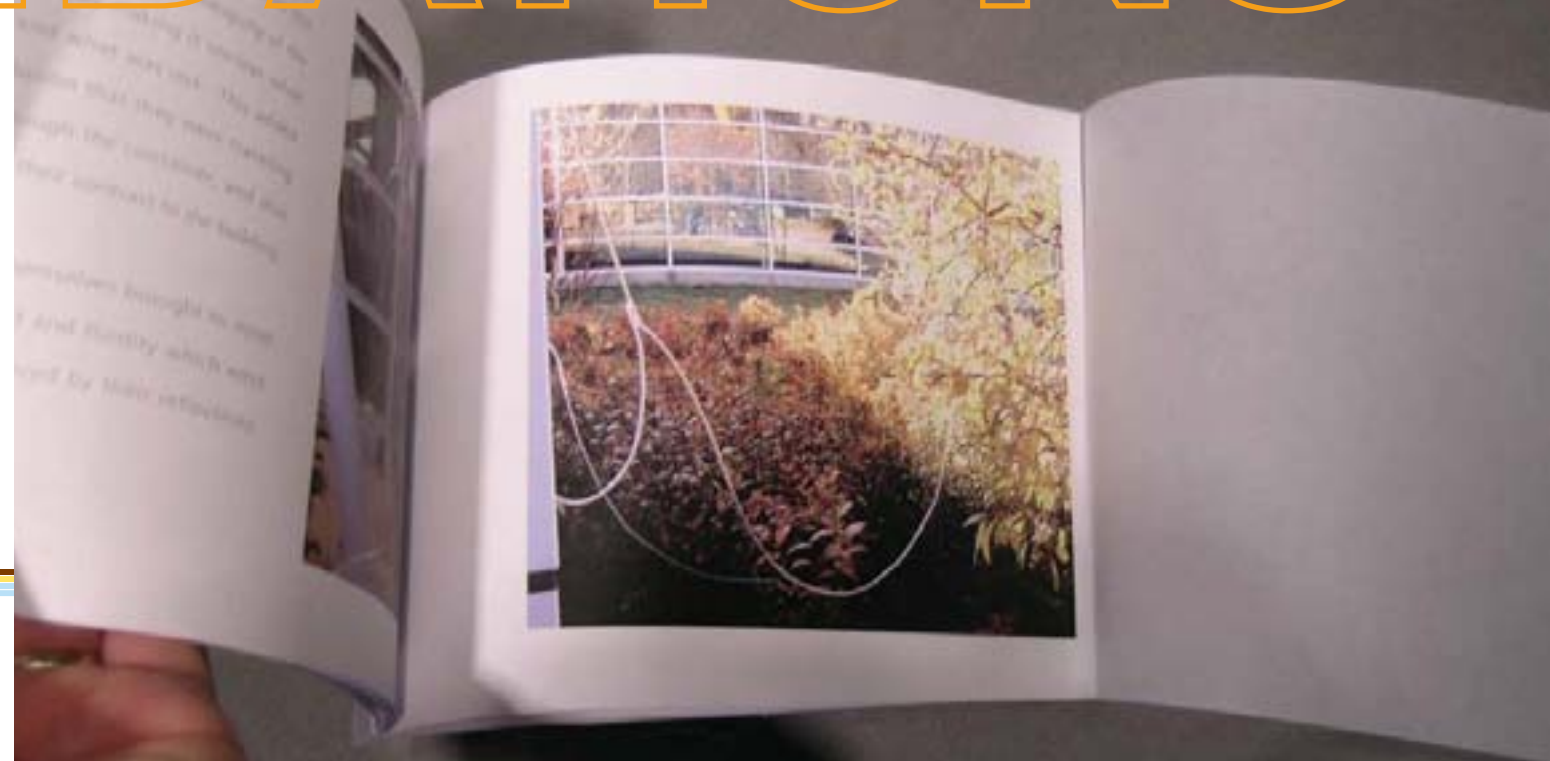
Dan Peterman  
Suzanne Ramljak  
Robynne Raye  
Michael Rees  
Alexis Rockman  
Davey Rothbart  
Douglas Rushkoff  
Joe Sacco  
Carlo Sammarco  
Steven Sorman  
Erin V. Sotak  
Buzz Spector  
Barbara Maria Stafford  
Tara Stephenson  
Barron Storey  
Michael Strassburger  
Kevin Tavin  
Nato Thompson  
Rick Valicenti  
Martin Venezky  
Hamza Walker  
Lawrence Weschler  
Anne Wilson



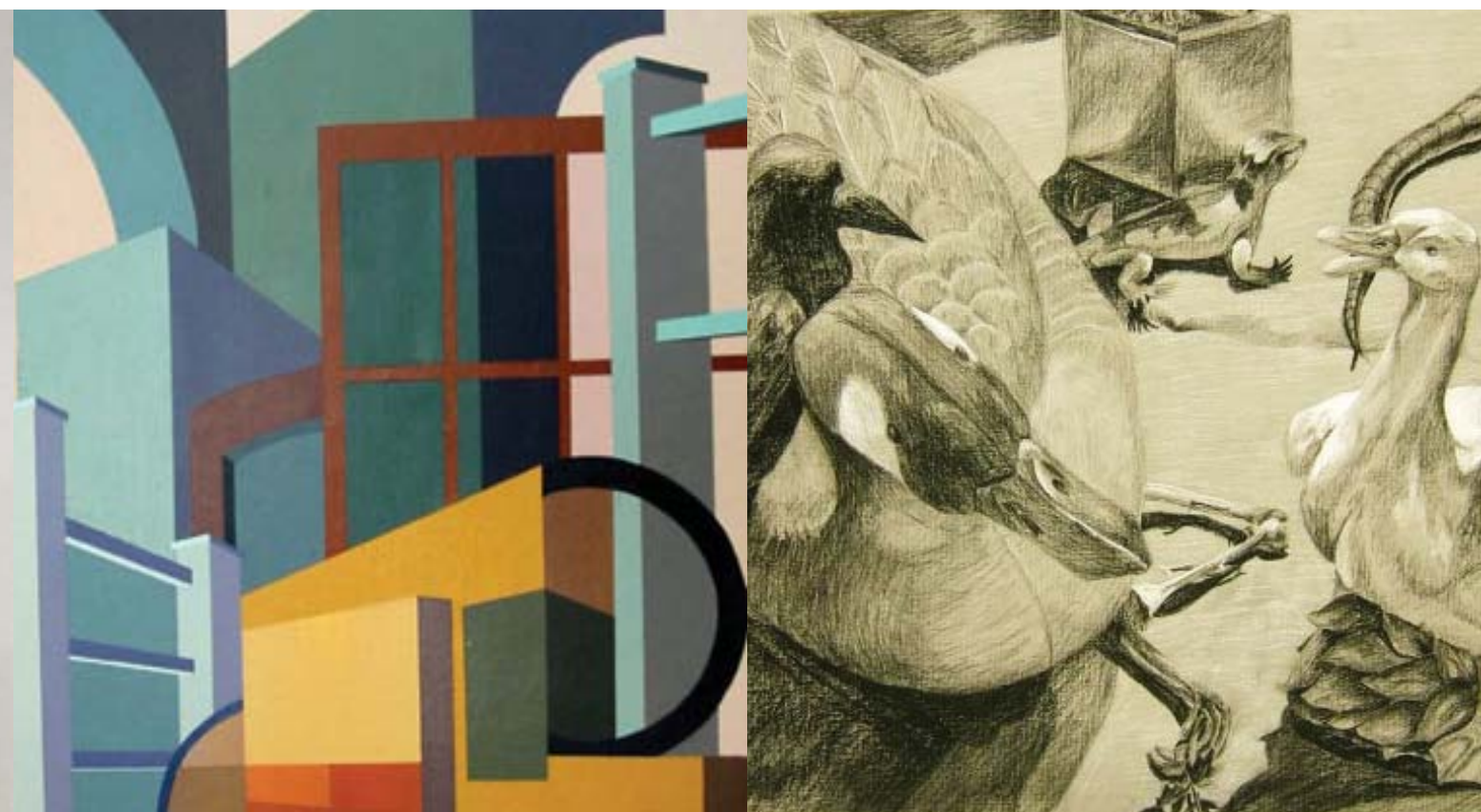
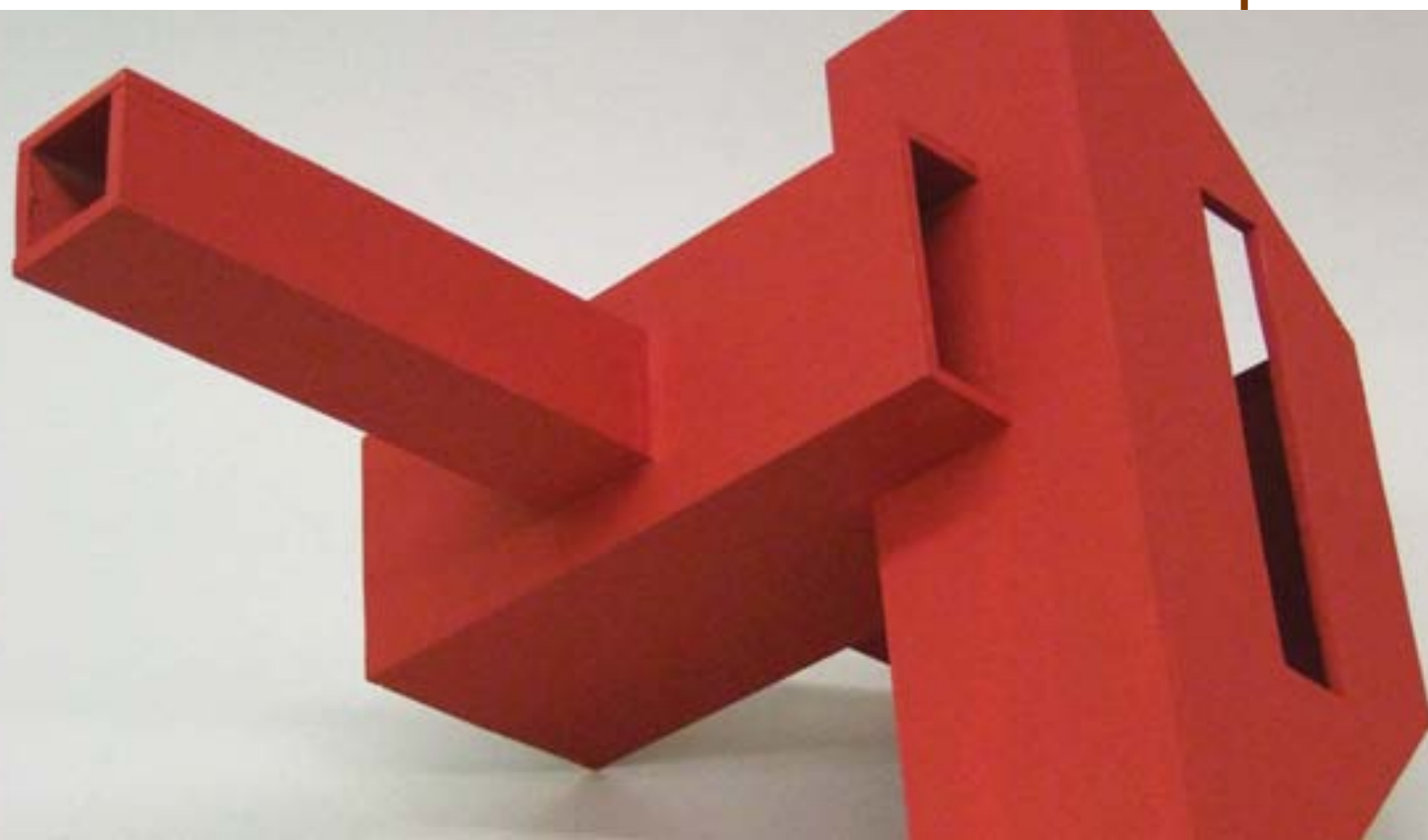
# FOUNDATIONS

During their first year in the program, art majors focus on the completion of six core classes included in the foundations curriculum. These courses emphasize drawing, design, and problem-solving skills. This shared curriculum provides students with the conceptual, technical, and critical skills necessary for later studio work. GVSU takes these courses seriously and is committed to having them taught by faculty in small classes. This ensures that majors and minors receive individual attention from educators who are part of the program and who can help students prepare for the expectations that will be placed on them once they select an emphasis area.

Upon finishing these classes, students choose a specialization from one of the eight studio emphasis areas or the art education program. All majors submit the body of work completed in the foundation courses for review. The graphic design and illustration programs require a secondary admissions process.



*Below: Bryan Wolffis, 3-D Design, 2008, Top: Vanessa Bolt, Installation Documentation, Creative Problem Solving, 2005, Bottom Left: Carrie Wilson, Color, 2002, Bottom Right: Tiffany Marris, Drawing II, 2007*



# ART EDUCATION

Art education explores the connections between the visual arts and learning. The discipline integrates the practices of artmaking, art criticism, and an understanding of contemporary visual culture as foundations for teaching art in primary and secondary schools. It also stresses the importance of the visual as a tool for participatory learning across the pre-college curriculum and in community settings. The program approaches teaching as an art form that requires the exercise of creativity, sensitivity, and highly developed skills in visual and verbal communication.

Art education students complete rigorous training in studio art complemented by courses in the theory and methods of art education. In addition, they complete GVSU's general education curriculum and courses required by the College of Education. The program places an emphasis on the application of theory in diverse educational environments as well as a commitment to social responsibility. Students regularly coordinate activities for school children and arts agencies giving majors experience with project design and execution. During the last year of the program, art education majors complete their professional training with semester long assisting and directed teaching opportunities at regional schools.



Top: Mark Morley, *Project for Computer Technology in Art Education (detail)*, 2008, Bottom Left: *Amusement Parks/Recycled Materials*, service-learning project with community schools, 2009, Bottom Right: art education collaboration with the Frederik Meijer Gardens and Sculpture Park, 2009

"I think acquiring a liberal education enhanced my studies as an art student, and vice versa. Discussions of what was currently going on in our country as well as the world happened in both my general education classes and my art and design classes. Both of these class environments have prepared me to enter into a world of diverse people and opinions."

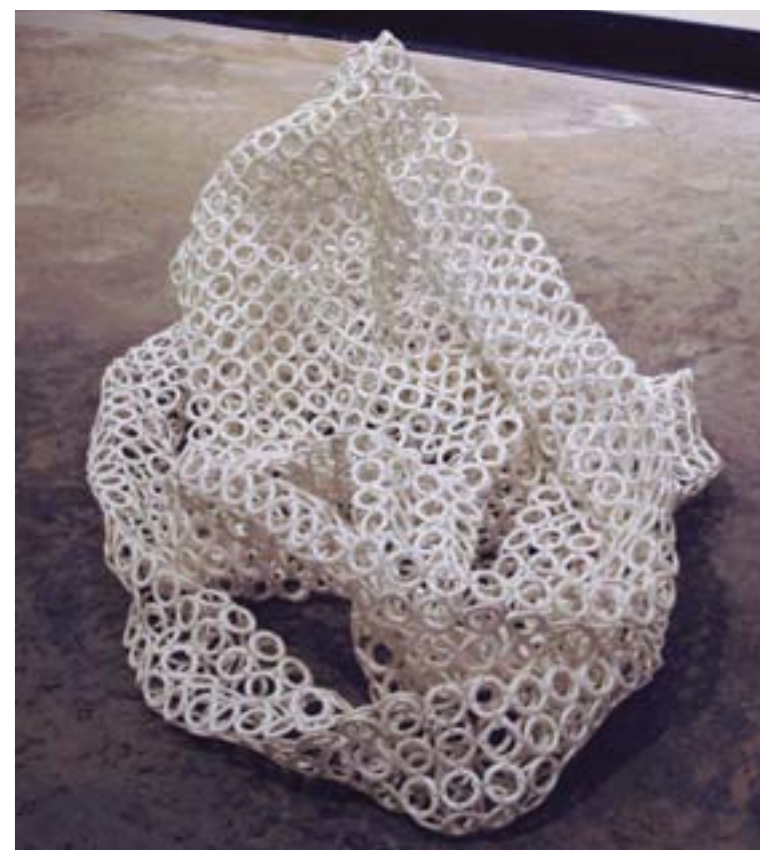
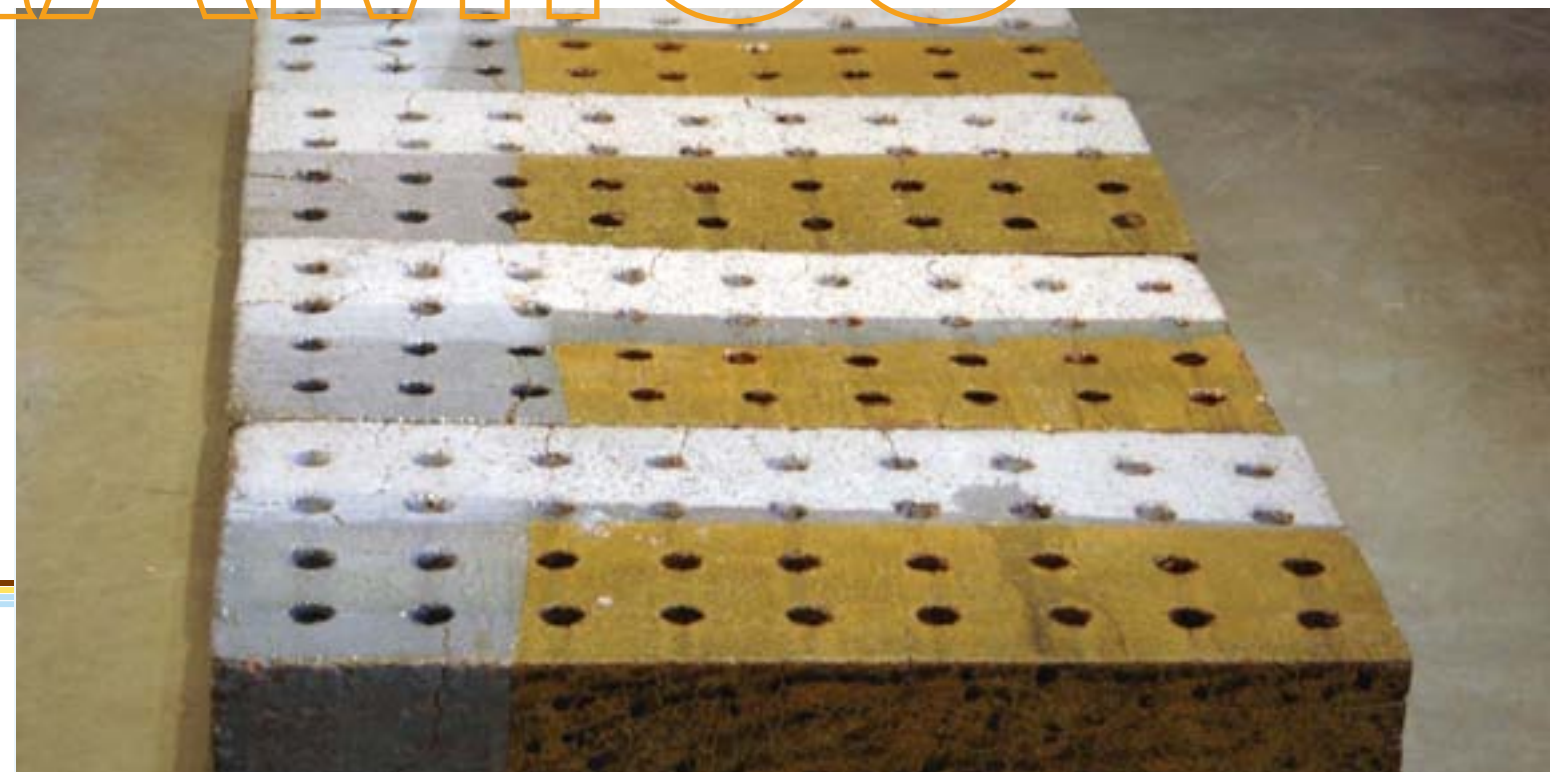
**Colleen O'Donnell,**  
B.F.A. Painting and B.A. Art Education, 2009



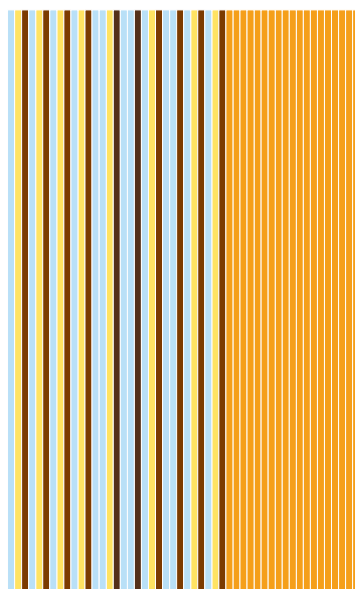
# CERAMICS

Students choosing an emphasis in ceramics at GVSU can explore traditional as well as contemporary methods of working with clay. They gain an understanding of all phases of working with the medium including clay making, handbuilding, wheel throwing, slipcasting, raw material study, glaze calculation, as well as kiln loading and firing. As students develop their technical abilities, they also enhance their conceptual skills. The curriculum includes the rigorous development of a student's individual approach to ceramics through the integration of ideas, materials, and processes. As students advance through the program they experiment with different conceptual frameworks including function, design, sculpture, mixed-media, installation, and performance. Students are encouraged to explore various approaches to clay while drawing from other art and design disciplines.

The ceramics facilities are state-of-the-art and include ample work spaces for group and individual projects as well as individual studios for B.F.A. majors. The studios provide a complete array of resources for students including clay production, throwing wheels, materials for glaze preparation, as well as gas, electric, and wood-fire kilns. The recent addition of an artist-in-residency program in ceramics gives students the opportunity to work with national and international artists on the GVSU campus.



Top: Andrew Tankersley, *Untitled (detail)*, 2007, Bottom Left: Elise Venia, *19 VII*, 2006, Bottom Right: Nate Dorotiak, *Shoot if you Like this Rack*, 2009



# GRAPHIC DESIGN

Through the cultivation of ideas and exploration of conceptual and expressive methods, students in the design program at Grand Valley develop a personal visual language. The curriculum provides majors with the intellectual and technical abilities to create meaning within commercial and personal design contexts. In their coursework, students are encouraged to coordinate typography, image, symbol, and color to communicate information, meaning, and thought-provoking ideas. The design faculty conscientiously prepares majors for the realities of a design career through technological proficiency, analytical versatility, and practical experience necessary for the competitive and diverse opportunities that lay ahead of them.

The program is committed to providing students with technological support in three Macintosh computer labs outfitted with industry standard hardware and software applications. The department also houses a digital print shop for large-format projects. A separate lab classroom offers space for group projects and fosters cooperation and dialogue between students. These facilities allow design students to gain expertise in digital typography, letterpress production, photo manipulation, vector-based art, and design for web environments.

Students interested in pursuing an emphasis in graphic design must participate in a secondary admissions process after successful completion of the foundations review.



Top: Frances Close, *Audio Perception* (detail), 2007, Bottom Left: David Schofield, *Snowsans* (detail), 2008, Bottom Right: Alternative Typography Class, *Letterpress Project* (detail), 2009

“The program was important for introducing me to all types of creative ideas and concepts, old and new. It was a guide for learning and understanding some of those ideas as well as expanding on them. What it’s really done for me is initiate this necessity to continue exploring and learning from everything.”

**David Schofield,**  
B.F.A. Graphic Design, 2008

# ILLUSTRATION

The professional world of illustration is competitive and stylistically diverse. Only illustrators with broad-based knowledge, good business sense, superior research skills, technical facility, and sustained commitment will succeed. The curriculum for this emphasis is designed to help students become adept in these areas.

The introductory course gives students an overview of illustration techniques that offers majors a foundation for them to make informed decisions about their educational and professional goals. In subsequent classes, students learn to balance historical perspectives of the field with an awareness of contemporary practices. In addition, majors are encouraged to balance aesthetic sensitivity with professional practicality and traditional craft with individual creativity. With guidance from academic advisors, peer critiques, and discussions with professionals, students cultivate their unique personal and artistic strengths to establish a focus for their professional work. A sense of community between students is also fostered in the illustration studios where many majors have personal studio spaces that encourage lively and informal discussions about their work.

Students interested in pursuing an emphasis in illustration must participate in a secondary admissions process after successful completion of the foundations review. Selection for the program is based on an assessment of their work completed in the foundations courses.



Top: Ian Vanderhill, *Airplanes* (detail), 2008, Bottom Left: Jason Rood, *Croquet Calamity* (detail), 2008, Bottom Right: Lindy Patterson, *Tea with the White Rabbit* (detail), 2008

"Grand Valley's program taught me to push myself, and to be patient with myself. I put in a lot of hard work and long hours, and at the end of my degree I realized that there is no time limit. I went into the program looking for rules and left the program realizing that the possibilities are endless. I think a lot of students feel pressure to be the best that they can by the time they graduate. But that is just the beginning."

**Kaylee Cornfield,**  
B.F.A. Illustration, 2008

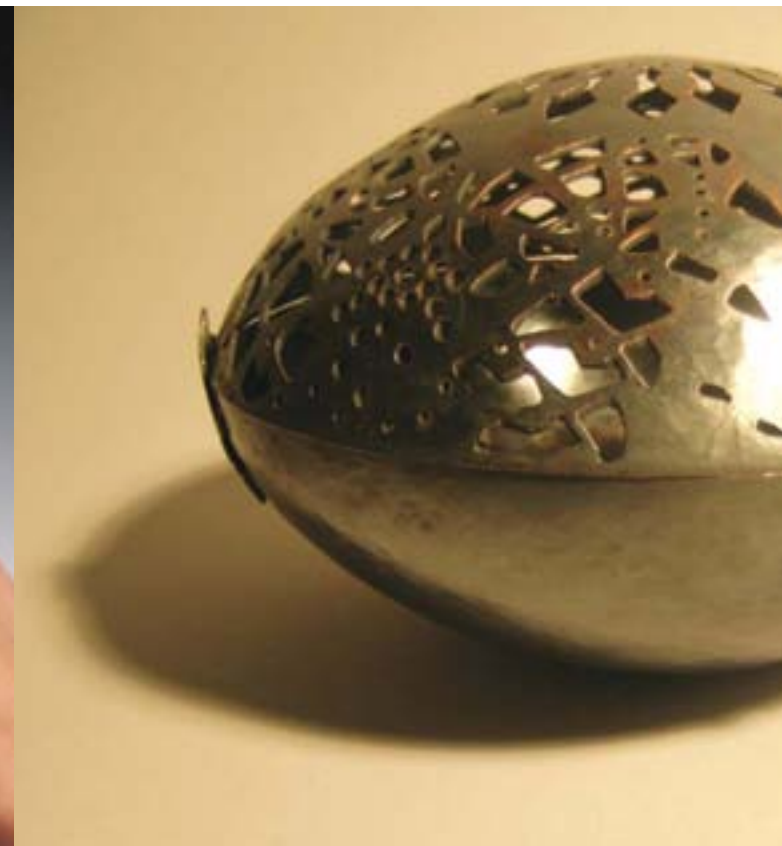
# METALS

## JEWELRY AND METALSMITHING

The program in jewelry and metalsmithing at GVSU fosters a student's engagement with technique and craft while reinforcing a dedication to innovation and experimentation. Students are introduced to business and trade practices in their coursework. Regardless of whether they adopt traditional or contemporary practices, undergraduates gain an understanding and knowledge of the art and its historical context. Beginning level courses teach the essentials of metal fabrication, surface embellishment, and simple stone setting. As students advance, they gain expertise in the processes of casting, generating multiples, forging, container forms, and hollowware production.

Opportunities to experiment with mixed-media techniques encourage students to develop a personal approach to the medium that integrates their chosen practices with a strong conceptual focus. Majors receive the preparation necessary for working in such diverse areas as fine-art jewelry, sculpture, and production design.

The metalsmithing studio and department shop offer extensive fabrication and technological resources to support a student's development as a professional and independent artist. Those pursuing a B.F.A. in this emphasis have personal studio spaces in a common area that builds a strong sense of collegiality between undergraduates working in three-dimensional media. Individual workstations, supportive faculty and staff, as well as an interdisciplinary approach all foster students' abilities to synthesize their work as individuals with the broader spheres of artmaking.

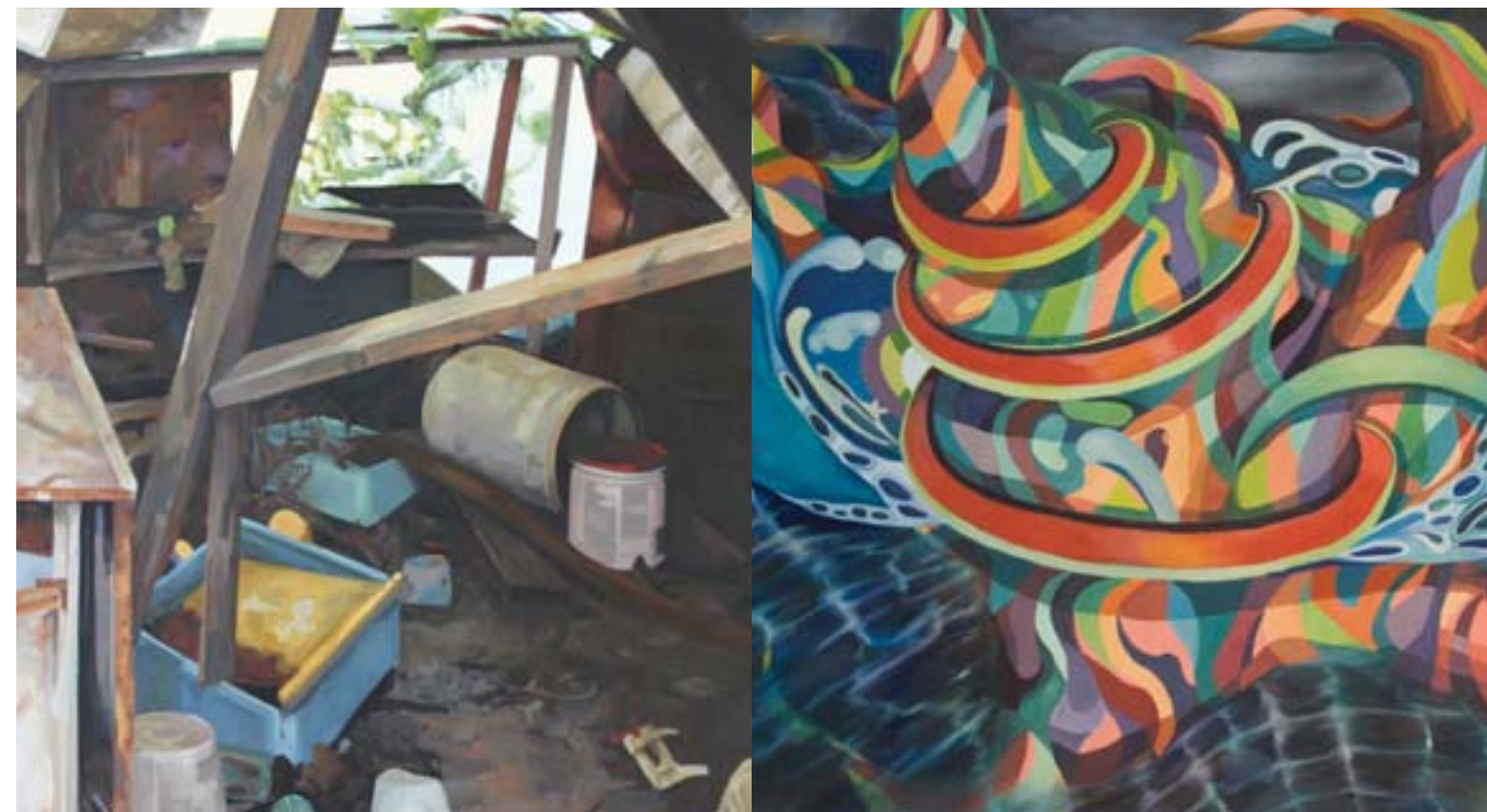
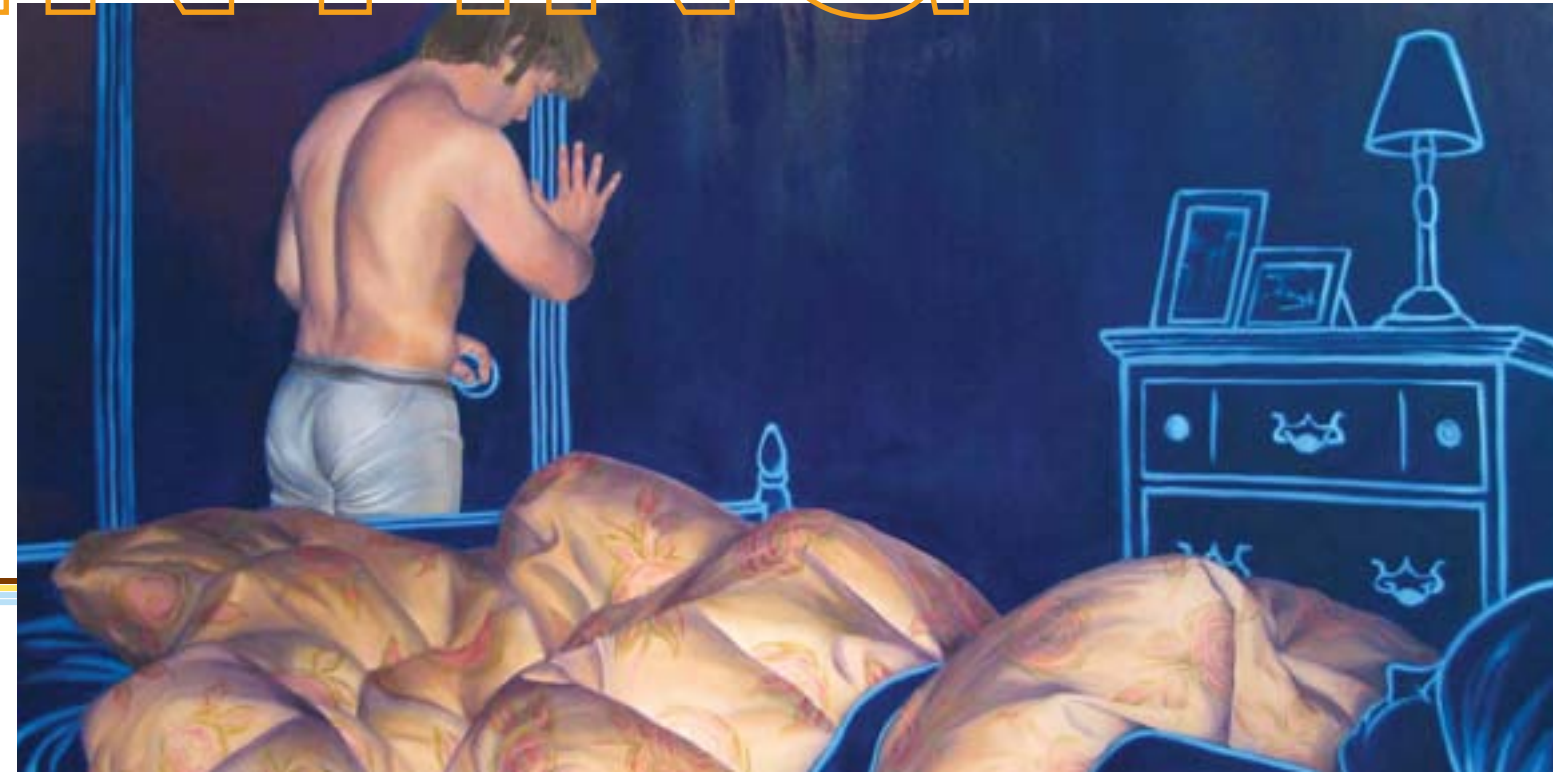


Top: Jennifer Surine, Neckpiece: Coelenterates (detail), 2008, Bottom Left: Cori Hess, Ring, 2009, Bottom Right: Tara Certa, Vessel (detail), 2009

# PAINTING

The goal of the painting program is to shape the development of thoughtful, capable, and inventive painters. In addition to learning the techniques of painting, the program encourages undergraduates to examine the broader social and cultural contexts in which they create their work. This emphasis on meaningful learning encourages artists who consider the relationship between their individual practice and the world of art beyond an undergraduate education. At the introductory level, students establish a professional groundwork in media, materials, and processes necessary for their development as painters. As they continue in upper level courses, each student's efforts to cultivate a personal approach to the medium are supported by faculty mentors, peer critiques, and visits to regional museums.

The painting facilities at Grand Valley have been recently expanded to include three large studio classrooms with ample natural light, a common area for critiques, and individual work spaces for B.F.A. students pursuing an emphasis in painting. This combination of formal and informal environments offers students rich opportunities for reflective and engaged learning.



Top: Colleen O'Donnell, *I Bare My Sweet Windowed Self Untamed (detail)*, 2009. Bottom Left: Jason McChristian, *And I Heard a Voice Through the Discord (detail)*, 2006. Bottom Right: Julie Seaward, *Don't Worry Baby (detail)*, 2008

"I took away a great work ethic, a strong sense of self-discipline, and the drive and skills necessary to succeed. Grand Valley's art and design program holds its students to very high standards which in turn will bring out the very best in those who complete it. This program not only taught me about technique, materials, and art history, but it exposed me to events and professionals in the art and design field. In completing this program I took away a greater sense of confidence and belief in myself as an artist."

**Colleen O'Donnell,**  
B.F.A. Painting and B.A. Art Education, 2009

# PRINTMAKING

Through a sequence of six courses, students explore the expressive, descriptive, and conceptual potential of printed artmaking in today's world. A range of methods is introduced at the beginning level including intaglio, relief, digital, and screenprinting. At intermediate levels students work to develop a personal approach to the medium as they learn autographic, photo-based methods, as well as complex color and layering processes. No single style, technique, aesthetic or conceptual agenda is stressed in the program. This independence allows students to take charge of their personal artistic direction as they advance through the courses. A student's articulation of ideas and the clarity of communication become the central measures of one's achievement.

There is a well-established tradition of dialogue between printmaking and other visual arts. Typically, classes have a mix of students from many areas, including graphic design, illustration, photography, and art education. The department has exceptionally spacious, well-equipped printmaking studios with twenty-four hour access and individual work stations for most students. In addition, the emphasis has a robust visiting artist program including artist's talks and workshops with Sue Coe, Enrique Chagoya, Steven Sorman, and Deborah Riley.



Top: Emily Koehler, *October (detail)*, 2006, Bottom Left: Lauré Turmell, *Highways (detail)*, 2008, Bottom Right: Jenny Pope, *The Dog Who Understands (detail)*, 2005

"The art program at GVSU was a great experience. I feel that I was continually pushed, not only to better my skills, but to think intelligently about my artwork."

**Josh Deiters,  
B.F.A. Printmaking, 2007**

# SCULPTURE

The sculpture program at Grand Valley provides an open environment for student learning. It combines training in established methods with the exploration of non-traditional strategies by incorporating new materials and technologies, installation, as well as experiential contexts. The curriculum fosters intellectual inquiry, creative activity, and practical skills in making as well as thinking about art. Activities in and out of the studio help students develop individual approaches to the medium. In addition, they are encouraged to incorporate other studio processes such as metalsmithing, ceramics, or printmaking into their sculpture practice.

Students have access to well-equipped wood working, metal fabricating, and foundry facilities. Three-dimensional computer modeling technologies are also incorporated into the curriculum. Art majors in this emphasis area have individual studios adjacent to the common work spaces which create an environment that is conducive to communication between peers and faculty.



Top: Giles Hefferan, *Space Detritus* (detail), 2008, Bottom Left: Ruby Miller, *Nothing is Plumb*, 2008, Bottom Right: Christine Paulin, *Adaptation* (detail), 2009

“Grand Valley’s art and design program provides a context where students who are curious and passionate about art can thrive and grow. The program challenged me in ways I would have never expected; it made me a dedicated and addicted artist.”

“I gained a better understanding of the role art can play in the real world, it is not something that is simply hung on a wall or put on display, but an amorphous, and magical part of our everyday experience.”

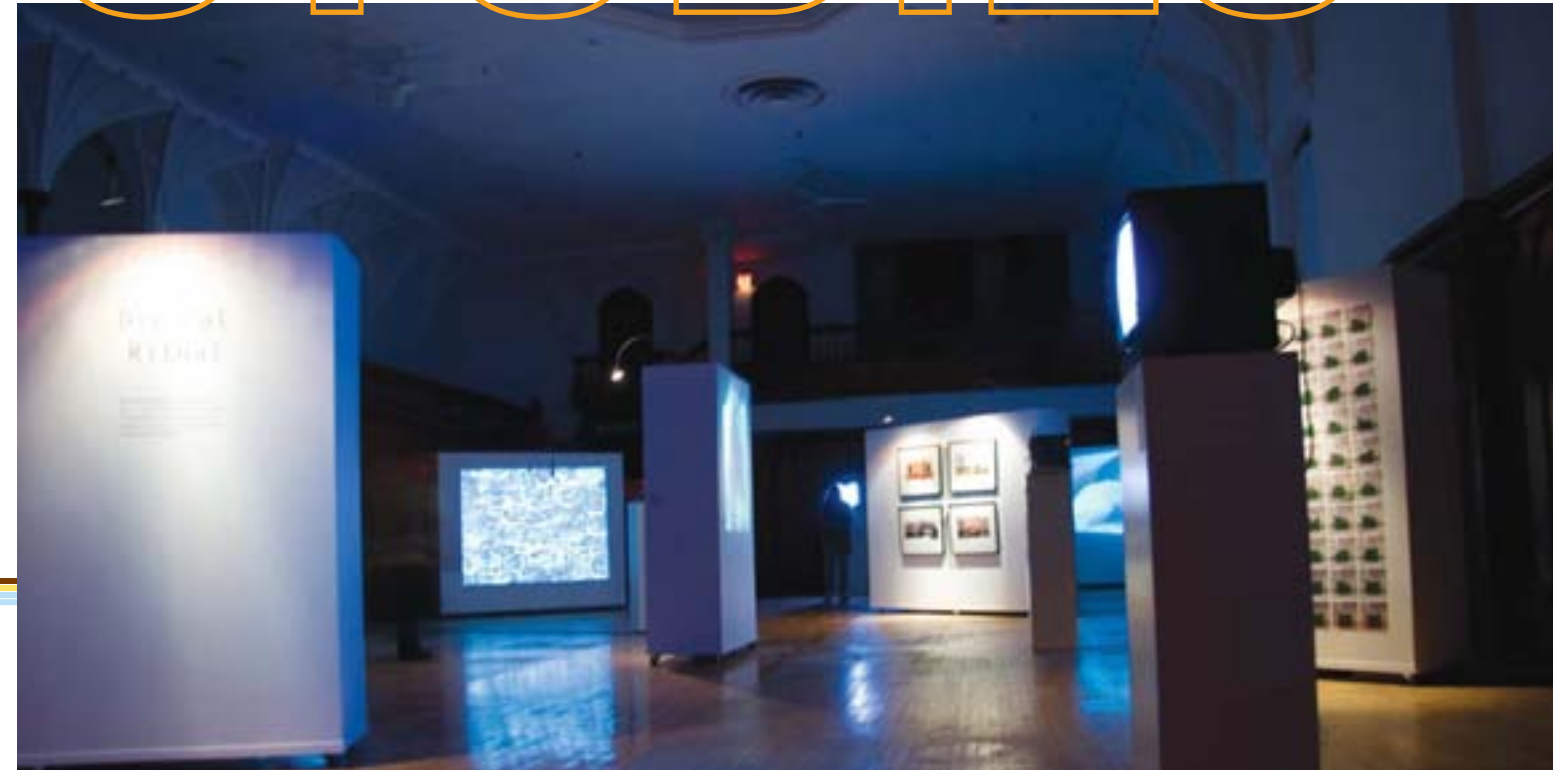
**Giles Hefferan,  
B.F.A. Sculpture, 2008**



# VISUAL STUDIES

The field of visual studies combines established methods of contemporary art such as digital, temporal, interactive, and presentation practices with the theoretical discourses specific to these modes of production. This emphasis area incorporates interdisciplinary approaches and stresses the role of digital media and context as primary considerations for the production and analysis of visual works. Working with their academic advisor, students develop individual learning plans which combine courses specific to the emphasis with other studio classes. This integrated approach equips artists with an essential array of technical, conceptual, political, and social capacities needed for effective cultural work.

The visual studies program incorporates work inside and out of the traditional classroom setting. The primary lab classroom includes work spaces as well as critique areas for discussion and production. There are also ample technological resources for students' work in video, sound, curatorial, and digital image-based media. The visual studies emphasis also encourages interaction with the local community. Neighborhood-based work spaces and installations facilitate students working collectively and interpretively with their civic environment.

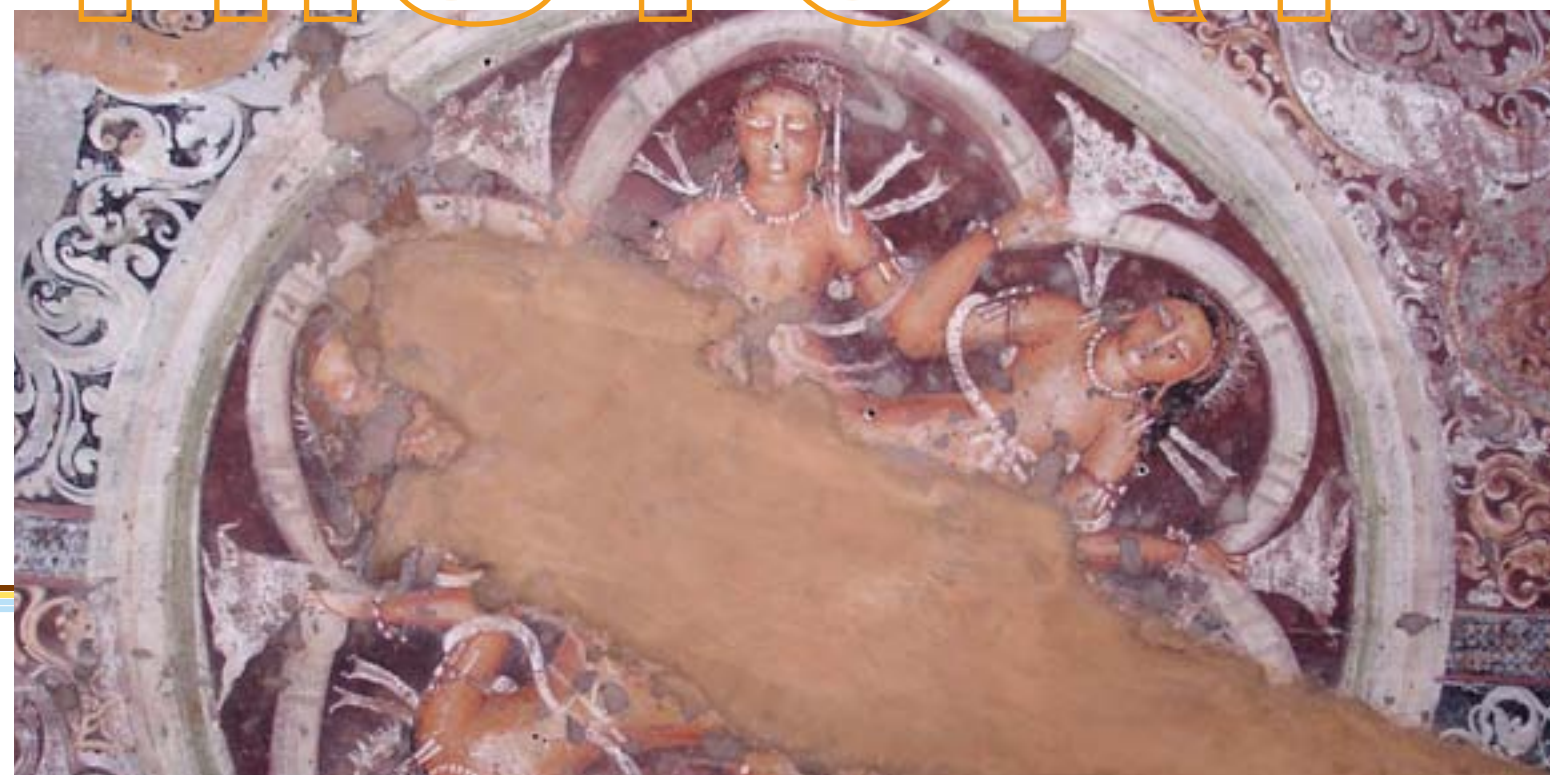


Top: Digital Ritual, Curatorial Studio installation, 2009, Bottom Left: The Swing Thing, Civic Studio installation, 2004, Bottom Right: Sleep, Image Studio installation, 2009

# ART HISTORY

Students interested in the role of art in society should consider majoring in art history. The field encourages them to explore how societies and individuals have used the visual arts to convey the ideas and values were important to them. In addition to information about artists and their work, art historians study interpretations of and contexts associated with visual material. The discipline also helps students improve their skills of oral and written communication, inquiry, as well as critical thinking which are increasingly important in our changing world.

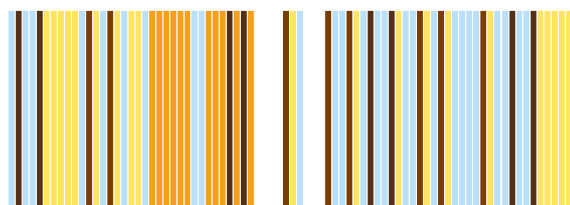
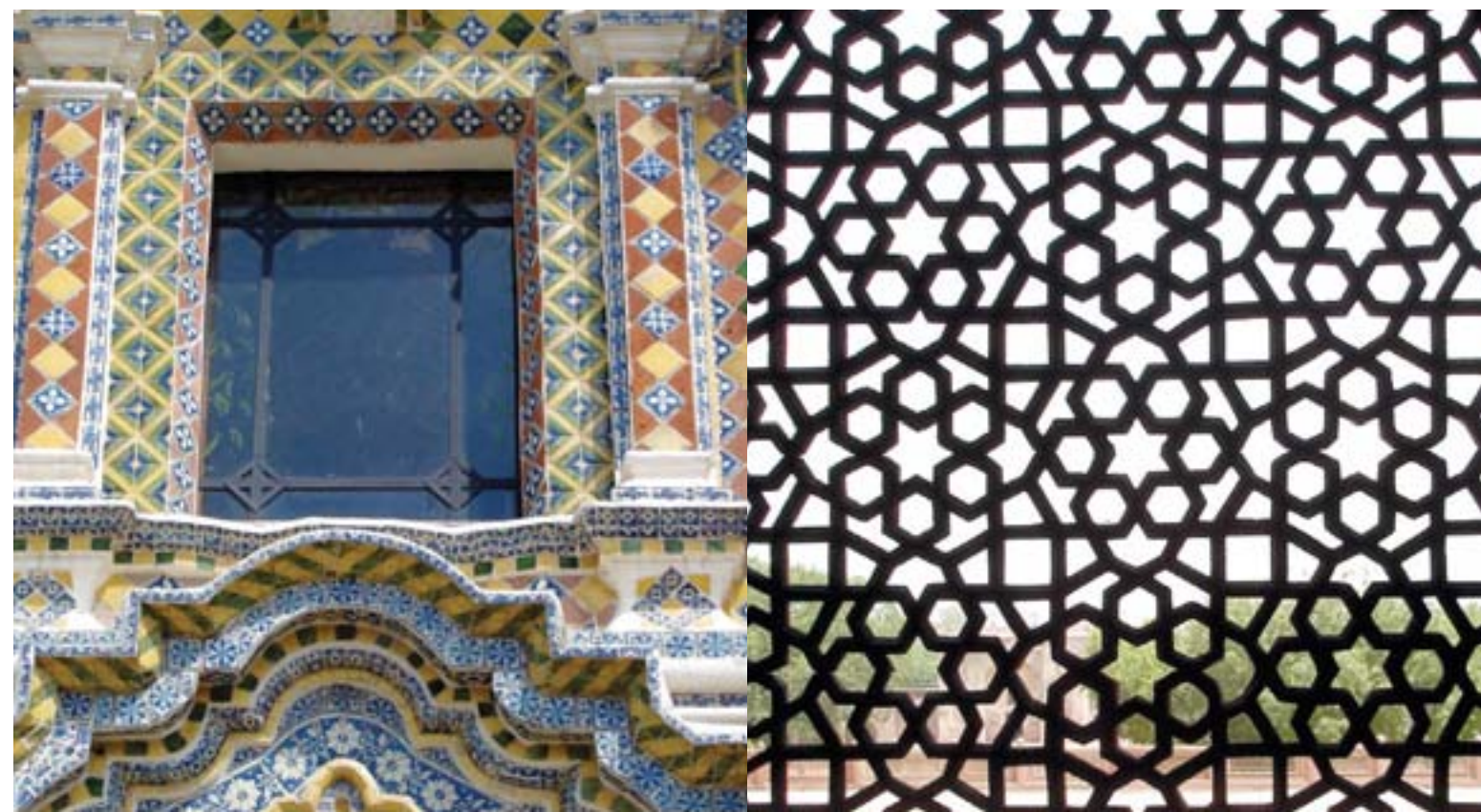
The program encourages students to develop a broad-based knowledge of the visual arts from a global perspective. The curriculum emphasizes the application of historical, social, cultural, and theoretical methods to works of art and how those approaches have changed over time. Students are also encouraged to investigate study abroad and internship opportunities as they plan their course of study.



Photographs by Kirsten Strom, Associate Professor of Art History, Top: Buddhist Caves at Ajanta, India, 2007, Bottom Left: Church of San Francisco at Acatepec, Mexico, 2007, Bottom Right: Screen at Humayun's Tomb, Delhi, India, 2007

"More than just a better understanding of art history, this program has given me excellent researching and writing skills as well as taught me to be more inquisitive and analytical in my everyday endeavors."

**Amy Thomson,  
B.A. Art History, 2009**



## WHERE WE ARE

When you hear that GVSU is in West Michigan your first thought might be of snowy winters. We'd rather you consider the substantial benefits of our location. The Department of Art and Design is on the Allendale campus, halfway between Lake Michigan and Grand Rapids. The second largest city in Michigan, Grand Rapids has an active arts community that includes regional art museums and independent arts venues. The Urban Institute for Contemporary Arts, the Grand Rapids Art Museum, and the Frederik Meijer Gardens and Sculpture Park are institutions that offer exhibitions, programs, and internship opportunities of interest to university students and the community. Regional arts organizations, such as ACTIVESITE, the Avenue for the Arts Market, the Division Avenue Arts Collective, and the Open Concept Gallery, welcome participation by students as organizers, volunteers, and exhibitors at their venues in Grand Rapids. We are less than three hours from Detroit and a three-hour drive from downtown Chicago. Our proximity to these centers allows for class and department sponsored trips so students can take advantage of special exhibitions and studio visits with professionals working in the arts.

## VISIT US

We encourage you to see the campus and department as you plan your college application process. We can describe the features of our program, but it makes a difference to see the facilities and meet us in person.

Contact the department or admissions offices for more information.

Department of Art and Design  
Grand Valley State University  
1 Campus Drive  
Allendale, MI 49401-9403  
Telephone: (616) 331-3486  
Email: [artdept@gvsu.edu](mailto:artdept@gvsu.edu)  
Web: [www.gvsu.edu/art](http://www.gvsu.edu/art)

or  
Admissions Office  
Grand Valley State University  
1 Campus Drive  
Allendale, MI 49401-9403  
Telephone: (616) 331-2025 or (800) 748-0246  
Email: [admissions@gvsu.edu](mailto:admissions@gvsu.edu)  
Web: [www.gvsu.edu/admissions](http://www.gvsu.edu/admissions)

## FROM ALLENDALE

29 MINUTES TO LAKE MICHIGAN

3 HOURS TO CHICAGO

2 HOURS 45 MINUTES TO DETROIT

28 MINUTES TO DOWNTOWN GRAND RAPIDS





GRAND VALLEY  
STATE UNIVERSITY