



# **Rocky Mountain College of Art + Design**

## **Academic Catalog**

**2021-2022**

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# Catalog Home

## Welcome to Rocky Mountain College of Art + Design

Rocky Mountain College of Art + Design (RMCAD) was established in 1963 by Philip J. Steele, who had a vision to provide students with a quality higher education in art and design. RMCAD has grown a great deal since its comparatively modest beginnings and now thrives on a lush, historic campus including more than 23 acres of land and 16 buildings.

In 2013, RMCAD celebrated its 50th anniversary as a diverse community of people inspired by creative possibilities in higher education. Today, we offer a rich and diverse selection of regionally accredited degrees at the BFA level. We are also pioneers in the online learning environment for art and design. Our award-winning online environment brings together students from all over the world to work with our esteemed campus faculty. And, for our campus students, we provide our Multi-Platform Learning Experience, the best of online and on-campus course delivery.

Much has changed in these past decades, but we're proud of what has stayed the same: our commitment to giving each student the dedication, personal attention, and solid education they need to thrive in their careers. The RMCAD Community is filled with creativity and enlightenment—a place where we will continue to nurture the individual talents of each student; to integrate critical thinking and analysis into their skills; and to contribute in socially responsible ways to the local, global, and professional communities.

Here, you will find inspiration, challenge, and innovation.

Brent Fitch,  
RMCAD President

## Mission Statement

Rocky Mountain College of Art + Design is an innovative, rigorous and community-oriented global learning environment that inspires passion for critical thinking, preparing learners to be forces of change in their industries, communities and the world.

## Vision

RMCAD will be a major university known as a destination for a diverse student body that impacts the world.

## Values

1. Our students come first
2. We are a campus of professionals, innovators and educators
3. We welcome individuality and self-reflection
4. We appreciate and celebrate our community
5. We communicate our campus pride and excitement
6. We are committed to consistent business processes and systems while fostering innovation
7. We work toward creating a financially sustainable model of higher education that considers the interests of our multiple stakeholders
8. We embrace a culture of leadership, trust and communication
9. We understand the importance of risk-taking and being adaptable to change
10. We value professionalism and role modeling

## Diversity Statement

Rocky Mountain College of Art + Design (RMCAD) maintains a policy of inclusiveness that recognizes, values, and reflects the diversity of the community it serves. As an academic institution, the college fosters a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas. Diversity encompasses multiple dimensions, including but not limited to race, culture, nationality, ethnicity, religion, ideas, beliefs, geographic origin, class, sexual orientation, gender, gender identity and expression, disability, and age. Rocky Mountain College of Art + Design continually strives to build an inclusive and welcoming community of individuals with diverse vision, talents, and skills. We welcome people from a multitude of backgrounds who are committed to creativity, academic excellence, societal and cultural evolution and betterment, civility, mutual respect, social justice, and the free and open exchange of ideas. Rocky Mountain College of Art + Design commits itself to these tenants of change, growth, and action, which embrace diversity as an integral part of the academic and professional community.

## Accreditation

Rocky Mountain College of Art + Design is accredited by The Higher Learning Commission (HLC)

Chicago, IL 60602-2504  
Telephone: 800.621.7440 or 312.263.0456  
Fax: 312.263.7462  
[www.hlcommission.org](http://www.hlcommission.org)

Rocky Mountain College of Art + Design is an accredited institutional member of National Association of Schools of Art and Design (NASAD). RMCAD's degree offerings in Art + Design are accredited by the National Association of Schools of Art and Design (NASAD).

11250 Roger Bacon Drive, Suite 21  
Reston, VA 20190-5248  
Telephone: 703.437.0700  
Fax: 703.437.6312  
Email: [info@arts.accredit.org](mailto:info@arts.accredit.org)

The on-campus and online Interior Design Program leading to the BFA is accredited by Council for Interior Design Accreditation (CIDA).

206 Granville Avenue, Suite 350  
Grand Rapids, MI 49503  
Telephone: 616.458.0400  
Fax: 616.458.0460  
[www.accredit-id.org](http://www.accredit-id.org)

The Art Education Program leading to the BFA is approved by Colorado Commission on Higher Education (CCHE) and Colorado Department of Education (CDE). RMCAD's Art Education BFA only allows graduates to become licensed to teach Art in the state of Colorado. Students seeking licensure outside of Colorado should contact their Student Advisor for assistance in identifying the correct educational state agency.

State Office Building  
201 East Colfax Avenue  
Denver, Colorado 80203-1799  
CDE Main Phone: 303.866.6600  
CDE Main Fax: 303.830.0793  
[www.cde.state.co.us](http://www.cde.state.co.us)

## General Information

Rocky Mountain College of Art + Design is a private college approved by the Colorado Commission on Higher Education.

Rocky Mountain College of Art + Design does not discriminate or make admissions decisions on the basis of race, ethnicity, religion, national origin, sex, sexual orientation, age, veteran status, ability, or any other status protected by law or regulation.

Title IX Compliance Officer:

Terence Brennan

Director, Accreditation + Compliance

1600 Pierce Street, Denver, CO 80214

303.567.7283

Website: [www.rmcad.edu](http://www.rmcad.edu)

Mailing address: 1600 Pierce Street, Denver, CO 80214

## Location

RMCAD is located on 23 acres at the foot of the Rocky Mountains in Lakewood, Colorado. Looking east from campus, one can see downtown Denver's skyline, and looking west, the Rocky Mountains. With a population of around three million people, Metro Denver offers a multitude of ways to spend free time, including museums, concert halls, shopping centers, entertainment districts, and more.

Campus Map

## College Facilities

RMCAD's distinctive campus includes more than 16 historical buildings built in a variety of 20th century architectural styles—comprising more than 150,000 square feet of learning and creative space. The fully wireless campus offers numerous workstations for student use, utilizing both Windows and Mac platforms. Several "compact labs" are department specific. All labs are connected to print centers, scanners, and network storage. Most of RMCAD's computer labs are designed for multi-use by all departments, with specific labs designated for 3D and 2D animation, video and sound, multimedia, computer-aided drafting, and advanced special effects.

Special learning facilities include two wood shops, ceramics studio, FabLab, photography lab, sewing lab, interior design resource library, auditorium, galleries, large meeting rooms, and the Library/Resource Center. The Philip J. Steele Gallery features a rotating schedule of exhibitions that includes a mix of student, faculty, and alumni work, as well as displays by community groups and exhibitions by well-known visiting artists. Students can relax or study in the student lounge, take a break between classes on the grassy lawns under 100-year-old trees, or shop at the Spectrum store and grab a cup of coffee from the café.

## Document Purpose Statement

The purpose of this catalog is to set forth the current rules, regulations, and policies of Rocky Mountain College of Art + Design. This catalog is specific to each academic year, and the most current edition is available on the RMCAD website. Although this catalog was prepared using the best information available at the time and while the provisions it contains will normally be applied as stated, the degrees, programs, and policies are subject to change or correction by the college without prior notice or obligation. This publication is not intended to be a contract between the student and RMCAD. However, students are bound by the policies, procedures, standards, and requirements stated herein, so long as they are in effect.

More specific details regarding the procedures by which these policies are administered are located in the Student Policies + Procedures | Student Information section. Students are responsible for knowing and abiding by the policies and procedures set forth in the catalog.

# Academic Calendar

RMCAD has eight start dates for new students for the 2021 – 2022 academic calendar year, these include: August 30, September 27, October 25, January 3, January 31, February 28, May 2, and June 27

## 2021-2022 Academic Calendar | Campus

### Fall 2021 | Campus

FALL 2021 TERM A (8 WEEKS)   Campus		FALL 2021 TERM B (8 WEEKS)   Campus	
<b>August 30</b>	First day of classes	October 25	First day of classes
<b>September 1</b>	Last day to Add	October 27	Last day to Add
<b>September 5</b>	Last day to Drop	October 31	Last day to Drop
<b>September 6</b>	Labor Day – no classes	November 15 - 19	Midterms
<b>September 20 - 24</b>	Midterms	November 24 - 26	Thanksgiving Break – no classes. The College is open on Wednesday
<b>September 29</b>	Midterm Grades Due	November 24	Midterm Grades Due
<b>October 3</b>	Last day to withdraw from classes and receive a "W"	November 28	Last day to withdraw from classes and receive a "W"
<b>October 18-22</b>	Finals	December 13 - 17	Finals
<b>October 22</b>	Last day of classes	December 17	Last day of classes
<b>October 27</b>	Final Grades Due	December 22	Final Grades Due

## Spring 2022 | Campus | Graduation: April 29, 2022

SPRING 2022 TERM A (8 WEEKS)   Campus		SPRING 2022 TERM B (8 WEEKS)   Campus	
<b>January 3</b>	First day of classes	February 28	First day of classes
<b>January 5</b>	Last day to Add	March 2	Last day to Add
<b>January 9</b>	Last day to Drop	March 6	Last day to Drop
<b>January 17</b>	Martin Luther King Day – no classes	March 21 - 25	Midterms
<b>January 24 - 28</b>	Midterms	March 30	Midterm Grades Due
<b>February 2</b>	Midterm Grades Due	April 3	Last day to withdraw from classes and receive a "W"
<b>February 6</b>	Last day to withdraw from classes and receive a "W"	April 18 - 22	Finals
<b>February 21 - 25</b>	Finals	April 22	Last day of classes
<b>February 25</b>	Last day of classes	April 27	Final Grades Due
<b>March 2</b>	Final Grades Due		

## Summer 2022 | Campus

SUMMER 2022 TERM A (8 WEEKS)   Campus		SUMMER 2022 TERM B (8 WEEKS)   Campus	
<b>May 2</b>	First day of classes	June 27	First day of classes
<b>May 4</b>	Last day to Add	June 29	Last day to Add
<b>May 8</b>	Last day to Drop	July 3	Last day to Drop
<b>May 23 - 27</b>	Midterms	July 4	Independence Day Observed – no classes
<b>May 30</b>	Memorial Day – no classes	July 18 - 22	Midterms
<b>June 1</b>	Midterm Grades Due	July 27	Midterm Grades Due
<b>June 5</b>	Last day to withdraw from classes and receive a "W"	July 31	Last day to withdraw from classes and receive a "W"
<b>June 20 - 24</b>	Finals	August 15 - 19	Finals
<b>June 24</b>	Last day of classes	August 19	Last Day of Classes
<b>June 29</b>	Final Grades Due	August 24	Final Grades Due



## 2021-2022 Academic Calendar | Online

### Fall 2021 | Online

FALL 2021 TERM A (8 WEEKS)   Online		FALL 2021 TERM B (8 WEEKS)   Online	
<b>August 30</b>	First day of classes	October 25	First day of classes
<b>September 1</b>	Last day to Add	October 27	Last day to Add
<b>September 5</b>	Last day to Drop	October 31	Last day to Drop
<b>September 6</b>	Labor Day - no classes * <b>Week one attendance MUST be submitted by faculty on 9/6/2021.</b>	November 15 - 21	Midterms
<b>September 20 - 26</b>	Midterms	November 24	Midterm Grades Due
<b>September 29</b>	Midterm Grades Due	November 25 - 26	Thanksgiving Break - no classes - * Online holiday
<b>October 3</b>	Last day to withdraw from classes and receive a "W"	November 28	Last day to withdraw from classes and receive a "W"
<b>October 18 - 24</b>	Finals	December 13 - 19	Finals
<b>October 24</b>	Last day of classes	December 19	Last day of classes
<b>October 27</b>	Final Grades Due	December 22	Final Grades Due

### Spring 2022 | Online | Graduation: April 29, 2022

SPRING 2022 TERM A (8 WEEKS)   Online		SPRING 2022 TERM B (8 WEEKS)   Online	
<b>January 3</b>	First day of classes	February 28	First day of classes
<b>January 5</b>	Last day to Add	March 2	Last day to Add
<b>January 9</b>	Last day to Drop	March 6	Last day to Drop
<b>January 17</b>	Martin Luther King Day - no classes	March 21 - 27	Midterms
<b>January 24 - 30</b>	Midterms	March 30	Midterm Grades Due
<b>February 2</b>	Midterm Grades Due	April 3	Last day to withdraw from classes and receive a "W"
<b>February 6</b>	Last day to withdraw from classes and receive a "W"	April 18 - 24	Finals
<b>February 21 - 27</b>	Finals	April 24	Last day of classes

<b>February 27</b>	Last day of classes	<b>April 27</b>	Final Grades Due
<b>March 2</b>	Final Grades Due		

## Summer 2022 | Online

SUMMER 2022 TERM A (8 WEEKS)   Online		SUMMER 2022 TERM B (8 WEEKS)   Online	
<b>May 2</b>	First day of classes	<b>June 27</b>	First day of classes
<b>May 4</b>	Last day to Add	<b>June 29</b>	Last day to Add
<b>May 8</b>	Last day to Drop	<b>July 3</b>	Last day to Drop
<b>May 23 - 29</b>	Midterms	<b>July 4</b>	Independence Day Observed - no classes
<b>May 30</b>	Memorial Day - No classes	<b>July 18 - 24</b>	Midterms
<b>June 1</b>	Midterm Grades Due	<b>July 27</b>	Midterm Grades Due
<b>June 5</b>	Last day to withdraw from classes and receive a "W"	<b>July 31</b>	Last day to withdraw from classes and receive a "W"
<b>June 20 - 26</b>	Finals	<b>August 15 - 21</b>	Finals
<b>June 26</b>	Last day of classes	<b>August 21</b>	Last day of classes
<b>June 29</b>	Final Grades Due	<b>August 24</b>	Final Grades Due

## 2021-2022 Academic Calendar | Online Flex

RMCAD has eight start dates for new students for the 2021 – 2022 academic calendar year, these include: August 30, September 27, October 25, January 3, January 31, February 28, May 2, and June 27

## Fall 2021 | Online Flex

Fall 2021 TERM A FLEX (8 WEEKS) - New starts   Online Flex		Fall 2021 TERM B FLEX (8 WEEKS) - Continuing Students   Online Flex	
<b>September 27</b>	First day of classes	<b>November 22</b>	First day of classes
<b>September 29</b>	Last day to Add	<b>November 24</b>	Last day to Add
<b>October 3</b>	Last day to Drop	<b>November 28</b>	Last day to Drop
<b>October 18 - 24</b>	Midterms	<b>November 25 - 26</b>	Campus closed - *Online holiday. Week one attendance MUST be entered November 30.
<b>October 27</b>	Midterm Grades Due	<b>December 13 - 19</b>	Midterms

<b>October 31</b>	Last day to withdraw from classes and receive a "W"	December 22	Midterm Grades Due
<b>November 15 - 21</b>	Finals	December 25	*Online holiday
<b>November 21</b>	Last day of classes	December 26	Last day to withdraw from classes and receive a "W"
<b>November 24</b>	Final Grades Due	January 1	*Online holiday
		January 10 - 16	Finals
		January 16	Last day of classes
		January 19	Final Grades Due

## Spring 2022 | Online Flex | Graduation: April 29, 2022

SPRING 2022 TERM A FLEX (8 WEEKS) - New starts   Online Flex		SPRING 2022 TERM B FLEX (8 WEEKS) - Continuing Students   Online Flex	
<b>January 31</b>	First day of classes	March 28	First day of classes
<b>February 2</b>	Last day to Add	March 30	Last day to Add
<b>February 6</b>	Last day to Drop	April 3	Last day to Drop
<b>February 21 - 27</b>	Midterms	April 18 - 24	Midterms
<b>March 2</b>	Midterm Grades Due	April 27	Midterm Grades Due
<b>March 6</b>	Last day to withdraw from classes and receive a "W"	May 1	Last day to withdraw from classes and receive a "W"
<b>March 21 - 27</b>	Finals	May 16 - 22	Finals
<b>March 27</b>	Last day of classes	May 22	Last day of classes
<b>March 30</b>	Final Grades Due	May 25	Final Grades Due

## Summer 2022 | Online Flex

Summer 2022 TERM A FLEX (8 WEEKS) - Continuing Students   Online Flex		Summer 2022 TERM B FLEX (8 WEEKS) - Continuing Students   Online Flex	
<b>May 30</b>	First day of classes   Memorial Day * Online holiday	July 25	First day of classes
<b>June 1</b>	Last day to Add	July 27	Last day to Add
<b>June 5</b>	Last day to Drop	July 31	Last day to Drop
<b>June 20 - 26</b>	Midterms	August 15 - 21	Midterms
<b>June 29</b>	Midterm Grades Due	August 24	Midterm Grades Due
<b>July 3</b>	Last day to withdraw from classes and receive a "W"	August 28	Last day to withdraw from classes and receive a "W"
<b>July 4</b>	Independence Day observed - *Online holiday	September 5	Labor Day - campus closed *Online holiday
<b>July 18 - 24</b>	Finals	September 12 - 18	Finals
<b>July 24</b>	Last day of classes	September 18	Last day of classes
<b>July 27</b>	Final Grades Due	September 21	Final Grades Due

# Learning at RMCAD + The Multi-Platform Experience

RMCAD offers classes year-round in both on-campus and online delivery formats. At RMCAD, we believe that online learning is an important part of the overall college learning experience. To provide students multiple scheduling options, diverse learning modalities, and experience in the virtual environment, all on-campus students are required to take part in online education.

In our commitment to provide an innovative curriculum and a fresh approach to learning, RMCAD offers the Multi-platform Learning Experience. This system offers the best of online and on-campus course delivery. The Multi-platform Learning Experience provides efficiency, affordability, career preparation and innovation to RMCAD students.

Classes taken on campus are studio-intensive and utilize the hands-on approach and fluidity of the traditional classroom. Courses taken online provide an immersive, media-rich, and interactive experience. Campus students may elect to take courses offered online when offered.

## Overview of Online Learning Environment

RMCAD's online learning platform was built from the ground up with a focus on the learning styles that are unique to art and design. RMCAD's online classes offer a visually rich media experience that includes instructor demonstrations, video lectures, written and audio critiques, whiteboard functionality, online discussions, and one-on-one instruction in addition to group reviews.

Online courses and programs deliver the same curriculum, learning goals/objectives, and interactive experiences as on-campus courses. The online learning experience has been carefully developed by a team of faculty members, instructional designers, multimedia designers, and assessment professionals. Student success and quality curriculum standards are the guiding principles for our online learning philosophy.

All of RMCAD's courses, no matter what the delivery method, are taught by faculty who are academically credentialed and highly trained in their disciplines. Online courses may be taught by the same faculty who teach on-campus courses.

All RMCAD curriculum, including online, is regularly updated to stay current with industry trends and technology. RMCAD's online help desk, RMCADGO, is available to assist students with logging into classes, posting discussion comments, submitting homework, and any other technical issues.

## Verification of Student Identity in Online Learning

The purpose of this policy is to ensure that Rocky Mountain College of Art + Design operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education.

All credit-bearing courses and programs offered through distance education methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. According to the HEOA, one or more of the following methods must be used:

- An individual secure login and password issued by the College
- Proctored examinations, and/or
- Other technologies or practices that are effective in verifying student identification. (These practices include phone/Skype check-ins and portfolio review sessions.)

Any online student work, assessments or activities that are graded or contribute to a student's grade must be submitted via a system that verifies the student's identity as noted above.

All methods of verifying student identity in distance education must protect the privacy of student information. If any fees associated with the verification of student identity will be charged to students, they will be so indicated in the online catalog and on the "Tuition and Fees" website. Secure Login and Password: Each RMCAD student is assigned a unique username and password to log into the College's learning

management system. Students are responsible for providing their complete and true identity information in any identification verification process.

## **Responsibilities**

All users of the College's learning management system are responsible for maintaining the security of usernames, passwords, and other access credentials as required. An account is given to an individual for the exclusive use by that individual. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or mail is prohibited. It is against College policy for a user to give someone his or her password or allow others to use his or her account. Users are responsible for any and all users of their account. Users are responsible for all activity on their accounts.

## **Faculty**

Faculty teaching courses through distance education methods hold primary responsibility for ensuring that students comply with the College's identity verification policy. As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to use assignments and evaluations that support academic integrity.

## **Enforcement**

Failure of students to comply with this agreement/policy will be addressed through the College's Policy on Academic Integrity and the Conduct System as noted in the College's Code of Conduct. If warranted, a student's failure to comply will result in termination of access to College technology resources. Failure to comply may also be a violation of civil/criminal law and may cause the violator to be subject to applicable penalties.

## **Hardware + Software Requirements for Courses**

As student success is of the utmost importance, RMCAD has set degree specific technology requirements. The most current technology requirements by degree program are listed in the Course Materials section on our website. Please use these requirements as a guide when purchasing the hardware for your degree program.

Students are charged a technology fee, which includes access to specific applicable software for their degree. The school does not provide some of the program specific software; students are required to purchase this software on their own. New students are given access to provided software during the week after the term's add/ drop period has ended. An email will be sent to new students with instructions on downloading their software. If you have any questions about the software, please email [spectrum@rmcad.edu](mailto:spectrum@rmcad.edu).

If you have any questions about the software, including the Adobe renewal process, please email [spectrum@rmcad.edu](mailto:spectrum@rmcad.edu) or stop by Spectrum on campus and speak with the manager.

### **Software Support:**

RMCAD's online help desk, RMCADGO

Students in online/hybrid programs must have a computer that allows for access to our Learning Management System (LMS) and corresponding materials, and with sufficient memory and hard drive capacity to upload and download multimedia files. Students must also have regular access to high-speed Internet connection.

Please reference the Course Materials site for specific hardware recommendations.

A list of necessary software is available to students from RMCAD and is listed by degree program at [www.rmcad.edu](http://www.rmcad.edu). The different software components based on program are essential to supporting coursework completion. Laptops and other degree-specific hardware are excluded. RMCAD provides a list of minimum required technology specifics to students during the admissions process.

## **PHOTOGRAPHY EQUIPMENT**

Students enrolled in the Photography BFA Program will be required to purchase an entry level Digital Single Lens Reflex (DSLR) or Mirrorless Interchangeable Lens Camera (MILC) and 2 head studio strobe light kit. There are many options at a variety of price points. The following lists provide recommended equipment for appropriate models of camera and light kits.

### **Entry Level DSLR/MILC Model Recommendations**

- Canon EOS Rebel Series with 18-55mm (T7i)
- Nikon XXXX with 16-55mm (ei. 3200, 7200, etc.)
- Sony Alpha (A) Series with 16-50mm Lens (Mirrorless a73, a6000)
- Olympus OM-D Series with 12-40mm Lens (Mirrorless OM-D E-M10, OM-D E-M5)

### **Lighting Kit Brand Recommendations**

- Elinchrom Studio Strobe Kits (4/4 Softbox to Go Kit)
- Paul C. Buff Alien Bees Studio Strobe Kits
- Godox Studio Strobe Kits
- Adorama Flashpoint Studio Strobe Kits
- Profoto Studio Strobe Kits

## **FASHION DESIGN EQUIPMENT: Online + Campus**

Students enrolled in the Fashion BFA Program are required to have the appropriate technical equipment, which is covered through student fees. Please see Tuition and Fees for further information.

## **Books + Supplies for Online + On-Campus Courses**

All students are required to purchase required textbooks and to furnish their own art supplies and materials for the completion of each course. The on-campus store, Spectrum, carries the majority of supplies necessary for classes. The RMCAD textbook information is available in each course description in the Course Descriptions section of the Academic Catalog.

The faculty instructor provides students with the required supplies for each course via email the week prior to class start date. Basic supply information is included in course descriptions for many courses. Materials may vary depending on the instructor, make sure to check with your professor before purchasing.

Students are expected to purchase books and supplies and have them available by the date the term begins in order to participate in the course learning activities and to complete course assignments.

## **Student Communication**

All enrolled students receive an assigned RMCAD email account before the start of the term. RMCAD news and important updates will be sent to this email address.

All RMCAD communication between students, faculty and staff must occur through assigned RMCAD e-mail.

All students are required to authorize RMCAD to send SMS (text) messages to their mobile phone number on file. Students who do not wish to receive SMS communication must specify by opting out.

## State Authorization

RMCAD is a member of the State Authorization Reciprocity Agreement (SARA) and is allowed to offer distance education in states other than Colorado through this membership. Refer to SARA's website for a current list of participating states at: <http://www.nc-sara.org/sara-states-institutions>. SARA only applies to distance education offered across state lines.

SARA also acts as a consumer protection agency when complaints arise regarding an institution's distance learning outside of Colorado. Complaints regarding an institution's actions regarding distance learning in states other than Colorado must first be brought to the attention of the institution. If a resolution is not reached, the complaint can be appealed to the Colorado state portal site for SARA within two years from the date that the initial complaint was made to the institution.

Colorado's SARA portal can be found at <http://higher.ed.colorado.gov/Academics/SARA/>. SARA only addresses distance learning with states outside of Colorado; SARA does not resolve complaints about grades or conduct violations.

## Registration of Out of State Institution

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Post-secondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach out plan approved by the Bureau or did not complete a chosen teach out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4)



years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

# Admissions Requirements

Rocky Mountain College of Art + Design admits students who have a desire to explore new possibilities; work hard to realize their personal best; and are eager to produce original, innovative work. Although a variety of evaluation criteria are necessary for a sound admission decision, evidence of a student's potential is the primary consideration in the admissions process.

## Declaration of Modality for Admissions

Students who apply to RMCAD will be asked to select either the campus or online modality at the time of application.

Students who need to change their modality must contact their Student Advisor to facilitate the change in modality. For specific requirements for a change of modality, please consult your Student Advisor.

## Major Declaration for Admissions

Students who apply to RMCAD will be asked to select a major at the time of application. If students do not know which program they wish to pursue, they may apply for General Admission or "Undeclared". Students must declare a major by the end of their first academic year, or two semesters, and prior to earning 30 credits. Note: All Financial Aid students are required to be degree seeking.

## Undergraduate Admissions

### U.S. Applicants

#### 1. Application for Admission

Applicants must submit a completed Application for Admission and a \$50 application fee. Applications must be completed online at [www.rmcad.edu](http://www.rmcad.edu).

#### 2. Transcripts

Official transcripts should be sent directly to RMCAD via email at [transcripts@rmcad.edu](mailto:transcripts@rmcad.edu) or mailed directly to the RMCAD campus. Transcripts opened or emailed by the student will not be considered official. Transfer students may be asked to submit a high school transcript as well as a transcript(s) from the institution(s) of higher education previously attended, pending a review of completed college credits and college GPA.

New students must submit official transcripts from every institution of higher education that the student has attended in order to complete the registration and enrollment process. In special circumstances, submission of official transcript(s) can be waived at the President's discretion. If the student is a recent high school graduate, an official high school transcript showing a graduation date is acceptable. Students who do not provide official transcripts from every institution previously attended before their scheduled start date are eligible to change their start date one time to allow time for the submission of required official transcripts.

All transcripts submitted by students from previously attended schools become a part of their official record. RMCAD does not re-release official or unofficial transcripts earned from other institutions.

#### 3. Cumulative GPA

All applicants must either possess a cumulative grade point average of 2.0 or higher or possess a high school equivalency diploma with a GED score of 165 or higher if taken in 2016 or 500 or higher if taken before 2016. Home-schooled students must submit satisfactory GED scores or submit proof of graduation by an accrediting body that is recognized by RMCAD.

#### 4. Academic Success Plan (ASP) Program

Applicants who are admitted with a cumulative grade point average below 2.0 or a GED with a score less than 165 taken in 2016

or less than 500 if taken prior to 2016 will be required to participate in the Academic Success Plan (ASP). Students participating in the Academic Success Plan (ASP) may be registered part-time and will create an individualized plan with their Student Advisor and an Academic Mentor from the Student Learning Center (SLC) who will assist them in their success at RMCAD. Students admitted under the requirement to participate in the Academic Success Plan (ASP) Program are considered admitted in provisional status and may be suspended at the end of the first semester if they do not achieve a 2.0 cumulative GPA.

5. **ACT or SAT test results**

RMCAD does not require but accepts the submission of ACT or SAT scores for undergraduate U.S. applicants.

6. **Portfolio**

Applicants to the BFA programs are encouraged to submit a statement of intent and a portfolio demonstrating the basic skills needed to succeed in art and design coursework. Students who fail to submit a portfolio of artistic work may not be eligible for scholarships. See the "Submitting a Portfolio" section of this publication for further instructions. Applicants who do not have portfolio work should contact their Admissions Counselor.

7. **Interview with an Admissions Counselor**

An interview with an Admissions Counselor, either in person or by telephone, is required. Through the personal interview, applicants will gain a better understanding of the visual arts education at Rocky Mountain College of Art + Design. To arrange an interview time, please contact the Admissions Office at 800.888.2787 or [admissions@rmcad.edu](mailto:admissions@rmcad.edu).

## **International Applicants - Undergraduate**

International applicants for campus programs are persons who are not residents of the United States and who already have or will be applying for, a temporary U.S. student visa (F-1 visa). RMCAD only considers international applicants for admission to our campus-based programs who are degree seeking and plan to attend as a full-time student. RMCAD welcomes international students to apply to our online programs, however online students are not eligible to apply for a student visa.

All international students studying on an F1 student visa will be required to attend RMCAD full time during the spring and fall semesters. This means international students will be required to be enrolled full-time taking twelve credits each eight-week term during the fall and spring semesters. Students on an F1 student visa are entitled to a vacation term of one semester during the summer semester only, provided they intend to register for classes in the fall semester.

1. **Application for Admission**

Applicants must submit a completed Application for Admission and a \$50 application fee. International applicants must provide their full legal name, birth date, and place of birth. When applying online, this information should be entered under the comments section of the online application, and a signature page requested from the Admissions Counselor. Online applications must be submitted through the RMCAD website at [www.rmcad.edu](http://www.rmcad.edu).

2. **Transcripts**

International applicants must provide official transcripts as well as the official transfer credit evaluation. Official transcripts for all courses completed at colleges outside of the United States must be submitted to an approved evaluation agency before transfer credit will be awarded by RMCAD. International applicants are required to submit official transcripts for translation and evaluation. Applicants must use a credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) <http://www.naces.org/members.html>.

Credentialed evaluation services prepare evaluation reports that identify the United States equivalents of education completed in other countries. Applicants should request a course-by-course evaluation for college/university studies. A general evaluation may be used for high school/secondary school transcripts. Applicants must submit official transcripts from each college attended to RMCAD's Office of the Registrar (transcripts will not be forwarded to RMCAD) and must request that a copy of their evaluation be sent directly to RMCAD. Applicants are responsible for paying all fees incurred for evaluations. Evaluation turnaround time may be up to five weeks (or more), so early submission is recommended. Upon receipt of the evaluation, RMCAD's Office of the Registrar will determine which credits will be accepted based on the guidelines outlined by policy. For more information about transcript evaluation agencies, contact the RMCAD Office of the Registrar at 303.754.6046 or [registrar@rmcad.edu](mailto:registrar@rmcad.edu).

International students with a cumulative GPA less than 2.0 will not be admitted to the college. All transcripts submitted by students from previously attended schools become a part of their official record. RMCAD does not re-release official or unofficial transcripts earned from other institutions.

3. **Portfolio**

All international applicants to BFA programs must submit an artist statement and portfolio of visual work that demonstrates the basic skills needed to succeed in art and design coursework. Students who fail to submit a portfolio of artistic work may not be eligible for scholarships. See the "Submitting a Portfolio" section in publication for further instructions. Applicants who do not have portfolio work should contact their Admissions Counselor.

4. **Interview with an Admissions Counselor**

An interview with an Admissions Counselor, either in person, by email, or by telephone, is required. Through the personal interview, applicants will gain a better understanding of the visual arts education at Rocky Mountain College of Art + Design. Applicants should contact the Admissions Office to schedule an interview at 303.753.6046 or [admissions@rmcad.edu](mailto:admissions@rmcad.edu).

5. **Official TOEFL Scores or Acceptable Equivalent**

International applicants must provide acceptable TOEFL scores or must provide proof of English language proficiency by way of successful completion of a college-level English Composition course, or ESL equivalent. Please note courses taken to demonstrate English proficiency must be approved by the academic department before TOEFL waiver and acceptance.

Because English is the language of instruction at RMCAD, all students are required to be proficient in English. Non-U.S. resident students must submit proof of English proficiency by providing official scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or other proof of English proficiency. TOEFL must reflect a minimum score of 213 on the computerized test, a score of 550 on the written test, a score of 75 on the internet-based test, a score of 6 on IELTS, or successful completion of an English as a Second Language (ESL) course. Each situation is handled on a case-by-case basis.

6. **Official Financial Documents**

International applicants applying for admission to the College must submit an official bank statement verifying sufficient funds to cover the cost of attending RMCAD and living expenses for one year. Contact the Admissions Office for information on the current amount required.

7. **Immigration Documents**

Immigration documents will be issued once RMCAD has received all required documents and the applicant has been accepted. Once the College has accepted the applicant, they will be sent an I-20 form, which is needed to obtain a student visa. The I-20 form can be issued only to regular full-time students admitted into a degree program. International students transferring to RMCAD from another school in the United States should contact the Admissions Office immediately to determine eligibility to transfer. Immigration documents will only be issued to the applicant, RMCAD does not work with 3rd party sponsors or recruiters. RMCAD only issues F1 student visas.

## Graduate Admissions

To apply for graduate programs, applicants must hold a baccalaureate degree from a regionally accredited college or university.

### U.S. Applicants

1. **Application for Admission**

Applicants must submit a completed Application for Admission and a \$50 application fee. Applications must be completed online at [www.rmcad.edu](http://www.rmcad.edu).

2. **Transcripts**

To apply for graduate programs, applicants must hold a baccalaureate degree from a regionally accredited college or university. Official transcripts should be sent directly to RMCAD at [transcripts@rmcad.edu](mailto:transcripts@rmcad.edu) or mailed directly to the RMCAD campus. New

students must submit official transcripts to be registered for classes. Students who do not provide official transcripts before their scheduled start date are eligible to change their start date one time to allow time for the submission of required official transcripts.

All transcripts submitted by students from previously attended schools become a part of their official record. RMCAD does not re-release official or unofficial transcripts earned from other institutions. Students who have completed coursework at colleges outside the United States should ask their Admissions Counselor for more information about transfer credit evaluation.

**3. Statement of Purpose**

A statement of purpose is required. In 500-750 words, the applicant should concisely describe his or her academic and career goals and how those goals align with the mission of the program.

**4. Cumulative GPA**

All applicants for admissions to RMCAD's graduate programs must possess a cumulative GPA of 3.0 or higher. Exceptions to the GPA requirement can be made based on applicants' other documents including CV/Resume, letters of recommendation, GRE scores, statement of purpose, and other documents the candidate would like to submit for review.

**5. Graduate Record Examinations (GRE) Test Scores**

The GRE and other standardized test scores are not required for admission. However, applicants may submit any material they wish to have reviewed in the admissions process, including test scores, letters of recommendation, or other documents attesting to the applicant's academic goals.

**6. Professional Evidence**

All applicants for admission to RMCAD's graduate programs must submit a professionally formatted resume or curriculum vitae. Students may select to submit letters of recommendation.

## **International Applicants - Graduate**

International applicants are persons who are not residents of the United States. Credentials written in languages other than English must be accompanied by a certified English translation. Translations must be literal, not interpretive.

All international students studying on an F1 visa will be required to attend RMCAD full time during the spring and fall semesters if the students are registered as campus students. This means international students will be required to be enrolled full-time taking six credits each eight-week term during the Fall and Spring semesters. Students on an F1 visa are entitled to a vacation term of one semester during the summer semester only provided they intend to register for classes in the fall semester.

**1. Application for Admission for International Applicants**

Applicants must submit a completed Application for Admission and a \$50 application fee. International applicants must provide their full legal name, birth date, and place of birth. When applying online, this information should be entered under the comments section of the online application, and a signature page requested from the Admissions Counselor. Online applications may be submitted through the RMCAD website at [www.rmcad.edu](http://www.rmcad.edu).

**2. International Transcripts**

International applicants must provide official transcripts as well as the official transfer credit evaluation. Official transcripts for all courses completed at colleges outside of the United States must be submitted to an approved evaluation agency before transfer credit will be awarded by RMCAD. International applicants are required to submit official transcripts for translation and evaluation. Applicants must use a credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) <http://www.naces.org/members.html>.

Credentialed evaluation services prepare evaluation reports that identify the United States equivalents of education completed in other countries. Applicants should request a course-by-course evaluation for college/university studies. A general evaluation may be used for high school/secondary school transcripts. Applicants must submit official transcripts from each college attended to RMCAD's Office of the Registrar (transcripts will not be forwarded to RMCAD) and must request that a copy of their evaluation be sent directly to RMCAD. Applicants are responsible for paying all fees incurred for evaluations. Evaluation turnaround time

may be up to five weeks (or more), so early submission is recommended. Upon receipt of the evaluation, RMCAD's Office of the Registrar will determine which credits will be accepted based on the guidelines outlined by policy. For more information about transcript evaluation agencies, contact the RMCAD Office of the Registrar at 303.754.6046 or registrar@rmcad.edu.

### 3. **Official TOEFL Scores or Acceptable Equivalent**

International applicants must submit acceptable TOEFL scores or must provide proof of English language proficiency by way of successful completion of a college-level English Composition course, or ESL equivalent. Please note courses taken to demonstrate English proficiency must be approved by the academic department before TOEFL waiver and acceptance. All transcripts submitted by students from previously attended schools become a part of their official record. RMCAD does not re-release official or unofficial transcripts earned from other institutions.

Because English is the language of instruction at RMCAD, all students are required to be proficient in English. Non-US resident students must submit proof of English proficiency by providing official scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or other proof of English proficiency. TOEFL must reflect a minimum score of 213 on the computerized test, a score of 550 on the written test, a score of 75 on the internet-based test, a score of 6 on IELTS, or successful completion of an English as a Second Language (ESL) course. Each situation is handled on a case-by-case basis. The language requirement may be met based upon interviews with the faculty and staff if the student's native language is English, or if the applicant has graduated from a high school in the U.S. or obtained a degree from an accredited U.S. college or university.

### 4. **Official Financial Documents**

International applicants applying for admission to the College, on campus, must submit an official bank statement verifying sufficient funds to cover the cost of attending RMCAD for one year. Contact the Graduate Admissions Office for information on the current amount required. Immigration documents will only be issued to the applicant, RMCAD does not work with 3rd party sponsors or recruiters.

### 5. **Statement of Purpose**

A statement of purpose is required. In 500-750 words, the applicant should concisely describe his or her academic and career goals and how those goals align with the mission of their specific degree program.

### 6. **Graduate Record Examinations (GRE) Test Scores**

The GRE and other standardized test scores are not required for admission. However, applicants may submit any material they wish to be reviewed in the admissions process, including test scores, letters of recommendation, or other documents attesting to the applicant's academic goals.

### 7. **Cumulative GPA**

All applicants for admissions to RMCAD's graduate programs must possess a cumulative GPA of 3.0 or higher. Exceptions to the GPA requirement can be made based on applicants' other documents including CV/Resume, letters of recommendation, GRE scores, statement of purpose, and other documents the candidate would like to submit for review.

### 8. **Professional Evidence**

All applicants for admission to RMCAD's graduate programs must submit a professionally formatted resume or curriculum vitae. Students may select to submit letters of recommendation.

## **High School Dual Enrollment Program**

RMCAD offers the opportunity for exceptional junior and senior high school students to enroll for college credit while still completing their high school degree. Dual Enrollment credit awards for courses taken at RMCAD may be used to satisfy high school subject or credit requirements, as determined by the student's high school. Dual Enrollment students may take online courses and register for one class in an 8-week term and up to six credits per semester for a total of 12 credits in a calendar year (fall through end of summer). Financial Aid is not available and cannot be used to cover the cost of attendance, books, or supplies, although students may receive financial support from their high school. Dual enrolled students will automatically be accepted to RMCAD upon meeting the college's admissions requirements. College credit is awarded for Dual Enrollment and will apply towards degree requirements at RMCAD.

The College is regionally accredited by the Higher Learning Commission (HLC) and is in good standing. The HLC sets high educational standards that the College abides by, including those that govern dual enrollment programs. Regional accreditation increases the likelihood that classes completed at RMCAD as part of Dual Enrollment will transfer to another college or university; however, acceptance of transfer credits is the sole discretion of the receiving institution and RMCAD cannot guarantee that credits will transfer to other institutions of higher education.

Students enrolling in Dual Enrollment courses must meet the course prerequisites when required.

Designated Dual Enrollment Courses are listed below. Additional courses may be considered for Dual Enrollment with Program Department Chair approval.

The Dual Enrollment program has been designed to enable current applicants to take one class for credit while the student is gathering the necessary documents required for official acceptance at RMCAD. Course tuition is not eligible for financial aid and must be paid for directly by the student.

- Student must have an active application on file for a future term and pay the tuition of \$450 per class.
- Student is responsible for obtaining required book(s) and supplies

Contact RMCAD's Admissions Department for more information at 800.888.2787 or [admissions@rmcad.edu](mailto:admissions@rmcad.edu)

## **Dual Enrollment Requirements**

Students must meet standard undergraduate and Dual Enrollment admissions requirements. Requirements are as follows:

1. **Application for Admission**

Applicants must submit a completed Application for Admission and a \$50 application fee. Applications must be completed online at [www.rmcad.edu](http://www.rmcad.edu).

2. **Transcripts**

Official high school transcripts should be sent directly to the Admissions Department.

3. **Cumulative GPA**

All applicants must possess a cumulative grade point average of 3.0 or higher to reflect ability to succeed in a college environment.

4. **Interview with an Admissions Counselor**

An interview with an Admissions Counselor either in person or by telephone, is required. Through the personal interview, applicants will gain a better understanding of the visual arts education at Rocky Mountain College of Art + Design. To arrange an interview time, please contact the Admissions Office at 800.888.2787 or [admissions@rmcad.edu](mailto:admissions@rmcad.edu).

5. **Parent/Guardian Consent**

RMCAD requires parental or legal guardian consent to attend RMCAD for students under 18, as they may be working with nude models or subjected to works/lectures containing the nude body as artistic references.

# Admissions Policies + Procedures

## Submitting a Portfolio

The admissions portfolio should include a separate, word-processed Statement of Intent and a minimum of 10 to a maximum of 15 images of the applicant's own work. The projects presented should demonstrate creativity and originality; an understanding of color and the elements and principles of design; and proficiencies in drawing and/or composition. All submitted portfolios should follow the portfolio guidelines as they are outlined in SlideRoom and include a complete Statement of Intent.

Submitting the portfolio in a digital format through SlideRoom is required. Students must complete the required fields indicated for RMCAD Portfolios within SlideRoom. The materials must be marked clearly with the applicant's name and a completed Application for Admission form must accompany the submission (unless the form was previously completed).

Students are encouraged to submit portfolios consisting of a variety of media, including at least one drawing. Original copies of artwork, slides, or photographs should not be submitted.

For portfolio tips and specific guidelines, please see the Admissions page at [www.rmcad.edu](http://www.rmcad.edu).

## Portfolio Review for Transfer Credit Guidelines (Transfer Students Only)

The admissions portfolio may double as the transfer credit portfolio for students seeking transfer credit in Foundations and BFA major-specific coursework.

Only courses completed at a regionally accredited school with a grade of a B or higher will be considered for transfer credit.

In addition to the portfolio, students should include the syllabus course description from the transferring institution. Work included within the portfolio should be relevant to the intended declared major and must demonstrate the learning outcomes of the transferring course.

RMCAD will not grant transfer credit for studio art coursework not included in the portfolio. All requirements for portfolio review for transfer credit are due two weeks after the date of application.

Transfer Portfolios are forwarded on to the appropriate Program Department Chairs for review. Transfer credits are not guaranteed and are evaluated in conjunction with the transfer credit evaluation. Official transcripts from all attended institutions must be submitted to the Office of the Registrar.

For additional information regarding transfer portfolio processes, please contact the Office of the Registrar.

## Admittance/Acceptance

RMCAD has rolling admissions with term starts every eight weeks (see the Academic Calendar for details). This allows students to start their studies year-round. Applications are reviewed upon receipt. Applicants are notified as soon as the application requirements have been fulfilled, with most decisions made within one week from the date all documents are received.

Students with transfer credits from regionally accredited colleges will receive a credit evaluation prior to scheduling. Students enrolled as Non-Degree Seeking are not eligible to receive transfer credit.

Acceptance alone does not secure enrollment in the College. Students will not be scheduled into classes until their financial aid paperwork is complete and/or proof of ability to pay is determined.

All admissions decisions are binding. An appeal will be reviewed only if a student is able to introduce new information or material that has not already been reviewed in making the original decision. The College reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student whose personal history and background indicate that their presence at the College would endanger the health, safety, welfare, or property of the members of the academic community or interfere with the orderly and effective performance



of the College's functions. The College reserves the right to deny, revoke, and alter the academic records, degrees, awards, and other credentials of any applicant, student, or graduate of RMCAD if they are found to be in violation of RMCAD policies, rules, or regulations.

## Application Accepted Status Classifications

Internal application accepted status classifications are: Admit, Admit Provisional, Admit Conditional, Admit NDS, and Admit High School.

Before a file can be submitted for admit review, it is required to contain:

- Official transcripts from all schools previously attended
- Admissions Portfolio

Once received, a file will have one of the following admit decisions:

1. **Application Accepted - Admit**

- Student has fulfilled minimum GPA expectations (4.0-2.0) for desired graduate/undergraduate program - all official transcripts are received and processed.

2. **Application Accepted - Admit Provisional**

- Student GPA was below 2.0 or is a GED student with a score less than 165 taken in/after 2016 or less than 500 if taken prior to 2016.
- Students admitted provisionally will be required to participate in the Academic Success Plan (ASP) program through the Student Learning Center (SLC) and will take classes part-time for their first semester. Students must complete their first semester with a 2.0 cumulative GPA to qualify for full-time status in their second term. Upon successful completion of their second semester with a 2.0 GPA or higher, the student will be moved to a full-admit (assuming that all official transcripts are on file)\* If the student fails to meet the GPA provision in their first 16 week semester, they will be administratively withdrawn for failure to meet admissions requirements.

3. **Application Accepted - Admit Conditional**

- Student has been conditionally accepted pending receipt of final/official transcripts

4. **Application Accepted - Admit NDS**

- Undergraduate student who wishes to take a class in a non-degree seeking status
- RMCAD Renew student

## Cancellation Policy

Applicants must cancel their enrollment in writing and submit it to Admissions before the start of classes. Refund of tuition and fees will be made within 30 days from the beginning date of the term or from the date of receipt of written notice that the student will not attend, whichever is earlier.

Applicants requesting cancellation prior to the start of classes are entitled to a refund of all monies paid to RMCAD less the application fee. Ask an Admissions Counselor for more information. Applicants who have been admitted to the College but choose not to enroll may defer their acceptance one time. They must reapply for any future term by submitting a new Application for Admission (with application fee payment) and other documentation as outlined in the current admission requirements. A reevaluation of transfer credits may be required, and credits previously granted may be rescinded.

Continuing students should refer to the Registration section of the catalog for withdrawal policies.

## **Returning Students: Guidelines for Returning**

Students who were previously enrolled at RMCAD, who have not attended RMCAD for more than one year (three consecutive semesters) or longer must reapply, remit the \$50 application fee, and contact an Admissions Counselor to determine if other documents are needed to reactivate their file. Only students in good standing with the College will be considered for readmission. Upon readmittance, students will be bound by the catalog that is in place the first semester in which they return. Also, upon readmittance, transcripts will be evaluated for any colleges attended during the student's absence from RMCAD. Any other credits previously granted at RMCAD will be applied as is appropriate under the new catalog. Students should be aware that previously earned credit may not always apply to their new degree requirements. Readmitted students will not be scheduled into classes until financial aid paperwork is complete and/or proof of ability to pay is provided.

Students who have been out of RMCAD for less than one year and wish to return into the same program from which they left will return under the same catalog year from when they withdrew and are under the same tuition and fees of that catalog year.

A student is considered to be in good standing with the college if the following criteria are met:

- Current term payment has been made or arrangements to pay are on file
- There is no prior term balance
- There is no current financial related hold on their student record
- There is no outstanding balance that has been referred to a third-party collector
- No current sanctions for violations of the student code of conduct (including probation, suspension or expulsion)
- No loss of privileges (including lab usage, TECHBAR, Student Life)
- Not currently under investigation for academic or behavioral violations (such as Plagiarism or Title IX)

## **Non-Degree Seeking Students**

All non-degree seeking (NDS) students are expected to have experience commensurate with course demands and requirements.

NDS students must submit official high school transcripts for freshman level courses, or official college transcripts to demonstrate skills for upper level coursework. Department Chair approval is required in cases where non-degree seeking students have not satisfied prerequisite requirements. Students seeking a degree have scheduling priority over non-degree seeking students.

### **NDS Students Pursuing BFA Courses**

Students with a high school diploma may wish to take courses for credit, but not pursue a BFA degree. Non-degree seeking students may take up to 18 credits, pay tuition, complete all requirements of the coursework, and earn a grade. Non-degree seeking students do not qualify for financial aid, and they are not eligible for internships. Once a student completes 18 credit hours in non-degree seeking status, the student must declare a major and become degree seeking and submit additional admissions requirements, or the student will be withdrawn from RMCAD.

### **NDS Students Pursuing MA Courses**

Students with a baccalaureate degree may wish to take MA-level courses for credit but not pursue a degree. Non-degree seeking students may take up to 6 credit hours, pay tuition, complete all requirements of the coursework, and earn a grade. Non-degree seeking students do not qualify for financial aid. Once a student completes 6 credit hours in non-degree seeking status, the student must declare a major and become degree seeking, or the student will be withdrawn from RMCAD.

## **NDS Students Auditing a Class**

Auditing a class allows a student to take a class for academic enrichment without the benefit of a grade or credit for the course. Auditing students take 3 credit hours per 8-week term, pay tuition and complete all requirements of the coursework. Auditing students do not qualify for financial aid and are not eligible for internships. Auditing courses may be approved on a space-available basis and must be approved by the Department Chair and the Dean of Students.

## **Military + Veterans**

A variety of military benefits are available based on the student's status. RMCAD will defer payment until 30 days after the end of the term for the benefits to process. Charges not covered by military benefits are the responsibility of the student. All military benefits requests must be submitted and approved prior to the start of the term.

### **Educational Benefits**

Active military students, spouses, dependents, and veterans may be eligible for other education benefits in accordance with Public Laws. Veterans, military personnel, and their families must follow the admission requirements and procedures in addition to applying for these benefits.

Students seeking additional information should email [militaryfs@rmcad.edu](mailto:militaryfs@rmcad.edu). Additional information can be found on our website at: <http://www.rmcad.edu/admissions/military>. If a deployment is issued, the service member must provide a copy of their deployment orders at which time a full refund of tuition and applicable fees will be credited to the student account.

RMCAD partners with all branches of the U.S. Armed Forces and VA to assist service members utilizing Military Tuition Assistance, Montgomery GI Bill® Chapter 30, Post 911 GI Bill® Chapter 33, VA Vocational Rehabilitation, and recipients of the Dependents' Educational Assistance Program. RMCAD participates in the Yellow Ribbon program at an unlimited rate.

### **Military Credit**

Experience in the armed services may be evaluated for college credit based upon a review of transcripts according to the American Council on Education (ACE) guidelines and recommendations. Credit is considered for those courses that are Associate or Bachelor level, and that are deemed equivalent to courses in the corresponding RMCAD program of study for which the student has applied.

RMCAD limits academic residency to no more than twenty-five percent of the degree requirements for all undergraduate degrees for active-duty service members. Academic residency can be completed at any time while active-duty service members are enrolled. Reservists and National Guardsmen on active duty are covered in the same manner.

RMCAD accepts transcripts from the following:

- Community College of the Air Force (CCAF)
- Joint Service Transcripts (JST)
- Formerly Army/American Council on Education Registry Transcript System (AARTS); Sailor Marine American Council on Education Registry Transcript (SMART); and Coast Guard
- Active Duty Military Students may transfer up to a maximum of 75% of the credits required for their degree program, which includes credit earned at an institution or through challenge examinations and standardized tests such as CLEP for specific academic disciplines. The College does not provide credit for experiential learning.

## Military Satisfactory Academic Progress

All full-time and part-time students are expected to meet minimum standards of progress determined on the basis of cumulative grade point average (CUM GPA). Undergraduate students must achieve a minimum cumulative grade point average of 2.0 by the end of the first semester and for the duration of their degree program.

All full-time and part-time graduate students are expected to meet minimum standards of progress determined on the basis of cumulative grade point average. Students must achieve a minimum cumulative grade point average of 3.0 for the duration of their degree.

## Return of Unearned Military Tuition Assistance Funds

Return of Unearned Military Tuition Assistance Funds

Military Tuition Assistance is a U.S. Department of Defense program. Tuition Assistance rules vary by branch of service and even vary between different units within the same branch depending on whether the unit is active duty, Reserve, or National Guard. Tuition Assistance funds will be applied to tuition costs only.

In accordance with regulations issued by the Department of Defense, Tuition Assistance funds are earned proportionally during the enrollment period, with unearned funds returned based upon when a student stops attending. If a Service member officially or unofficially withdraws from a course, Rocky Mountain College of Art + Design must return unearned tuition assistance (TA) funds on a proportional basis through at least the 60 percent portion of the enrollment period. In cases where some or all of the tuition assistance must be returned, the Service member will be responsible for all balances on his or her student account.

In instances when a Service member stops attending due to a military service obligation, Rocky Mountain College of Art + Design will work with the affected Service member to identify solutions that will not result in a student debt for the returned portion.

The calculation is performed as follows:

8-week course refund	% Return
Before or during week 1	100% return
Week 2 (day 8 -14)	75% return
Week 3 - 4 (day 15 - 29)	50% return
Week 5 (day 30-38)	40% return
Week 6 - 8 (day 40)	0% no return

## Academic Probation

Student progress is monitored at the end of each sixteen weeks. Students who do not attain the cumulative grade point average of 2.0 for undergraduate and 3.0 for graduate students (2.5 for Art Education majors) at the end of the semester are placed on academic probation for the following semester. Undergraduate students on probation are required to participate in the Academic Success Plan program through Student Learning Center (SLC). Graduate students who do not attain the cumulative grade point average of 2.5 for their first semester, and 3.0 for the duration of their degree are placed on academic probation for the following semester. Students are notified of academic probation in writing and notification is also sent to the VA.

## **Registration**

Students on academic probation may not apply for an "Incomplete" grade in any course during the probationary period. Art Education departmental probation is handled in the same manner as students placed on institutional academic probation. Students will be given one semester to raise their cumulative GPA to a 2.5. Should the student fail to achieve a 2.5 cumulative GPA, they will not be required to leave the college but may instead choose to declare another major.

## **Academic Suspension**

For undergraduate students, the minimum required grade point average of 2.0 must be achieved by the end of the semester in which the student is placed on probation or the student will be suspended from the College for a 16-week semester. For graduate students, the minimum required grade point average of 3.0 must be achieved by the end of the semester in which the student is placed on probation or the student will be suspended from the College for a 16-week semester. VA benefits will not be available to students while on suspension.

## **Academic Suspension Appeals**

Students may appeal academic suspensions. Students must submit the appeal to the Office of the Registrar including all relevant documentation/evidence as applicable or requested by the Registrar within one week of notification of the suspension. Students who appeal by this deadline will be permitted to attend class while the appeal is under review. In cases where the appeal is denied, the student will be administratively dropped from all classes. No charges will be assessed, and no grades assigned; VA benefits will not be charged. Upon denial of appeal, the terms of suspension stated in the original notice will apply.

## **Readmittance Following Suspension**

Upon readmittance to RMCAD after academic suspension, the student will remain on academic probation for a semester.

Students who do not meet the standards designated during this second probationary term will be suspended for another semester and must submit a petition the Office of the Registrar to continue enrollment. The petition must be received 30 days before the start of the semester in which the student wants to enroll. Petitions will be decided on a case-by-case basis by, and at the discretion of the Office of the Registrar and the Dean of Students.

## **Orientation | RMCAD Launch**

All RMCAD students are required to complete an online orientation (RMCAD Launch) prior to the first day of class. Failure to complete the online orientation by the time classes begin may result in being withdrawn from courses.

The online orientation provides students the opportunity to tour the online environment; learn how to use the various tools in the classroom; and practice submitting assignments before classes begin. Importantly, the online orientation covers tips for success, including study skills, online communication guidelines, and academic standards for learning. The orientation is designed to help prepare students for a successful experience.

Campus students are required to complete an on-ground orientation in addition to the online orientation.

## RMCAD Renew Program

Graduates of RMCAD's BFA degree programs may audit (attend without grade or credit) most current course offerings within their original degree program with no cost for tuition.

### Policies:

- Alumni may take courses from within the major from which they graduated and should check the current catalog for program requirements and offerings as specific course prefixes/codes may have been updated. Courses in Foundations and Liberal Arts are not eligible for the renew program.
- Alumni may take a Renew course in their home program's areas of specialization, including courses outside their original area of specialization. For example, an Illustration student who specialized in Concept Art may take a course in Children's Book Illustration.
- Art Education alumni may take courses within any undergraduate degree program with met prerequisites.
- Alumni from the Illustrative Design program may take courses from within either the Illustration or Graphic Design programs.
- Alumni may be able to take courses outside of their original major with the permission of their major Department Chair, Director of Career + Alumni Services and Dean of Students. Requests are considered on a case by case basis.
- Alumni are responsible for any tool kit, supplies, books, or software charges.
- Internships are not available for RMCAD Renew participants.
- Auditing courses is subject to enrollment and space availability.
- Alumni must be in good standing with the College, as detailed in the Returning Students section above.
- Alumni may take courses on-campus or online.
- Alumni may not audit courses through Renew to complete work for professional purposes. Renew is for educational advancement only.
- Alumni may audit 1 course per 8-week term through Renew, not to exceed 3 courses in any calendar year.
- Alumni must meet the same course requirements as an enrolled student, and adequate performance in Renew courses is required. Faculty reserve the right to request dismissal through the Department Chair, the Dean of Students, or the Vice President of Academic Affairs if the enrolled Alumnus is not meeting course criteria including attendance and participation.
- Alumni attending on-campus courses must purchase a RMCAD Alumni ID Badge at the current cost. This ID card will have similar but limited access to campus buildings and future events.

### Procedure:

1. Contact the Office of Career + Alumni Services to request course enrollment **up to two weeks before session start date**.
2. Complete Renew Registration form and submit to The Office of Career + Alumni Services.
3. The Office of Career + Alumni Services will confirm availability in the requested course with the Office of the Registrar.
4. Alumnus will then be notified if the Renew course was approved or declined.

# The Department of Financial Aid

## Financial Services

### Financial Aid Department

The offices of Student Advising and Financial Aid work together to ensure that students are well informed of all enrollment steps.

The office of Financial Aid provides access, financial support, and advisory services for the Rocky Mountain College of Art + Design community to facilitate student recruitment, enrollment, and retention at RMCAD. We strive to eliminate financial and other barriers to higher education. We make a conscious effort to reach out to those with exceptional economic and educational needs. We are dedicated to providing high-quality service in a fair, sensitive, and confidential environment to all individuals, regardless of background, culture, or lifestyle.

In Financial Aid our goal is to aid students in the pursuit of their academic goals with the help of institutional resources. The RMCAD Financial Aid Department supports the school's mission, vision, values and institutional learning outcomes by fostering the following core values:

- Transparency
- Professionalism and Etiquette
- Loyalty and Reliability
- Effective communication
- Teamwork
- Integrity and Ethics
- Continuous improvement in financial aid

RMCAD uses the designation "semester" to indicate the parent 16 weeks that house two 8-week child "terms".

### Student Accounts Office

Representatives in the Student Accounts Office are responsible for managing the billing of tuition and fees to student accounts throughout the student's program. They also distribute stipends, process refunds and help students with payments and setting up payment plans.

## Student Financial Services, Rights, + Responsibilities

**As a RMCAD student, you have the right to:**

- Know all the types of financial assistance available to our students, including federal, state, and institutional sources.
- Reduce or decline any financial aid awarded.
- Appeal financial aid eligibility including a financial aid award.

**As a RMCAD student, you have the responsibility to:**

- Accurately and honestly complete the Free Application for Federal Student Aid (FAFSA).
- Use financial aid solely for expenses related to attendance at RMCAD.
- Be admitted in a degree-seeking program in order to receive financial aid.
- Maintain at least half-time enrollment per semester (16 weeks) to receive financial aid.
- Maintain eligibility requirements found on rmcad.edu for renewal of scholarships and grants.
- Keep your address updated with the college.

- Notify your Financial Aid Advisor if you are concurrently attending two or more schools (financial aid cannot be received from multiple schools simultaneously).
- Read and understand the Satisfactory Academic Progress (SAP) Policy, the Registration, and other general policies related to financial aid.
- Officially withdraw from RMCAD if unable to attend classes.
- Report all scholarships that you receive to the Financial Aid Department. (All scholarships are counted as financial aid and may impact other aid awarded.)
- Review published disbursement schedules.
- Pay any balance to RMCAD not covered by financial aid.
- Monitor your RMCAD email account for Financial Aid Department information.
- View your balance due, financial aid award, and other individual student information via the Student Portal.
- Complete an exit interview during your final term prior to graduation or withdrawal from the College.

## Tuition + Fees

### Application Fee

RMCAD has a \$50 fee due at the time of application unless waived for promotional reasons. This application fee is nonrefundable.

### Tuition Rates 2020-2021

Tuition is established by the RMCAD Board of Directors prior to the start of each academic catalog year. Standard tuition rates for the 2021 – 2022 academic year are \$693 per credit for campus undergraduate students, \$602 per credit for online undergraduate students, and \$631 per credit for graduate students. These rates include Audit/Non-Credit enrollment. Please refer to [rmcad.edu](http://rmcad.edu) for more information about tuition charges.

### \$250 Cost Per Credit Hour for Active Duty Service Members

Students serving Active Duty, National Guard and Reservists and are receiving Military Tuition Assistance qualify for the Active Military Scholarship. This scholarship will reduce the cost of tuition and fees down to \$250 per credit hour.

### Student Fees

Student fees cover services, campus resources, security, maintenance, assessment, and other software provided to students throughout courses at RMCAD. Student fees are subject to change. Please check the most current Academic Catalog for updated fees. Students will incur the following fees applicable to each sixteen (16) week semester enrolled:

Fees	Modality	Cost/Semester
<b>Undergraduate Program Services Fee</b>	Campus	\$1,180.00
<b>Undergraduate Program Services Fee</b>	Online	\$1,010.00

### Fashion Design Equipment Fee: \$1,650

The Fashion Design BFA at the Rocky Mountain College of Art + Design provides to its new students a mandatory equipment package valued at \$1,650.



The Equipment Fee includes:

- Professional Juki Machine
- Professional Dress Form

In the first semester and prior to taking the first construction course, Fashion Design students will receive the appropriate industrial sewing machine and dress form through the school. RMCAD will send this equipment to the address that the student provides. The student will be responsible for the cost but may be able to use financial aid to cover all or part of the cost.

*\* All equipment subject to alteration based on availability.*

## **Student Payments**

All RMCAD tuition and fee charges may be paid online through the Student Portal (<https://rmcadportal.rmcad.edu/>) using the following methods:

- MasterCard
- Visa
- Discover
- American Express

Students may also pay by check, money order, cash or via the RMCAD website (<https://www.rmcad.edu/admissions/financial-aid-tuition/student-payments/tuition-payment/>). Check or money order payments by mail must be received by the due date. Make checks and money orders payable to Rocky Mountain College of Art + Design and mail to:

Rocky Mountain College of Art + Design  
Attention: Student Accounts  
1600 Pierce Street  
Lakewood, CO 80214

<http://www.rmcad.edu>

## **Billing Notification**

Students will receive electronic bills that are sent to the email address provided by the student prior to the start of the term. Tuition and fees will be applied on the student's ledger on the first day of the semester. Payment is due prior to or by the first day of class, unless another payment option has been approved. If payment or payment arrangements have not been made prior to the start of the semester, students may be administratively dropped from their course(s). Students may also check their account balance through the Student Portal.

## **Payment Requirements**

Unless approved for another financing option prior to the start of the term, students are required to pay the balance due for their current semester (and past due from previous semesters if applicable) prior to or by the first day of class.

## **Payment Plans**

Automated monthly payment plans are available. Plans are set up on 4-month schedules from the start of each semester to cover the tuition and fees in full or the gap amount not covered by other financial aid awards or scholarships.

## **Financial Aid**

The Federal Financial Aid programs offered at RMCAD include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study, Federal Direct Stafford Loans, and Federal Direct PLUS Loans. Not all students will qualify for all types of Financial Aid available, and student eligibility is determined based on the Free Application for Federal Student Aid (FAFSA). Please see the "Federal Financial Aid" section for more information.

## **Good Financial Standing**

A student is considered to be in good financial standing with the college if:

- Current term payment has been made or arrangements to pay are on file
- There is no prior term balance
- There is no current financial related hold on the student record
- No outstanding account balance has been referred to a third-party collector

## **Outstanding Account Balances**

Students with unpaid tuition as of the first day of class may have a registration and/or transcript hold placed on their account unless a deferred payment option or payment plan has been approved. Students with an approved deferred payment option have until the end of the semester or when payment has been scheduled, whichever is sooner; at which time, a registration and/or transcript hold will be placed on their account.

Students will be offered the option of setting up a payment plan for any past due balance. Students will not be allowed to register and/or may be removed from future registrations if the outstanding balance is over \$1,000 without a current payment plan on file with the Student Accounts Office.

Any account not paid within 120 days after the end of a semester for inactive students will be referred to a collection agency. Any student sent to an outside collection agency will be responsible for any collection fees.

## **Delinquent Student Accounts**

Students are subject to any or all of the following actions if they have a delinquent debt to RMCAD:

- Administrative withdrawal
- Transcripts withheld
- Degree withheld
- Diploma withheld
- Unregistered from current or future course(s)
- No future course registrations allowed
- Turned over to a collection agency

Reasonable collection/legal costs will be added to the amount due. A \$35.00 NSF fee will be assessed for insufficient funds when payments are electronically processed. A \$35.00 fee will be assessed for returned checks. Students who have been referred to an outside collection agency will be required to pay all charges by the first day of the semester in which they wish to return or will not be re-admitted.

## **Tuition Refund Policy**

A course may be dropped on or before the seventh day (census date) of the term without penalty. If the student drops a course on or before the drop date for a term, the amount of tuition for the dropped course will be refunded to the student's account.

Tuition will not be refunded if the student withdraws from the course after the drop date for the term.

The student will be responsible for unpaid tuition charges and the paid admission application fee will not be refunded. If a student drops a course(s) prior to the drop date for the term, and has already paid tuition charges for the course, a refund will be processed within 30 days of the withdrawal.

The refund policy may be impacted by state law where a student resides, and RMCAD will adhere to any state specific laws in the case of refunding tuition.

## **Registration Cancellation**

New students starting courses in their first term must contact their Admissions Counselor in order to cancel their course registration; continuing students may cancel registration by contacting their Student Advisor and completing the appropriate form. Registration in courses must be canceled by the drop date for the term or tuition will be assessed for each course in which the student is registered. Registration add and drop dates can be found in the Academic Calendar.

Students who received financial aid are subject to specific federal, state, and RMCAD withdrawal policies regarding tuition, financial aid, and repayments.

A withdrawal may require an immediate repayment of financial aid funds by the student according to Return of Title IV funds guidelines or other policies in place. Repayments are calculated according to standard financial aid regulations. The date of a student's withdrawal, financial aid disbursements, RMCAD charges, and payments by the student or a third party are used to calculate the repayment amount. Students are advised that they may have to repay funds that are in excess of an amount determined to be reasonable for their length of enrollment.

All calculated refunds and repayments will be allocated to financial aid programs first, followed by the remaining amount repaid to the student.

In the case of a student death, a refund of tuition and fees may be made to authorized beneficiaries only within six months.

Application fees are not refundable.

## **Tuition Appeals**

RMCAD will consider requests for tuition policy appeals when a student can document extenuating circumstances. Appeals must be made no later than thirty (30) days past the end of the eight-week term in question. Students may obtain an appeal form by contacting their Student Advisor and must submit the completed form to the Dean of Students. No adjustment or refunds of tuition and fees will be made to a student who is suspended, dismissed, or expelled for a breach of discipline, or to students who have received Title IV up to the cost of attendance. If approved Customer Service Grants must be added to a student's financial aid package, which could impact current or future award amounts.

## **Federal Financial Aid**

Financial aid is a resource for students seeking monetary assistance to help defray the costs of higher education. Eligible students may receive assistance from private entities or from the federal government in the form of grants, loans, and/or scholarship funds. RMCAD is currently eligible to administer the following Federal student aid programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Federal Work Study
- Federal Direct Loans (Subsidized and Unsubsidized)
- Federal Direct Parent PLUS Loans
- Federal Direct Grad PLUS Loans

Students may obtain more information from their Student Advisor or online at [rmcad.edu](http://rmcad.edu).

For financial aid purposes, an Academic Year is defined as 32 weeks and 24 credit hours for undergraduate students or 24 credit hours for graduate students. Each academic year is comprised of two (2) semesters or four registration terms. A student's academic year begins with the term in which the student takes his or her first course and runs for 32 consecutive weeks. Please see the "Academic Calendar "and "Continuous Enrollment" sections for more information regarding the academic schedule and requirements for maintaining and renewing grants and scholarships.

If a student does not provide the financial aid department accurate documentation in a timely manner and as a result, the school is unable to draw federal title IV funds, the student will be personally responsible for his/her balance.

## **Enrollment Status for Financial Aid Purposes**

Students who begin attendance in a term as less than half-time will not qualify for a financial aid disbursement. In order to qualify for a financial aid disbursement during that term, they must achieve an enrollment status of half-time attendance or higher.

### **Undergraduate Students:**

Full-Time: 12 credit hours per semester

Three-Quarter Time: 9-11.5 credit hours per semester

Half-Time: 6-8.5 credit hours per Semester

Less than Half-Time: less than 6 credit hours per semester

### **Graduate Students:**

#### **Master of Arts Students:**

Full-Time: 12 credit hours per semester

Half-Time: 6-11 credit hours per semester

#### **Graduate Certificate Students:**

Full-Time: 6 credit hours per semester

Half-Time: 3-5 credit hours per semester

## **Cost of Attendance**

The cost of attendance includes tuition, books, and estimated indirect costs (also referred to as living expense allowance), which includes housing, food, and personal expenses, as well as estimated loan fees. Indirect costs (living expense allowance) are based upon the suggested monthly amounts based on the guidance from the Colorado Commission on Higher Education (CCHE). Students who are enrolled less than half-time have a separate cost of attendance, which does not include room and board allowance. Incarcerated students will only have tuition, technological equipment, and fees included in their budgets.

Original budgets and packaging is based on the assumption that full-time students attend all semesters or all eight (8) months of the academic year.

## **Federal Financial Aid Application Steps**

To be considered for financial aid, students must be accepted for admission in a degree program and complete the Free Application for Federal Student Aid (FAFSA) every year. Students may apply online at <http://www.fafsa.ed.gov> When prompted, the RMCAD school code for the FAFSA is 013991.

Students need to calculate all tuition and fees that include books, lodging, supplies, etc., for the FAFSA. A Financial Aid counselor can help with this process.

All Title IV funds need to be factored into the FAFSA. A Financial Aid counselor can help with this process.

Once the FAFSA has been processed, students will receive a Federal Student Aid Report from the U. S. Department of Education, which will be submitted electronically to all the schools listed on the FAFSA.

Students whose data has been selected for verification will be required to submit documentation (within the timeline given) based on the items selected by the Department of Education. All required documentation will be available in the document center of the Student Portal. Students that submit documentation after this deadline may not be eligible for disbursement until the following semester or, at minimum, disbursements may be delayed for the current semester.

Once all required information is received, eligible students receive a financial aid award offer. Reasons students may not receive financial aid include:

- Not enrolled in a degree-seeking program;
- On Satisfactory Academic Progress (SAP);
- Exceeded Maximum Time Frame (MTF);
- In default on a federal student loan;
- Owe money on a federal student grant and have not made satisfactory arrangements to repay it;
- Ineligible non-citizen or not a permanent resident of the United States;
- Convicted of a drug charge that affects eligibility (contact a Student or Financial Aid Advisor)

Students who wish to borrow federal student loans must complete Entrance Counseling and the Direct Loan Master Promissory Note through <https://studentloans.gov> before loans will be approved.

Students in a SAP Warning or SAP Probation status are required to complete Financial Awareness Counseling through <https://studentloans.gov>

If there is a balance created by tuition/fees minus Title IV funds, RMCAD refunds the balance within 14 days after disbursement.

If the student pulls down a Plus loan or other Title IV funds at any time in the semester and it bumps the Title IV fund amount over the total billed, RMCAD must disburse stipends within 14 days of disbursement.

ALL non-Title IV/FSA funds will be disbursed to the student after the end of the second week of their second term. These funds include balances created by private loans, scholarships, and grants any time in the semester throughout this time period.

## **Financial Aid Withdraw + Refund Policy**

Students who unregister for classes during the drop period in the first term of the semester will receive a 100% tuition refund for that semester and will not qualify for a financial aid disbursement.

Students who withdraw after the drop period for the semester will be responsible for 100% of tuition and fee charges, regardless of eligibility for financial aid funds.

The Return of Title IV funds calculation determines the amount of aid the student earned based on the percentage of time the student participated in coursework during the term. If it is determined that the student has not earned the full amount of the financial aid that was

disbursed, RMCAD will return the unearned portion of funds to the U.S. Department of Education. This may create a balance of unpaid charges with the college for which the student is responsible. Please see the "Outstanding Account Balances" section for more information.

## **Treatment of Title IV Aid When a Student Withdraws**

RMCAD must determine the amount of Title IV program assistance students earn if they withdraw from school. The Title IV programs offered by RMCAD that are covered by this law are: Federal Pell Grants, Federal Supplemental Educational Opportunity Grant, Stafford Loans, and PLUS Loans. The Return to Title IV calculation is based on the date the school determined the student to have withdrawn.

Funds that are returned to the federal government are used to reimburse the individual federal programs from which a student has received the aid. Any unearned Title IV aid will be returned in the following order:

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- Federal Direct PLUS (Parent) Loan or Grad PLUS Loan
- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant

## **Official Withdrawals**

Students who withdraw for the term are considered "official" withdrawals for financial aid purposes, and the withdrawal date for the calculation will be the date that the school was notified of the student's intent to withdraw, or the student's last date of attendance from all courses within the term per RMCAD's absence policy. Please see the "Attendance" section for more information. The calculation for official withdrawals is based on the percentage of time attended in the payment period prior to the date of withdrawal. For students who officially withdraw and receive grades of W for all courses within a term, the amount of assistance earned is determined on a pro rata basis using the date of withdrawal. For example, if a student completed 30% of the payment period, they earn 30% of the assistance originally scheduled to be received. Once more than 60% of the term is completed, the student earns all the assistance scheduled to be received for that period.

## **Unofficial + Automatic Withdrawal Title IV Information**

Students who fail to attend class during the official, seven-day Drop period will be withdrawn from their courses scheduled for that term, and no Title IV Funds will be requested from the U.S. Department of Education. Students who are assigned a "W" grade according to the attendance policy and those who have received an "FN" grade assigned by the Office of the Registrar according to the attendance policy may have a portion of their Title IV Funds returned to the U.S. Department of Education.

If the student did not receive all of the funds earned, they may be due a post-withdrawal disbursement. If a post-withdrawal disbursement includes loan funds, the student must give permission before the funds can be disbursed.

If a student qualifies for a post-withdrawal disbursement of grant funds, RMCAD will automatically apply these funds toward tuition and fees.

- The institutional charges multiplied by the unearned percentage of your funds
- The entire amount of excess funds

The school must return this amount even if it didn't keep this amount of Title IV program funds. Funds that are returned to the federal government are used to reimburse the individual federal programs from which a student has received the aid. Financial aid returned (by RMCAD and/or the student or parent) must be allocated, in the following order, up to the net amount disbursed from each source:

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan

- Federal Direct PLUS (Parent) Loan or Grad PLUS Loan
- Federal Pell Grant
- Other Federal Loan or Grant Assistance

If RMCAD is not required to return all of the excess funds, the student must return the remaining portion. Returned loan funds from the student (or parent for a PLUS Loan) must be repaid in accordance with the terms of the promissory note with scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that the student must return is called an over payment. The maximum amount of a grant over payment that must be repaid is half of the grant funds the student received or was scheduled to receive. Students are responsible to make arrangements with RMCAD or the Department of Education to return the unearned grant funds.

The refund requirements for Title IV program funds when a student withdraws are separate from any institutional refund policy of the school. Therefore, the student may still owe funds to RMCAD to cover unpaid institutional charges for any Title IV program funds that the school was required to return.

Students who have questions about Title IV program funds should call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). Text Telephone (TTY) users may call 1-800-730-8913. Information is also available on Student Aid at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

## **Federal Financial Aid Disbursements**

Financial aid awards are scheduled each term to coincide with financial charges. Disbursement amounts and dates are subject to change based on changes to a student's enrollment status, credit load, and/or cost of attendance. Disbursements will not occur until after the census date each semester. A student will not receive a disbursement during any semester unless they are attending that semester.

Students admitted under conditional or provisional admission status without all official transcripts cannot receive financial aid disbursements until all official transcripts have been processed. Conditional Admit students must be fully admitted into the program before they will become eligible for a financial aid disbursement. Students will be responsible for all tuition charges for any term(s) in which they are not eligible to receive financial aid. In order for a student to be eligible for a disbursement of Federal Direct and Federal Direct PLUS loans, the student must have a valid ISIR on file; have completed a Master Promissory Note and Entrance Counseling; be attending at least half-time for the semester (determined for each term based on all courses completed within that period as long as the student received a grade other than W or F); and be attending at least one course during the semester of disbursement. If a student decides to take a term off, the aid scheduled will be canceled. Students who receive an "F" grade may be placed on Satisfactory Academic Progress (SAP) probation. If they are unable to get off of probation, the subsequent enrollment period is not eligible for financial aid.

In order for a student to qualify for a Federal Pell Grant disbursement, the student must have a valid ISIR on file, have submitted all required verification or clearance documents, and meet the enrollment status based on courses attended each semester.

## **Financial Aid Credit Balance**

In the event that financial aid exceeds all the expenses for a semester, a credit balance is created for the amount due back to the student. If there is a credit balance created by tuition/fees minus Title IV funds, RMCAD refunds the balance within 14 days after disbursement and tuition is posted on the account. ALL non-Title IV/FSA funds will be disbursed to the student after the end of the second week of their second term. These funds include balances created by private loans, scholarships, and grants at any time in the semester throughout this time period.

## **Authorization for Use of Title IV Funds**

Recipients of Title IV Federal Student Aid have options regarding how their funds are applied to their Student Account by RMCAD, including but not limited to authorizing funds be utilized for fees. Students must complete the Financial Aid Credit Balance Authorization form to authorize the college to apply these additional Title IV funds to their account. Students may request to rescind or grant these

authorizations at any time by submitting a new authorization form or other written notification. For compliance purposes, RMCAD must assume any blank response or failure to submit the form as implication that authorization has not been granted. Authorizations or changes become effective on the date the written notification is received and cannot be applied retroactively.

## Financial Aid Satisfactory Academic Progress

For full details please go to the Satisfactory Academic Progress (SAP) section of the catalog.

### Impact on Financial Aid

Federal and state regulations require that all students receiving Title IV federal financial aid at the college meet standards for satisfactory academic progress to maintain eligibility for their financial assistance. Satisfactory Academic Progress (SAP) applies to all students and denotes successful completion of coursework towards a degree in each semester. Students who fail to achieve minimum standards for grade point average and/or course completion rate (CR) in a Maximum Time Frame (MTF) will face loss of eligibility for Title IV federal financial aid. The following table outlines Title IV fund eligibility based on a student's academic status:

SAP Status	Eligibility for Title IV Funds
<b>SAP Met</b>	Yes
<b>SAP FA Warning</b>	Yes
<b>SAP FA Termination</b>	No
<b>SAP FA Probation (Appeal Granted)</b>	Yes
<b>SAP FA Termination – Permanent</b>	No
<b>SAP – Completion Rate Exceeded</b>	No

## Deferment Requests/National Student Loan Data System Reporting

Students who have loans from prior schools may choose to complete the In-School Deferment Form (obtained from their lender) and submit it to the Office of the Registrar. An in-school deferment request will not be certified until the student is enrolled at least half-time for the term.

Enrollment statuses are reported to the National Student Loan Data System (NSLDS) every 30 days. Students who are not attending courses during a term are reported as less than half-time for that term. Enrollment status reporting through NSLDS can affect eligibility for in-school deferments and grace periods on Federal Direct loans.

### Private + Alternative Loan Programs

Students may apply for private or alternative loan programs through their preferred lenders. Private loans will not be certified for more than the student's cost of attendance minus other financial resources that the student is receiving. Further, students are subject to the criteria as determined by the individual lender.

It is recommended for students to apply for federal aid before applying for private or alternative loans to ensure that they can be informed on all available educational financing options. Other restrictions or requirements may apply in order for a private or alternative loan to be disbursed. Students should contact their Financial Aid Advisor for more information regarding the requirements to obtain a private educational loan.



## **Scholarships + Grants**

All Institutional Scholarships and Grants (<https://www.rmcad.edu/admissions/financial-aid-tuition/scholarships/>) are applied to tuition and fees only and are not paid directly to students. Institutional scholarships are non-transferable and have no redeemable cash value. RMCAD does not include scholarships and/or grants in stipends. Institutional Scholarships and Grants are only used to fill balance gaps for tuition and fees and are not applicable to cost of living or other similar expenses unrelated to the institution. Institutional Scholarships and Grants require full-time status (i.e., 12 credits per semester except for summer when the student may take at least 6 credits per semester to receive a pro-rated scholarship amount. See the RMCAD scholarship link for GPA eligibility requirements). Please contact the Offices of Admissions or Financial Aid for information regarding Scholarships and Grants.

# Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress policies ensure compliance with Federal Financial Aid policies and ensure that students are moving forward in successful completion of academic requirements for their degree. There are both financial aid and academic requirements and consequences and these details are described in separate sections below.

## Financial Aid Satisfactory Academic Progress

### Impact on Financial Aid

Federal and state regulations require that all students receiving Title IV federal financial aid at the College meet standards for satisfactory academic progress to maintain eligibility for their financial assistance. Satisfactory Academic Progress (SAP) applies to all students and denotes successful completion of coursework towards a degree in each semester. Students who fail to achieve minimum standards for grade point average and/or course completion rate (CR) in a Maximum Time Frame (MTF) will face loss of eligibility for Title IV federal financial aid. The following table outlines Title IV fund eligibility based on a student's academic status:

SAP Status	Eligibility for Title IV Funds
SAP Met	Yes
SAP FA Warning	Yes
SAP FA Termination	No
SAP FA Probation (Appeal Granted)	Yes
SAP FA Termination – Permanent	No
SAP – Completion Rate Exceeded	No

Any account not paid within 120 days after the end of a semester for financial aid students will be referred to a collection agency.

### SAP Requirements

Students must meet the following minimum qualitative and quantitative standards of SAP in order to be eligible for Financial Aid.

Qualitative: Cumulative Grade Point Average (GPA)

- Undergraduate students must maintain a cumulative GPA of 2.00. - Graduate students must maintain a cumulative GPA of 3.00.

### Quantitative: Completion Rate (CR) and Maximum Timeframe (MTF)

Completion Rate (CR)

A student enrolled at the College must satisfactorily complete a minimum of 67% of the credit hours attempted. Satisfactory completion is defined as receiving a passing grade of "D" or better for credits attempted. Any transfer credits accepted by the college will count as attempted and earned courses in this calculation. Courses dropped within the first week drop period will not count against the completion rate percentage.

## Maximum Timeframe (MTF)

Students at the College may earn a maximum number of credit hours while pursuing a degree. Students will be allowed to earn a maximum of 150% of the number of credit hours required by the degree-granting program.

## Guidelines

All RMCAD credit hours attempted and earned are counted in the evaluation of SAP.

All transferable credits are counted as credit earned and attempted and will count towards MTF and CR but not in the cumulative GPA calculation.

Incomplete grades in courses will count as credits attempted but not earned until the final grade has been posted, at which point SAP will be re-calculated for MTF, CR, and cumulative GPA with the final grade.

Course withdrawals (grades of W) count as credits attempted but not earned, and count towards MTF and CR but not toward cumulative GPA.

For students who change degree programs, all credits attempted and earned at RMCAD, regardless of program, count in MTF and CR. Students on SAP Termination are ineligible to transfer to another program until a SAP appeal has been approved, or if on SAP Probation, until SAP has successfully been met.

## Failure to Meet SAP Requirements for Financial Aid

Satisfactory Academic Progress requirements are reviewed on a semester basis, regardless of the number of credit hours attempted during the term.

Students who do not meet the SAP minimum requirements will be placed on a financial aid SAP FA Warning status for the following semester in which they attempt credits and are still entitled to Title IV funds. If at the end of the warning semester the student still has not met the minimum SAP requirements, the student is no longer eligible for financial aid and their SAP status will be updated to SAP FA Termination. A student may appeal SAP FA Termination status in order to regain eligibility for one additional semester (or the length of the academic plan). A student who is granted an appeal will have their SAP status changed to SAP FA Probation. If at the end of the semester the student does not meet the SAP requirements and fails SAP again, their status will be changed to SAP FA Termination – Permanent and they are not entitled to Title IV funds for one year.

## Appeal Process

In order to appeal, the student must (1) submit an appeal form to the Student Advising Office regarding the termination, stating the reasons for the appeal, and (2) be able to reasonably meet SAP within the following semester, and (3) complete Financial Aid Awareness Counseling at <https://studentloans.gov> once the appeal has been granted. If the student cannot meet SAP in one semester, they may be eligible to have two semesters with an appeal and a specific, approved academic plan on file.

Students who are approved for Financial Aid SAP Appeal will be moved to a SAP FA Probation status and will be eligible to receive financial aid during the following term and/or the length of their academic plan as long as they meet all of the terms and conditions.

If a student is unable to successfully appeal or fails to meet the obligations of an approved appeal, the student will not qualify for financial aid until they have met all of the SAP standards.

## **Professional Judgment Policy**

Please contact a Financial Aid advisor for the complete Professional Judgment Policy.

## **Academic Satisfactory Academic Progress (SAP) Requirements**

All full-time and part-time students are expected to meet minimum standards of progress determined on the basis of cumulative grade point average (CUM GPA) and Completion Rate (CR). Undergraduate students must achieve a minimum cumulative grade point average of 2.0 by the end of the first semester and for the duration of their degree program. All Art Education majors must achieve a minimum cumulative grade point average of 2.5 by the end of their first semester and for the duration of the Art Education degree program.

All full-time and part-time graduate students are expected to meet minimum standards of progress determined on the basis of CUM GPA. Students must achieve a minimum cumulative grade point average of 2.5 at the end of their first semester and a 3.0 for the duration of their degree.

All full-time and part-time undergraduate and graduate students are expected to meet the minimum CR of 67% by the end of each semester and throughout their program.

### **Guidelines**

- All RMCAD credit hours attempted and earned are counted in the evaluation of SAP.
- All transferable credits are counted as credit earned and attempted and will count towards CR but not in the cumulative GPA calculation.
- Incomplete grades in courses will count as credits attempted but not earned until the final grade has been posted, at which point SAP will be re-calculated for CR and cumulative GPA with the final grade.
- Course withdrawals (grades of W) count as credits attempted but not earned, and count towards CR but not toward cumulative GPA.
- For students who change degree programs, all credits attempted and earned, regardless of program, count in CR and cumulative GPA.

## **Failure to Meet SAP Requirements for Financial Aid**

Satisfactory Academic Progress requirements are reviewed on a semester basis, regardless of the number of credit hours attempted during the term. See the Department of Financial Aid section above for additional information regarding SAP and financial aid requirements.

## **Academic Warning**

Student progress is monitored at the end of each semester. Undergraduate students who do not attain the cumulative grade point average of 2.0 (2.5 for Art Education majors) and completion rate of 67% or greater at the end of the semester are placed on academic warning for the following semester. Graduate students who do not attain a completion rate of 67% or greater and a cumulative grade point average of 2.5 for their first semester, and 3.0 for the duration of their degree, are placed on academic warning for the following semester. Students are notified of academic warning in writing.

## **Academic Probation**

Student progress is monitored at the end of each semester. Undergraduate students who do not attain the cumulative grade point average of 2.0 (2.5 for Art Education majors) and completion rate of 67% or greater at the end of the semester are placed on academic probation for the following semester. Graduate students who do not attain a completion rate of 67% or greater and a cumulative grade point average of 2.5 for their first semester, and 3.0 for the duration of their degree, are placed on academic probation for the following semester. Students are notified of academic probation in writing.

Students who are on academic probation may not apply for an "Incomplete" grade in any course during the probationary period. Art Education departmental probation is handled in the same manner as students placed on institutional academic probation. Students will be given one semester to raise their cumulative GPA to a 2.5. Should the student fail to achieve a 2.5 cumulative GPA, they will not be required to leave the college but may choose to declare another major instead. Student will be required to complete an academic success plan with their Student Advisor and participate in tutoring sessions with our Student Learning Center (SLC).

## **Academic Suspension**

For undergraduate students, the minimum required grade point average of 2.0 and completion rate of 67% or better must be achieved by the end of the semester in which the student is placed on suspension, resulting with the student being suspended from the college for a 16-week semester. For graduate students, the minimum required grade point average of 3.0 and completion rate of 67% or better must be achieved by the end of the semester in which the student is placed on academic suspension and the student will be suspended from the college for a 16-week semester. Students are notified of academic suspension in writing.

## **Academic Suspension Appeals**

Students may appeal academic suspensions. Students must submit the appeal to the Office of the Registrar including all relevant documentation/evidence as applicable or requested by the Registrar within one week of notification of the suspension. Students who appeal by this deadline will be permitted to attend class while the appeal is under review. In cases where the appeal is denied, the student will be administratively dropped from all classes. No charges will be assessed, and no grades assigned. Upon denial of appeal, the terms of suspension stated in the original notice will apply.

## **Academic Probation + Suspension for ASP Students**

Undergraduate students enrolled in the Academic Success Plan (ASP) program who do not attain the cumulative grade point average of 2.0 at the end of the semester are placed on academic suspension for the following semester. Students are notified of academic probation in writing.

## **Readmittance Following Suspension**

Upon readmittance to RMCAD after academic suspension, the student will remain on academic probation for a semester.

Students who do not meet the standards designated during this second probationary term will be suspended for another semester and must submit a Policy Appeal to the Office of the Registrar in order to continue enrollment. The Policy Appeal Form must be received 30 days before the start of the semester in which the student wants to enroll. Exceptions will be decided on a case-by-case basis by, and at the discretion of, the Registrar and the Dean of Students.

# The Department of Student Advising

The Advising Department provides students with accurate and timely information and facilitates a collaborative environment through inter-departmental communication to assist students in reaching their educational goals. Academic Advisors collaborate with students to help them understand their overall degree plan, the requirements of their major, course sequencing, and prerequisites. Advisors also offer advice in selecting courses to satisfy degree requirements, clarify policies and regulations, help direct students to resources, and facilitate student's reentry into RMCAD.

For complete information students should review policies and information in the following sections and work with a Student Advisor when there are questions or concerns.

- Academic Calendar
- Academic Policies
  - Attendance questions or issues
  - Policy appeal forms
- Admissions Requirements & Registration
  - Change of Modality
  - Academic Success Plan (ASP)
  - Initiating add or drop of a course, or schedule change requests
  - Change of major
  - Withdrawal from courses or from RMCAD
  - Interruption of Training
  - Internships
- Satisfactory Academic Progress (SAP)
- Program Requirements
- Student Resources
  - Assistance in connecting with campus services and resources

# Academic Policies

## Academic Integrity

### The RMCAD Code of Conduct

As an academic and artistic community, RMCAD seeks to support the development of the highest levels of creativity, growth and learning within each individual. It is our community's belief that this is accomplished by careful, personal transformation effected through the incorporation of academic and artistic integrity, through a focus and attentiveness to process as well as resultant forms and product, and through acknowledging those upon whose work each is informed and inspired. As citizens of this community, each has the right and duty to expect honest and authentic work from self, peers and all others. Further, RMCAD recognizes that this commitment to integrity is the path of discovering one's own creative voice and art. Representing the work of others as one's own damages the creative self and inhibits success toward the goal of authenticity. Thus, RMCAD holds in high esteem this Code of Conduct by which each pledge to abide.

The foundation of a college or university is truth and knowledge. Academic dishonesty is conduct or behavior including, but not limited to cheating, plagiarism, unauthorized possession or disposition of academic materials, falsification, collusion or other forms of dishonesty affecting the academic environment. Other forms of dishonesty include but are not limited to furnishing false information to any College official, faculty member or office; forgery, alteration, or misuse of any College document, record or instrument of identification.

The Code of Conduct also prohibits disorderly conduct in the form of disparagement, harassment, exhibitions of aggression, discrimination, or any behavior that disrupts the learning environment.

Members of the community caught abusing the above standards may be removed from a good standing with the organization until the situation has been resolved by the appropriate RMCAD delegates.

### Definitions of Academic Dishonesty:

- Plagiarism is a form of cheating. To plagiarize is "to steal and pass off the ideas or words of another as one's own, use a created production without crediting the source, commit literary theft, or present as new and original an idea or product derived from an existing source" (Merriam-Webster's Collegiate Dictionary, 1993). Plagiarism is intellectual theft, a serious academic offense with serious consequences.
- Plagiarism extends to self-plagiarism, which is the use of one's own previous work in another context without citing that it was previously used. This can be work created in other classes or for outside college activities. Any deviation from this policy should be addressed in writing from the faculty member;
- Cheating, which is defined as the giving or taking of any information or material with the intent of wrongfully aiding oneself or another in academic work considered in the determination of a course grade or the outcome of a standardized assessment;
- Presenting the visual media, intellectual property or creative efforts of another as your own; or
- Any other form of inappropriate behavior which may include but is not limited to falsifying records or data, lying, unauthorized copying, tampering, abusing or otherwise unethically using computer or other stored information, violation of any college, state, or federal laws or policies, and any other act or misconduct which may reasonably be deemed to be a part of this heading.

To commit or assist someone in committing academic dishonesty is grounds for disciplinary action and possible suspension or expulsion from the college. Students who observe or become aware of apparent academic dishonesty should report the matter to faculty or administration. Plagiarism is a form of cheating. To plagiarize is "to steal and pass off the ideas or words of another as one's own, use a created production without crediting the source, commit literary theft, or present as new and original an idea or product derived from an existing source" (Merriam-Webster's Collegiate Dictionary, 1993). Plagiarism is intellectual theft, a serious academic offense with serious consequences.

## **Procedures for Addressing Academic Dishonesty**

Faculty members are expected to use reasonable and practical means of preventing and detecting academic dishonesty. If a faculty member has evidence that a student has engaged in an act of academic dishonesty, the faculty member will report the issue to the Committee on Plagiarism. RMCAD faculty reserve the right to submit written works to anti-plagiarism tools to verify the authenticity of student work. If the student admits to the infraction, and the faculty member judges that the preponderance of evidence supports the allegation, the faculty member may then assign an academic penalty.

An initial act of academic dishonesty may result in an "F" for the assignment, at the instructor's discretion. All incidents of academic dishonesty are reported to the Committee on Plagiarism (COP), overseen by the Dean of Students. The COP will notify the Chair of the department in which the course resides if plagiarism has occurred; depending on the nature of the violation other relevant departments will be notified (i.e.; Advising, Registrar, Financial Aid). Students will receive advisement from the Committee and referral to resources and information to assist in avoiding subsequent offenses. Three or more reported offenses may result in probation or expulsion from the college. Information about incidents of academic dishonesty is kept on file in the Office of Student Affairs. No further action is initiated unless the incident constitutes a major infraction, the student has a prior record of infractions, or there are subsequent reports of misconduct. If the student disputes the decision of the faculty member regarding alleged academic dishonesty, a hearing may be requested through the Conduct Review Board outlined in the Student Policies + Procedures | Student Information section. The request must be received by the Dean of Students no later than 30 calendar days after the first day of classes of the next term. If no appeal is filed within the time period, then the decision of the faculty member is final.

## **Academic Advising**

Please see The Department of Student Advising for more information.

## **Academic Support**

Rocky Mountain College of Art + Design offers students additional Academic Support outside of the classroom. For more information, please see the College Resources section of the catalog for information about the Library, Student Learning Center, TECHBAR and more.

## **Diversity Within the Curriculum**

The curriculum at Rocky Mountain College of Art + Design supports the school's Mission, Vision, Values, Diversity Statement, and Institutional Outcomes. There are no curricular or educational expectations for any student to personally prescribe to the concepts presented in any class; however, RMCAD does expect students to engage in a variety of academic disciplines that are intended to build skills necessary for informed, meaningful, and critical thinking and engagement. RMCAD requires faculty and students to adhere to the institutional, departmental, and course learning outcomes.

## **Alternative Curriculum**

Alternative curriculum, presentations, readings, assignments and discussion prompts are not available based on race, culture, nationality, ethnicity, religion, ideology, personal beliefs, geographic origins, class, sexual orientation, gender, gender identity and expression, disability, age, and/or personal history.

## **Accountability**

All courses at RMCAD include assessment of student knowledge, capacities, and skills developed in both academic and art and design studio work. Assessment methods and instruments are appropriate for assessing student knowledge, capacities and skills, and the stated learning outcomes of undergraduate and graduate education. The College continually examines and adjusts the content and delivery of curriculum to correspond with expectations of the knowledge, capacities, and skills of students. The Curriculum Committee (CC), the



Program Review and Assessment Committee (PRAC), the Program Department, and the Program Department Advisory Boards are responsible for this review and revision process. RMCAD engages in ongoing self-evaluation and modification, consistent with the nature of the art and design fields. Students have direct access to faculty, Department Chairs, and administration to ensure that student needs are known and addressed. Students entering under the current Catalog are subject to the Policies and Procedures of this catalog regardless of the method of course delivery.

## **Attendance**

Rocky Mountain College of Art + Design is an attendance taking institution. Consistent attendance and class participation offer students the most effective opportunities to gain command of the knowledge, skills, and aptitudes for the course of study; therefore, RMCAD students are required to attend class, be prepared to work, and to be on time.

### **Attendance Guidelines**

Due to Federal Financial Aid Guidelines, faculty must document all attendance for all students. Campus attendance is entered for each scheduled class on the same day that the course is held and must be posted by midnight MT. Online attendance is recorded on Thursdays and Mondays and must be posted by midnight MT.

Students who demonstrate poor attendance will be contacted by their faculty member and/or Academic Program Department Chair, and by the Office of Student Affairs and/or the Office of Financial Aid Advising and/or the Office of Student Advising. Failure to attend courses may result in being withdrawn from the course, program and college.

### **Week One Attendance**

Students must attend class during week one of the term. Students who anticipate missing the first week of class must submit a Policy Appeal petition to the Office of the Registrar seven days before the first day of the term. The College does not guarantee approval of the absence.

RMCAD encourages all students who anticipate an absence at any time to contact their instructor(s). If a student is unable to communicate with their instructor(s), they should contact their Academic Program Department Chair and/or their Student Advisor.

### **Automatic Withdrawal from Courses**

The Office of the Registrar will verify all attendance.

Students who have failed to attend class during week one as defined in the attendance policy will be administratively withdrawn from the course. If the student feels that their attendance record inaccurately reflects their attendance, they must contact the instructor and have the instructor verify with the Office of the Registrar that the student was marked as "absent" by error (see "Unofficial Withdraws" in Financial Aid for information regarding return of Title IV Funding).

### **Unofficial Withdrawal**

After the Drop deadline students who fail to attend class for a continuous period of 14 days before the Withdraw deadline will be considered an administrative withdrawal and will receive a "W" assigned by the Office of the Registrar. Students who fail to attend class for a continuous period of 14 days after the Withdraw deadline will receive an "FN" (Failure for Non-Attendance) grade assigned by the Office of the Registrar (see "Unofficial Withdraws" in Financial Aid for information regarding return of Title IV Funding).

## Campus Attendance Procedures

Campus students are considered present when they arrive to class on time (no greater than 15 minutes late) and remain engaged during the duration of the course period, including prompt return from breaks. Failure to meet the requirements for attendance will result in the instructor marking them absent. Failure to regularly attend class may result in a lower or failing grade as campus attendance is often directly tied to class participation. Failure to attend class may also result in being withdrawn from the college.

## Online Attendance Procedures

Online students are considered present for mid-week attendance when they log into the LMS and submit any gradable activity or discussion post that addresses the assignment requirement(s); due on Wednesdays by 11:59 PM MT. To be considered present for the end-of-week attendance they must log into the LMS and submit any gradable activity or discussion post that addresses the assignment requirement(s); no later than Sunday at 11:59 PM MT of that week. Late submissions must be counted toward attendance for the attendance period in which they are submitted. Activities that occur outside of the LMS must be recorded within the LMS in order to count toward attendance. Failure to meet the requirements for attendance will result in the instructor marking the student absent. Failure to regularly attend class may result in a lower, or failing, grade as online attendance is often directly tied to weighted activities. Failure to attend class may also result in being withdrawn from the college.

## Classroom Disruptions

If a classroom disruption is due to specific student behaviors, faculty have the right to dismiss the student(s) from the class session. If the student(s) refuse to leave upon request, RMCAD Security or the Dean of Students will be called to escort them from the classroom. Instructors are not authorized, however, to remove a student from the course entirely. Student dismissals from a class session will be treated as absences by faculty. The faculty has the authority to enforce consequences for the student's absence(s), in accordance with the class syllabus. This does not, however, limit the ability of the instructor or a fellow student from reporting or filing formal complaints concerning disruptive behavior occurring within the classroom.

All communications with faculty or other students—whether in class, face-to-face, on paper, or by telephone, email, or other electronic means—are subject to the same standards of conduct, behavior, and discipline as classroom behavior. Standards of conduct are outlined in the Student Code of Conduct including – Disorderly Conduct, Threatening Behavior, Harassment + Discrimination, Interference, Obstruction, or Disruption, Online Conduct + Written Communication.

## Definition of Credit Hour

RMCAD utilizes the guidelines of the US Department of Education as the foundation for the definition of a credit hour:

*A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:*

*(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. (34 CFR §600.2)*

RMCAD courses are offered in an eight-week format for both campus and online programs. RMCAD requires a minimum of 1.875 hours of contact and 3.75 hours of outside work (student study and preparation) per week for eight weeks, or the equivalent, per credit hour.

For on-campus lecture courses, three-credit classes meet on campus for a minimum of 45 hours during a term, with approximately 90 hours of outside work, or the equivalent, and as necessary to achieve the stated course learning outcomes. For on-campus studio courses, three-credit classes meet for a minimum of 87 hours during a term, with approximately 48 hours of outside work, or the equivalent, and as necessary to achieve the course learning outcomes.

For internships and field experience, one term credit hour represents 45 hours of internship or work-related experience. RMCAD does not award credit for short-term workshops or for attendance at meetings sponsored by the college or other institutions or organizations unless such credit is acceptable toward specific programs at our institution.

For online courses, the curriculum mirrors the learning outcomes and academic standards of the analogous on-campus course and requires students to complete the equivalent amount and rigor of work. For example, for a 3-credit course, 135 hours of student work, or the equivalent, are required; for a 2-credit course, 90 hours of student work, or the equivalent, are required. For online courses that do not have an analogous on-campus course, the College establishes standalone learning outcomes and each credit is supported by an equivalent amount and rigor of work as required by College policy and regulatory requirements (45 hours of student learning activities for each unit of semester credit or the equivalent).

The exact number of hours per week an individual student spends on each online course will vary based upon the individual's study styles, technology proficiencies, learning preferences, and prior experience with course topics.

## Grading + Evaluating Student Progress

### Cumulative Grade Point Averages

Grade reports reflect standard letter grades. RMCAD uses a 4.0 scale to calculate cumulative grade point averages.

Letter Grade	Grade Point Value
A+	4.0
A	4.0
A-	4.0
B+	3.0
B	3.0
B-	3.0
C+	2.0
C	2.0
C-	2.0
D+	1.0
D	1.0
D-	1.0
F	0.0

### Grading Policies

The policies on late submission of assignments and grading criteria vary by academic department and are clearly stated in the course syllabus distributed during the first week of classes. Every course undertaken at RMCAD is included in computing the grade point average, except those in which an AU (audit), P (pass), R (repeated course), or W (withdraw) is posted.

## Grading Scale Point Distribution + Percentages

Students are graded on the basis of prompt and satisfactory completion of assignments, attitude, attendance, and individual progress as outlined within the course syllabus. Students are expected to have materials and supplies necessary for the successful completion of assignments.

<u>Exceptional: Extreme dedicated effort, superior results, and progress.</u>	
<b>A+</b>	100-97
<b>A</b>	96.99-93
<b>A-</b>	92.99-90

<u>Above Average: Dedicated effort, creditable results, progress, strong participation, generally focused and on time.</u>	
<b>B+</b>	89.99-87
<b>B</b>	86.99-83
<b>B-</b>	82.99-80

<u>Average: Average effort and results, fulfillment of all requirements, little participation, or inattentiveness.</u>	
<b>C+</b>	79.99-77
<b>C</b>	76.99-73
<b>C-</b>	72.99-70

<u>Marginal: Little to no evidence of effort, participation or achievement; or evidence of cheating.</u>	
<b>D+</b>	69.99-67
<b>D</b>	66.99-63
<b>D-</b>	62.99-60

<u>Failure / Fail: No evidence of effort, participation, or achievement; or evidence of cheating.</u>	
<b>F</b>	59.9%-0
<b>FAIL</b>	0
<b>FN (Fail Non-Attendance)</b>	0
<b>AU (Audit)</b>	0

<b>I (Incomplete)</b>	0
<b>PASS (Pass)</b>	100-60
<b>TR (Transfer/Portfolio)</b>	0
<b>W (Withdraw)</b>	0

## Withdrawals

Withdrawals are only accepted before the published deadline of the term (see the Academic Calendar); they are considered non-punitive and are not computed into the grade point average.

## Receiving Grades

Students receive midterm and final term grades via RMCAD's online student information system CampusVue. Final grades are posted to the student portal within one week of the end of the term. Students who are unable to access their grades by the end of the first week of the following term should contact the Office of the Registrar. The Financial Aid Office notifies Student Advising of Unsatisfactory Academic Progress.

## Grade Appeal Procedure

Faculty are responsible for stating clearly the instructional objectives of the course at the beginning of each term and for evaluating student achievement in a manner consistent with the stated objectives. Students are responsible for maintaining standards of academic performance established in the syllabus for each course in which they are enrolled.

The grade appeal procedure provides a formal process for students to request a review of final cumulative course grades they think were incorrectly awarded. Individual assignment grades are not eligible for this appeal procedure. The student must formally petition for a grade appeal to the instructor in writing, using the RMCAD Grade Appeal Form. The required form is available from the Office of the Registrar.

The burden of proof rests with the student to demonstrate that the cumulative grade assigned for the course was made on the basis of any of the following conditions:

- A grading decision was made on some basis other than performance and other than as a penalty for academic dishonesty.
- A grading decision was based on standards unreasonably different from those which were applied to other students.
- A grading decision was based on a substantial, unreasonable, or unannounced departure from the course objectives and assignments.
- Grade appeal petitions will only be considered for the final cumulative grade awarded for the course. Grade appeals will not be considered for individual assignments within courses.
- Grade appeal petitions may result in a lower grade than initially awarded by the individual instructor.

The student must submit a grade appeal, in writing, to the instructor who issued the grade, no later than 30 calendar days after the first day of classes of the next term.

If, after subsequent consultation with the instructor, the student is not satisfied and wishes to pursue the issue, or if the instructor is not available or does not respond within 14 days, the student should submit an appeal, in writing, to the Department Chair in which the course was taught. Documentation supporting the grade change based on the appropriate category(ies) set forth above is to be submitted with the appeal. If no appeal is filed with the Department Chair within 45 calendar days after the first day of classes of the next term, the grade shall be considered final.

The Department Chair will discuss the matter with the student and with the instructor and will document the appeal and the Chair's response.

If the student is not satisfied with the Department Chair's response and wishes to pursue the matter further, the student should submit an appeal in writing to the Instructional Affairs Committee (IAC) within 14 days from the receipt of the Chair's response. Again, all documentation supporting the appeal should be included. The IAC may request additional information from the student, faculty member, and Chair. The IAC will review the submitted documentation and recommend approval or denial of the appeal.

The IAC will document the decision and provide copies to the student, the instructor and the Chair.

This decision of the IAC is submitted to the Dean of Students for approval. This decision is final.

The result and documentation of the review will be compiled by the Registrar and placed in the student's academic file.

If the student deems the final decision and accompanying evaluative comments are inaccurate, misleading or a violation of the privacy or other rights of the student, the student may insert a written comment in the record.

## **Incomplete Grades**

In extenuating circumstances an "I" grade may be assigned by the instructor with permission from the Department Chair, and in accordance with the eligibility requirements set forth below. Students may request an "I" grade for more time to complete required coursework, which the student was prevented from completing in a timely way due to non-academic reasons. Students will be asked for documentation to justify the request, though it is important to remember that such documentation does not automatically validate the request. Other circumstances may be taken into consideration, such as the pattern of performance and participation in the course, and any additional factors that the instructor deems relevant. To be eligible for an "I" grade, students must be passing the course at the time of the request and must have completed at least 75 percent of the coursework up to week 6 as specified in the syllabus. The Incomplete Grade Petition form must be submitted to the Office of the Registrar by the Friday of week six in an 8-week term.

All "I" grades require an Incomplete Grade Petition specifying the remaining coursework required for completion and timeline for removal of the "I" grade. This agreement is subject to the approval of the instructor and the Chair of the department or program. If the coursework is not completed within the prescribed time frame, the "I" will change to the earned grade in the course, including the outstanding coursework. The maximum time in which students must complete all coursework is no later than the Friday of week four of the next term. Students cannot have more than one outstanding "I" before enrolling in the next session. Financial aid disbursements scheduled for the following semester will be delayed until the "I" grade is updated to reflect a final grade for the course.

## **Eligibility Requirements**

A student who has suffered a death in the family or other personal event of sufficient seriousness to prevent the student from completing coursework and who has successfully completed 75% of the coursework up to week 6 as specified in the course syllabus, is eligible to petition for the grade of incomplete to the instructor. An eligible student must follow the procedures stated below or negate eligibility.

Because of federal financial aid rules, students who are on academic probation cannot petition for or receive a grade of Incomplete under any circumstances.

Students who are graduating seniors cannot receive a grade of Incomplete and graduate. An incomplete grade automatically postpones graduation.

No extensions or second incomplete petitions can be accepted in relation to the original agreement. In the event that the instructor and Chair deny the petition for an incomplete grade, the student may submit a petition to the Dean Students. The Dean will confer with the instructor and Chair and may require additional documentation and information to substantiate the petition over and above what was previously submitted and will render a final decision.

## Procedures

The student must formally petition the instructor in writing for the grade of Incomplete, using the RMCAD Incomplete Grade Petition form. The required form is available through the Office of the Registrar. The petition is a contract stating the make-up work to be completed and a completion date, and must be signed by the instructor, the student, and the Department Chair.

It is the student's responsibility to initiate the petition and obtain the signatures required. The student must submit the completed form to the Office of the Registrar for approval of the Incomplete.

Approvals are not granted to incomplete or late RMCAD Incomplete Grade Petition forms.

Students must complete and submit to the instructor all work by the Friday of week four of the next term.

The instructor must submit the final grade to the Office of the Registrar by the Friday of week five of the following term. All due dates stated on the incomplete petition must be met. If they are not, the "I" grade will automatically change to the earned grade in the course. There will be no exceptions.

## Policy Appeal

RMCAD approves policy appeals under rare and extraordinary circumstances. To request a policy appeal, students submit the Policy Appeal Form, including the appropriate situational evidence and/or documentation, available through the Office of the Registrar and submitted no later than the end of the following term. The College does not guarantee the approval of policy appeal petitions. All policy appeals are reviewed by the Dean of Students. Decisions are final and binding.

## Graduation Requirements

### Undergraduate

In order for a student to graduate from a bachelor's degree program at Rocky Mountain College of Art + Design the student must:

- Complete all required courses in a given program of study.
- Have at least a 2.0 cumulative grade point average (2.5 for Art Education majors).
- Have earned a minimum of 120-126 term credits, depending on their program, for a bachelor's Degree. A minimum of 30 credits must have been earned at RMCAD, including the final 15 credits of study, which must be completed at RMCAD (active military students are exempted from the residency requirement).
- Have completed a minimum of two portfolio reviews for the BFA degrees.
- Have an acceptable body of work for a graduation exhibition for the BFA degrees.

### Graduate

In order for a student to graduate from a Master of Arts degree program at Rocky Mountain College of Art + Design the student must:

- Complete all required courses in a given program of study.
- Have at least a 3.0 cumulative grade point average.
- Have earned a minimum of 30 credit hours for a Master of Arts Degree (refer to specific degree requirements). At least 24 credit hours including capstone courses such as thesis, portfolio, or applied project must have been earned at RMCAD. A maximum of 6 semester hours of transfer credit will be accepted toward completion of graduation requirements.

## **Graduation Honors**

Undergraduate students who maintain a high level of scholastic excellence throughout their college career receive the earned degree with honors. Honors are determined by the student's cumulative grade point average.

Cum Laude: 3.5 – 3.6 Cumulative GPA

Magna Cum Laude: 3.61 – 3.79 Cumulative GPA

Summa Cum Laude: 3.80 – 4.0 Cumulative GPA

Graduate students who maintain a high level of scholastic excellence throughout their college career receive the earned degree with honors. Honors are determined by the student's cumulative grade point average.

Passed with Distinction: 4.0 GPA

Honors designations on transcripts are based upon the student's complete academic record at RMCAD. Only credits earned at RMCAD are used to determine a student's grade point average. Students whose grade point average qualifies them for graduation with honors the term before they graduate will be recognized at the commencement ceremony.

## **Valedictorian**

One Valedictorian will be chosen to represent their graduating class (per academic year) as the student who best symbolizes RMCAD academically. The Valedictorian will be a student who has achieved a 4.0 GPA, or who has achieved the highest cumulative GPA among their graduating class.

In the event there are multiple students who fit these criteria, the student with the most credits earned at RMCAD will be awarded the honor. Should multiple students have the same CUM GPA and credits earned at RMCAD, the student's conduct, civic engagement, and community involvement history will be reviewed. The student with a demonstrable history of campus and civic engagement and a history clear of conduct violations will be selected as valedictorian.

## **Eligibility for Participation in Graduation Events**

BFA Students are eligible to participate in commencement exercises and the RMCAD Graduation Exhibition only if they have completed all of the degree program requirements and are officially graduating in the same term. Students are added to the graduation list when they have attended the Mandatory Grad Meeting and have completed requisite paperwork and submitted relevant information, found within the Mandatory Grad Meeting, provided by the Office of the Registrar. Each semester, all on-campus graduating BFA students have the opportunity to participate in an on-campus exhibit. The BFA Graduation Exhibition is a college tradition and a privilege that brings all students, faculty, staff, and community together for a celebration of the talent and hard work of the graduates. Participating students must be present for the installation and exhibition of the show. Online students who are unable to participate in the on-campus exhibition are invited to have their work included in an online exhibition that will also be exhibited in the on-campus exhibit.

## **Graduation Rates**

The current retention rate for Rocky Mountain College of Art + Design is 64% percent for full-time first-time freshmen who started in the fall term of 2018. This retention rate is comparable to that of other schools of similar size and focus.

The current six-year average graduation rate for Rocky Mountain College of Art + Design is 43% percent for full-time first-time freshmen who started in the fall term of 2013. This graduation rate is comparable to that of other schools of similar size and focus. Four-year average for the Student Right-to-Know completion or graduation rate-calculation is 45%.



## **Honor Roll**

Undergraduate students must be enrolled full-time to be eligible for honors. Students who begin a term as full-time but withdraw from one or more courses resulting in less than full-time status for a term are ineligible.

Honors are determined by the term grade point average requirements as follows:

- Dean's Honor Roll: 3.5–3.99
- President's Honor Roll: 4.0

## **Liberal Arts Policy**

### **First-Time Freshman**

RMCAD students are scheduled for courses based off of the program sequence that is designed by the Office of the Registrar and the Academic Program Chair. The program sequence was written to distribute liberal arts, foundations, and core program requirements over the lifetime of a student's program in order to create a well-rounded student learning experience both online and on campus. The program requirement sequence also ensures that students establish the necessary skills and knowledge to succeed in courses throughout the development of their degree program. RMCAD strongly believes that the liberal arts and foundations course work is as important to the development of strong artists as their core program coursework. Students are encouraged to follow degree sequence plans as closely as possible. Students deviating from the prescribed sequence may not be able to progress in their program until key requirements are fulfilled.

### **Transfer Students**

Transfer students are also required to complete all liberal arts coursework in a timely manner. RMCAD requires 33-45 credit hours of liberal arts coursework and transfer students may often transfer in some of the required courses. Students are encouraged to follow degree sequence plans as closely as possible. Students deviating from the prescribed sequence may not be able to progress in their program until key requirements are fulfilled.

## **Portfolio Reviews**

RMCAD students enrolled in the BFA programs are required to pass a minimum of two portfolio reviews as a part of RMCAD's regular assessment of student outcomes.

The sophomore portfolio review (FD 2300 Foundations Sophomore Portfolio Review) is scheduled when the student has earned 45-60 credits. Transfer students will be required to complete Sophomore Portfolio Review regardless of the number of transfer credits awarded. Students prepare and present a portfolio demonstrating their mastery of foundational skills. The review is pass / fail and is required for students to move into their major 3000-level coursework.

All BFA students are required to complete a second and third, major-specific portfolio review during the student's junior and senior year. Please see major-specific course descriptions.

Students who fail either Sophomore Portfolio Review or their Major Specific Portfolio Reviews must schedule and retake the portfolio review the next time it is offered. Students who fail a second attempt must register for the portfolio review in the next semester and will not be allowed to advance into upper-level coursework until they pass.

# **Intellectual Property and Copyright**

## **Institution's Marks**

Students and employees are not permitted to use any materials, or to register, or seek to register, any trademark, service mark, domain name, trade name, or corporate name that includes or is confusingly similar to any of RMCAD's trademarks, trade names, service marks, copyrights and copyrightable works, trade secrets, or other proprietary information, or any derivative thereof, in any manner or media, without express written consent from the RMCAD President permitting the use of such Intellectual Property.

For example, students are prohibited from securing, registering, or creating any website, email address, blog, or social media address or account that uses or refers to any RMCAD Intellectual Property; from submitting, sharing, displaying, or uploading any Intellectual Property (including video, graphics, and other content found on public websites maintained by RMCAD and its affiliates) to or on any website, social media website, video-sharing website, or any other media content-sharing website.

## **Use of College Name and/or Logos**

Students, faculty and staff may use the College name and logos to identify themselves. Only with the express written permission of the College may the College name or logos be used by individuals or entities in a manner that implies College endorsement or responsibility for particular activities, products, or publications for commercial purposes or promotion of individuals or groups.

## **Perpetual License**

Artwork and projects created by students as part of a RMCAD course of study are done for educational purposes and represent both the student's ideas and the influence of the College's faculty. The college reserves the right to display, retain, and reproduce student work for exhibition, publication, marketing, or any other purpose without the student's consent. Use of these materials by RMCAD will be limited to promotional and education activities for the benefit of the school and its students.

Students agree to grant Rocky Mountain College of Art + Design (RMCAD) perpetual license to all materials created in the course of a school project or activity including but not limited to art, i.e.: paintings, drawings, design, illustration, animations, character design, images, video, film, computer media, audio recordings, and other creative work created in the course of a school project or activity.

Students hired to carry out specific tasks that contribute to Intellectual Property of RMCAD retain no rights of ownership in whole or in part to that Intellectual Property or to the Student's contribution to that work. RMCAD also reserves the right to use students' likeness and/or voice in RMCAD advertising or promotional pieces.

## **Copyright Compliance**

RMCAD is committed to complying with all applicable laws regarding copyrights. As an institution devoted to the creative process, RMCAD supports the responsible, good faith exercise of full fair use rights as codified in federal law at 17 U.S.C. § 107 by faculty, librarians, staff, and students in teaching, research, and service activities. Except as allowed by law, it is a violation of this policy and law for RMCAD faculty, staff, or students to reproduce, distribute, display publicly, perform, digitally transmit (in the case of sound recordings or audiovisual works), or prepare derivative works based upon a copyrighted work without the permission of the copyright owner.

Students who engage in illegal downloading or unauthorized distribution of copyrighted materials using the school's information technology system are subject to disciplinary action under the Student Code of Conduct up to and including dismissal from their program. In addition, consequences for copyright infringement can include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov). Students who engage in illegal downloading

or unauthorized distribution of copyrighted materials using the school's information technology system are subject to disciplinary action under the Student Code of Conduct up to and including dismissal from their program.

As a general guideline, students are permitted to use copyrighted materials in their projects/assignments. However, fair use only permits the use of the copyrighted material for course work/assignments. If a student's course work contains any copyrighted material, the student is not permitted to use that work in a portfolio, demo reel, website, or anything outside the scope of that specific course assignment.

The information provided above is not intended to provide legal advice but instead clarification of the federal statutes as understood by RMCAD. Faculty and staff should refer to the National Employee Handbook and the Academic Affairs Manual for additional information regarding copyright regulations and requirements.

## **Repeating Courses**

RMCAD allows students to repeat a class in which they have received a failing grade (F, FN) or have withdrawn from the course (W). Students are required to take the class again in the next term that it is offered. Credit is earned for the course only once and students will keep the highest grade obtained when repeating a class. The lower grade for the particular course will be removed from the GPA calculation but will remain on the transcript and the retaken course annotated with the grade suffixed with "\*\*\*"—ex: C\*\*.

Additionally, the credits will be included in the total attempted credits that may impact a student's satisfactory academic progress. Students who are using Financial Aid and/or VA benefits will be impacted after the third attempt according to the federal guidelines which state students receiving Financial Aid and/or VA benefits can only have 3 attempts in the same course. If the student enrolls in a repeated course for a fourth time, this course will not be eligible for Financial Aid and tuition must be paid in cash. This rule applies whether or not the student received aid for earlier enrollments in the course. This will in most cases affect the student's graduation date. Students that are on their second attempt will receive a warning from the Financial Aid Department prior to the start of their attempt. Additionally, these students will be required to meet with the Student Learning Center (SLC) to ensure they have the proper academic support.

# Registration

## Adding/Dropping or Withdrawing from a Course

Students must contact their assigned Student Advisor to initiate the add, drop or course withdrawal process in collaboration with the Office of the Registrar. Requests will be approved or denied by the Office of the Registrar. Add and drop deadlines are published in the Academic Calendar section of this Catalog. Course additions must be received by 11:59 PM MT on the day of the add deadline or the request will be denied. Course drop requests must be received by 11:59 PM MT on the day of the drop deadline or the course change will be processed as a "Withdrawal." Exceptions to add and drop deadlines will not be considered.

Add and drop requests may result in a change to a student's financial aid package and/or billing. The student is responsible for reaching out to their Financial Aid Advisor prior to initiating an add or drop request for information on how a course change may affect their funding.

Withdrawals are only accepted before the published deadline of the term (see the Academic Calendar); they are considered non-punitive and are not computed into the grade point average.

## Credit Overload Policy

### Undergraduate

Registration for more than 18 credit hours, whether online or on-campus, in a 16-week semester is not permitted. The recommended maximum credit load for a full-time student is 12 - 15 credit hours. Overloads are discouraged, except in exceptional circumstances.

Students wishing to request a credit hour overload must have completed 30 or more credit hours at RMCAD, have a 3.0 cumulative GPA and petition the Department Chair and the Dean of Students. Students will be asked to present evidence of academic preparation and demonstrate the ability to meet course load obligations. Final authorization of any credit load exception is subject to Department Chair and Deans' approval.

### Graduate

The recommended maximum credit load for a full-time graduate student is 12 credit hours per semester. Overloads are discouraged, except in exceptional circumstances. Students will be asked to present evidence of academic preparation and demonstrate the ability to meet course load obligations. Final authorization of any credit load exception is subject to Department Chair and Deans' approval.

## Change of Major or Modality

Some first-year course offerings are the same for all RMCAD programs. A change of major or modality is only possible between the start of one financial aid academic year and the beginning of another. Courses completed, that are not included in the new major, cannot be credited toward that degree. Some courses may be used to fulfill the elective requirements. In order to change their major or modality, students must meet with their current Department Chair and their new Chair. Both Department Chairs will sign the Change of Major or Modality form, and the student then submits the form to the Office of the Registrar. A change in major or modality may result in a change of Catalog year and estimated graduation date. A student who changes their major or modality is subject to the program requirements as specified in the catalog that is in place at the time the transfer is performed starting with their new financial aid academic year in the new program. The Change of Major or Modality form is available from the Office of the Registrar.

## Undeclared Policy

Undeclared Students must declare a major by the end of their first academic year, or two semesters, and prior to earning 30 credits. Earned credit hours include those from RMCAD as well as all applied transfer credit from other institutions and college credit received in high

school such as Advanced Placement or International Baccalaureate. Undeclared students in the BFA track may take a maximum of six studio electives which must be approved by the manager of advising and a combination of liberal arts and foundations courses. It is recommended that elective credits pertain to students' major(s) of interest. Credits earned are not guaranteed to apply to the student's declared major. A registration hold will remain on the student enrollment record until a major has been applied to the student's permanent record. Change of major policies will apply for declaring a major.

## **Elective Credit Hours**

Students in program majors will be given registration priority in major coursework. Undeclared students or declared students enrolling in courses outside of their major are not guaranteed enrollment in elective courses.

## **Enrollment Status**

### **Undergraduate**

Full-time enrollment at RMCAD is defined as being registered for a minimum of 12 credit hours in a 16-week semester. Students registered for 9-11.5 credit hours in a 16-week semester are considered three-quarter time. Students registered for 6-8.5 credit hours in a 16-week semester are considered half-time. Students registered for less than 6 credits in a 16-week semester are considered less than half-time.

### **Graduate**

Full-time enrollment for **graduate degree-seeking** students at RMCAD is defined as being registered for a minimum of 12 credit hours in a 16-week semester.

Full-time enrollment for **graduate certificate** students at RMCAD is defined as being registered for a minimum of 6 credit hours in a 16-week semester.

## **Continuous Enrollment**

RMCAD does not encourage students to take time off from their studies, but we do realize that personal issues may arise that require the student to take time off. Please refer to the Unofficial and Official College Withdrawal section to understand the implications for financial aid and other Academic Policies for full information.

Students should consult both their Student Advisor and Financial Aid for implications of the withdrawal as well as reinstatement information. Please note that part-time enrollment or taking time off may affect financial aid and/or scholarship eligibility.

## **Interruption of Training for Flex Term Enrollments**

A student ending a Flex A term or Flex B term academic year will automatically be placed into an Interruption of Training (IOT) status at the conclusion of their first Academic Year (two semesters). Students are required to complete the IOT form upon initial enrollment, which must include the following information: the IOT begin date and the date the student will return. All IOT Flex term students will be contacted by a Financial Aid adviser for repackaging 7-8 week prior to the scheduled return date. Students who fail to return from IOT after a semester off will be automatically withdrawn from the college and required to go through the Advising re-entry process should they wish to return.

## **Interruption of Training for Active Military Students**

In an effort to support our students who are members of the armed forces, RMCAD will allow active military personnel one additional Interruption of Training (IOT) period during a 12-month period. The combined IOT periods cannot exceed 120 days within a 12-month

period. Students who fail to return from IOT will be automatically withdrawn from the college and required to go through the Advising re-entry process should they wish to return.

## **Return from Interruption of Training**

Students who have completed an Interruption of Training (IOT) form will automatically be enrolled for the term in which they are scheduled to return. Any student coming back from an IOT who has an account balance will be required to meet with Student Accounts prior to getting packaging established for the next academic year.

## **Independent Study**

Undergraduate Independent Study courses are intended to give upper-level exceptional students an opportunity for individualized and specialized study in an area of art or design not offered in the regular curriculum. The purpose is to explore an area of personal interest related to a student's major field of study, wherein the teaching and learning occur outside of a formal classroom setting. A junior or senior-level student with a GPA of 3.5 or higher may petition to take one three-credit Independent Study course as part of the degree program. The Independent Study Proposal Form must be accompanied by a syllabus created by the instructor and student, including a course description, calendar, rationale, goals, and objectives. The course number for all Independent Study courses is 3990; and the prefix reflects the program of study under which the course is instructed (e.g., AN 3990, FA 3990).

Independent Study courses should not be confused with low-enrollment or one-on-one courses.

## **Internships in Undergraduate Degree Programs**

### **Internships for Academic Credit**

Undergraduate students may earn academic credit for internship participation with enrollment in an internship course as part of their designated degree program requirement or elective credit. Students must meet the eligibility requirements and complete an Internship Learning Agreement. The Internship Learning Agreement outlines the details of the students proposed internship, sponsorship guidelines, start and end dates, hours of work requirements toward earning academic credit, and learning objectives. Students must obtain the Internship Learning Agreement packet from the Office of Career + Alumni Services and complete an Internship Information seminar.

### **Internship Eligibility and Process**

Students are eligible to participate in an internship for academic credit upon approval of their program chair, completion of the Internship Information seminar, and completion of the required Internship Learning Agreement Documentation. (Please see individual degree program internship course requirements) Internship Information seminars are conducted by the Office of Career + Alumni Services and are offered several times throughout the year and by appointment. Students should seek assistance from their Student Advisor as to ensure the appropriate sequence of the internship course within their schedule.

Students must locate an internship site/sponsor that meets the requirements and guidelines identified in the Internship Learning Agreement. Assistance in locating a site/sponsor can be obtained through Career + Alumni Services, Academic Program Chairs/Heads, and faculty. Once a site/sponsor is identified and the Internship Learning Agreement has been completed, the document is then submitted to Career + Alumni Services to be processed and finally submitted to the Office of the Registrar (add/drop deadlines apply). Students must log a minimum of 135 hours to earn 3 credits. Internship hours must start in the term in which the student is registered, and any hours logged prior to the term start cannot be applied. If a student is officially registered prior to the start date of the term, and the internship site/sponsor designates a start date that occurs after the start of term, it is the responsibility of the student and site sponsor to make arrangements to ensure hours logged start in the term in which the internship is scheduled and completed within the agreed upon time frame stated in the Internship Learning Agreement. Internships that occurred without notification and adherence to the course approval process cannot be retroactively applied toward earning academic credit for the internship course requirement or elective.

## **International Eligibility**

Students attending RMCAD on an F1 visa must receive school authorization for all off campus work through Curricular Practical Training (CPT) form. The CPT can be obtained through the Office of the Registrar.

## **Internships for Professional Experience - Non-Credit Option**

Participation in an Internship for Professional Experience - non-credit option allows for a student to participate in an internship where the site/sponsor requires the college approval or confirmation of student enrollment status in the institution or degree program but does not require the student to obtain academic credit. Internships for Professional Experience - non-credit are not overseen by the college due to the fact the student is not seeking academic credit, however the internship can be officially recognized by the college and recorded with notation on their transcript upon student request and successful completion of the internship.

## **Merging + Changing Classes**

On occasion it may be necessary for the College, without prior notice to students, to merge sections of the same class; to cancel classes before they commence; to replace instructors; to change program requirements or class sequence; to modify course content and/or descriptions; or to change the classes required for graduation. The College will make every effort to contact students well in advance of such changes, so they are able to make any necessary alternative arrangements.

## **Planning a Schedule + Registering**

RMCAD is a year-round institution of higher education and offers classes during three semesters: Fall, Spring, and Summer. Students register annually for a complete year, and it is recommended that students complete a minimum of 30 credits per year (36 credits per year enables students to graduate in less than 4 years). The Office of the Registrar will create a schedule for each student. Students will have the option to prioritize their electives using the Liberal Arts Elective form and the Program Elective form. Schedule change requests should be initiated through the assigned Student Advisor.

## **Degree Sequences**

Degree sequence and course prerequisites must be followed; advanced courses may not be taken until acceptable skill levels are achieved. Students may request to enroll in courses without having completed the appropriate course prerequisites in exceptional cases. A Prerequisite Waiver form is available through the Office of Student Advising and the Office of the Registrar. All requests must be approved by the Student Advisor, Program Department Chair, and the Senior Vice President of Academic Affairs prior to registration.

Failed courses should be repeated the next time the course is available. Students seeking to substitute a course not in their catalog year must have an approved Course Substitution form available in the Student Advising office.

## **Registration + Financial Aid**

Following class registration, students meet with their Financial Aid Advisor to complete financial aid paperwork. Balances not covered by financial aid must be paid in full by the first day of class or be scheduled under an approved payment plan with the first payment due no later than the first day of class. Student account bills are emailed prior to the start of the semester as well as after the add/drop period and individual student accounts are viewable online through the student portal. Students are responsible for reviewing account information and reporting any discrepancies to the Student Accounts department and/or their Financial Aid Advisor.

## **Audit Students**

A student who wishes to audit a course should contact the Office of Admissions. Renewal students should refer to the RMCAD Renew section of the catalog for complete information. Audit students are charged the standard credit hour rate for a course (see the Financial Services/Tuition portion of this catalog for exact amounts). Auditors receive a grade of "AU". Auditors taking no other classes with RMCAD must meet the same academic requirements as students registering for credit. Financial aid is not available for audited courses.

## **Academic Satisfactory Academic Progress (SAP) Requirements**

See the Satisfactory Academic Progress (SAP) section of the catalog for complete information.

All full-time and part-time students are expected to meet minimum standards of progress determined on the basis of cumulative grade point average (CUM GPA) and Completion Rate (CR). Undergraduate students must achieve a minimum cumulative grade point average of 2.0 by the end of the first semester and for the duration of their degree program. All Art Education majors must achieve a minimum cumulative grade point average of 2.5 by the end of their first semester and for the duration of the Art Education degree program.

All full-time and part-time graduate students are expected to meet minimum standards of progress determined on the basis of CUM GPA. Students must achieve a minimum cumulative grade point average of 2.5 at the end of their first semester and a 3.0 for the duration of their degree.

All full-time and part-time undergraduate and graduate students are expected to meet the minimum CR of 67% by the end of each semester and throughout their program.

### **Guidelines**

- All RMCAD credit hours attempted and earned are counted in the evaluation of SAP.
- All transferable credits are counted as credit earned and attempted and will count towards CR but not in the cumulative GPA calculation.
- Incomplete grades in courses will count as credits attempted but not earned until the final grade has been posted, at which point SAP will be re-calculated for CR and cumulative GPA with the final grade.
- Course withdrawals (grades of W) count as credits attempted but not earned, and count towards CR but not toward cumulative GPA.
- For students who change degree programs, all credits attempted and earned, regardless of program, count in CR and cumulative GPA.

## **Transcripts + Diplomas**

Transcripts and Diplomas are kept as permanent student records and may be obtained from the Office of the Registrar by request. Students request transcripts via the National Student Clearinghouse. The website is located at [www.rmcd.edu](http://www.rmcd.edu), under "Request Transcript." If a current or past student account is on hold for any reason, or if a current or past student's federal student loan is in default, official transcripts and/or diploma will not be issued. Six to eight weeks are required for processing for recent graduates.

The official transcript is signed by the Office of the Registrar and is provided in a sealed envelope. It is generally the only type of transcript acceptable for the transfer of credit. The fee for an official transcript is located at [www.getmytranscript.org](http://www.getmytranscript.org) and is regulated by the National Student Clearinghouse.



## **Transfer Credit**

### **Transferability of RMCAD Credits**

Decisions concerning the acceptance of credits by any institution other than the granting institution are made at the sole discretion of the receiving institution. No representation is made whatsoever concerning the transferability of any credits to any institution.

Students considering continuing their education at, or transferring to, other institutions must not assume that credits earned at this College will be automatically accepted by any receiving institution. An institution's accreditation does not guarantee that credits earned at that institution will be accepted for transfer by any other institution. Students must contact the Registrar or appropriate department of the receiving institution to determine what credits, if any, that institution will accept.

### **Undergraduate Transfer Credit Evaluation**

Applicants who have attended prior institutions of higher education will have their credits evaluated for transferability by the Office of the Registrar. The Office of the Registrar will review unofficial transcripts, but official college transcripts are required prior to any transfer credit posting. Up to 90 credits can be earned from external sources, including transfer credit, Advanced Placement (AP), College-Level Examination Program (CLEP), International Baccalaureate (IB), and credit given through a portfolio review evaluation. The final 33-35 (depending on the program of study) credits must be earned in residency at RMCAD. Students enrolled as Non-Degree Seeking are not eligible to receive transfer credit.

No transfer credit is accepted for the final term of study. Grades for external credit are not calculated into the RMCAD cumulative grade point average. Evaluations are good for the current academic year. Students who defer their start date to a new catalog are subject to re-evaluation at that time.

Courses are considered for transfer credit based on the following:

#### **1. Accreditation of the Sending Institution**

Credits may be considered for transfer if they were earned at an institution accredited by any of the six regional accrediting associations, the Council for Interior Design Accreditation (CIDA), or by the National Association of Schools of Art + Design (NASAD). Credits from schools not regionally accredited are not accepted but might be eligible for portfolio-based transfer credits.

#### **2. Appropriateness + Equivalency of Courses**

Course equivalency is determined by a course description review, depends on the nature of the course, and how it compares to similar courses offered at RMCAD. Liberal Arts courses that have been found equivalent will be accepted in transfer when grades of "C" or better have been earned. Studio courses (foundations and department-specific courses) that have been found equivalent will be accepted in transfer when grades of "B" or better have been earned. Remedial courses, or courses not offered at the college level, are not transferable. RMCAD has access to an extensive library of course catalogs and course descriptions from most schools across the nation and we will attempt to locate course descriptions for prior courses in order to determine course equivalency. It is helpful, however, for prospective students to submit course syllabi and descriptions for prior coursework whenever possible, as it is ultimately a student's responsibility to provide information as it relates to prior schooling.

#### **3. Antiquity Policy**

There are no antiquity limitations on Liberal Arts courses.

Digital media and other computer- or technology-based courses are considered for transfer provided they were completed within the last two years prior to the date of matriculation. Once the two-year period has lapsed, credit is contingent upon the evaluation of the Department Chair to determine if the course satisfactorily meets current standards and practices in the discipline.

## **Portfolio Appeal Process for Credit of Transcript Evaluation**

Students who wish to formally appeal for additional portfolio credit may submit a portfolio to the Office of the Registrar. The portfolio should include the required outcomes for each class for which they petition. Program Department Chairs conduct portfolio reviews for student transfer appeals and their decision is final. Additional information regarding the portfolio appeal process is available through the Office of the Registrar.

## **Art History Study Abroad Transfer Credits**

Art History credits may be considered for transfer if they are earned through study abroad programs offered by accredited institutions. The Liberal Arts Chair will individually evaluate these credits. Art History prerequisites apply.

## **Articulation Agreements**

Information about current articulation agreements is available at [rmcad.edu](http://rmcad.edu). Contact the Office of the Registrar for more information on specific transfer and articulation agreements.

## **Quarter Unit to Semester Credit Conversion**

Credits at Rocky Mountain College of Art + Design are semester credits. A student transferring from a college on the quarter system will receive two-thirds of a semester credit for every quarter unit rounded to the nearest semester credit.

## **Continuing Students Seeking Transfer Credit**

Current RMCAD students seeking transfer credit while attending RMCAD must obtain written approval from the Registrar prior to registering at the other institution. Students must submit official transcripts with final grades from that institution to the Office of the Registrar immediately upon completion of the course(s). Official transcripts are due by the end of the first 8-week term.

## **Prior Degrees**

Students who have a prior Associate of Arts, Bachelor's Degree or Bachelor of Fine Arts Degree from a regionally accredited college or university in the United States will be granted up to 33 credits of Liberal Arts satisfying this requirement for BFAs in Animation, Fashion Design, Fine Arts, Game Art, Graphic Design, Illustration, and Photography and up to 30 credits for Art Education and Interior Design. Art History, foundations, and major specific courses are evaluated separately.

Associate of Science or other degrees not specified here, as well as degrees from schools outside the U.S. are evaluated based on individual course equivalency. Art Education students have up to 3 major specific Liberal Arts requirements that may not be satisfied by the prior degree policy. This prior degree policy applies to Art Education majors only after all state requirements are met.

## **Evaluation of Advanced Placement (AP) Credit**

Advanced Placement gives students the chance to complete college-level work in high school, and to gain valuable skills and study habits for college. Students who earn a minimum qualifying grade of 4 are awarded 3 credits towards the equivalent RMCAD course. For equivalency information please contact the Office of the Registrar. In order to evaluate and award credit, RMCAD requires a copy of the grade report no later than 30 days prior to the start of the term in which the student matriculates. Prospective students should contact The College Board or visit their website at [www.collegeboard.org](http://www.collegeboard.org) for procedures for requesting AP transcripts.

## **Evaluation of College-Level Examination Program (CLEP) Credit**

The College-Level Examination Program® or CLEP provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. RMCAD grants credit for CLEP exams that meet the minimum qualifying score of 50 for exams that are equivalent to a RMCAD courses. For equivalency information please contact the Office of the Registrar. RMCAD requires a copy of the CLEP transcript in order to evaluate and award credit. Contact the College Board or visit their website at [www.collegeboard.org](http://www.collegeboard.org) for procedures for requesting CLEP transcripts.

## **Experiential Credit**

RMCAD does not provide credit for experiential learning.

## **International Baccalaureate (IB) Credit**

The International Baccalaureate is a comprehensive course of study for academically talented high school students in select high schools throughout the world. Decisions for or against awarding credit are based on individual scores on exams that are equivalent to a RMCAD Course. For more equivalency information please contact the Office of the Registrar. In order to evaluate and award credit, RMCAD requires the official transcript no later than 30 days prior to the start of term in which the student matriculates. Transcripts must be requested in writing (by mail, fax or email). Be sure to use the full name under which you originally registered, provide your seven-digit IB candidate code, give the name of the IB high school you attended, and include your month and year of graduation and your date of birth. For more information, contact: International Baccalaureate North America, 475 Riverside Drive, 16th Floor, New York, NY, 10115. Phone: 212.696.4464, Fax: 212.889.9242, Email: [ibna@ibo.org](mailto:ibna@ibo.org).

## **Graduate Transfer Credit Evaluation**

Applicants must arrange to have copies of official transcripts from all post-secondary institutions they have attended sent to the Graduate Admissions Department. Official transcripts for courses completed at colleges outside of the United States must be submitted to the College and to an approved evaluation agency before transfer credit will be evaluated by RMCAD (refer to the International Transcript Evaluation section of this catalog. A student who does not list all colleges attended on their application may have their admission rescinded. Credit will be considered for courses in-progress at another institution so that students may be notified of potential transfer credit. In these cases, an official transcript documenting enrollment is required. Credit may not be awarded at a later date from colleges not listed on the application.

Credits may be considered for transfer if they were earned at an institution accredited by any of the six regional accrediting associations or by the National Association of Schools of Art + Design (NASAD).

Credits from schools accredited by other national associations are not generally accepted but may be eligible for portfolio-based transfer credits. Students must petition for transfer of credits from nationally accredited institutions by submitting a portfolio for each class for which they petition. The portfolio must support the course outcomes and skills learned in the particular course. The Department Chair provides the outcomes to the student. Department Chairs review the request, and their decision is final.

For all graduate programs, credit may be transferred in with the approval of the Department Chair. No more than 6 graduate level, semester credits will be accepted in transfer. Transfer credit is not guaranteed. Each case is assessed individually and based on a combination of factors including course equivalency. Course equivalency is determined by a combination of course description review and portfolio review, depending on the nature of the course and how it compares to similar courses offered at RMCAD. RMCAD has access to an extensive library of course catalogs and course descriptions from most schools across the nation and we will attempt to locate course descriptions for prior courses in order to determine course equivalency. It is helpful, however, for prospective students to submit course descriptions for prior coursework whenever possible, as it is ultimately a student's responsibility to provide information as it relates to prior schooling. For courses eligible for transfer, a B or better must have been earned, and the course(s) grade will not be included in the calculation of the cumulative grade point average.

## **RMCAD Graduate Antiquity Policy**

Courses that are deemed equivalent to graduate level (5000 or above) RMCAD courses are considered for transfer credit provided they were completed within the last five years prior to the date of matriculation. Certain digital media and other technology-based courses that are deemed equivalent to RMCAD graduate courses must have been completed within the last two years prior to the date of matriculation.

Once the two- or five-year period has lapsed, credit is contingent upon the evaluation of the Department Chair to determine if the course satisfactorily meets current standards and practices in the discipline.

## **Graduate Portfolio Credit**

Portfolio credit equivalencies at the graduate level are determined by the Department Chair.

## **Returning Graduate Students Who Have Prior Transfer Credit**

Returning students who have not attended RMCAD for over one year (three consecutive terms) must initiate their return through the Graduate Admissions Office. The RMCAD catalog that is in place during the term the student returns indicates degree requirements. Therefore, returning students who have prior transfer credit may be required to have their transfer credit reevaluated prior to re-enrolling. This is true particularly if students are declaring a different major.

Credit to be evaluated includes credits taken before initial acceptance to RMCAD and any credits taken since last attending RMCAD. Returning students who have attended RMCAD within the last year may re-enroll through the Office of the Registrar, and external credit will not be reevaluated.

## **Student initiated withdrawal from RMCAD**

Students who wish to initiate a withdrawal from RMCAD must obtain a form from the Office of Student Advising. The withdrawal form requires signatures from the Student Accounts Office, Financial Aid and Student Advisor, and the Registrar. No exception may be made to this policy.

If a refund is due to a student who has withdrawn from RMCAD, as determined by the Student Accounts Office according to RMCAD refund policy, the refund will be mailed within 30 days of the student's completion of the formal college withdrawal process.

## **Medical Withdrawal**

Under certain circumstances, when a student's health or well-being prevents continued enrollment in course(s), students are eligible to petition for a medical withdrawal. Students seeking to withdraw for non-medical reasons will need to review the RMCAD or Course Withdrawal policies and procedures. Medical withdrawal requests must be submitted no later than 8 weeks after the end of the term from which the student is petitioning for withdrawal.

Students must submit a Medical Withdrawal Form which may be obtained by their Student Advisor.

To be eligible for a medical withdrawal, students must meet one or more of the following criteria and provide appropriate documentation, as specified below:

1. The student cannot complete the course(s) because an immediate family member has died.

**Documentation:** Memorial service program, notice in the paper, or copy of death certificate.

2. The student cannot successfully complete the course(s) due to an unexpected medical condition.

**Documentation:** Supporting documentation must be from a non-RMCAD provider or professional, who must be unrelated to the student, who is certified and/or licensed to evaluate/diagnose/assess the particular disability/medical condition.

- These professionals include, but are not limited to; medical doctors, psychologists, audiologists, ophthalmologists, and educational diagnosticians.
- Documentation must be presented on the letterhead of the professional providing the evaluation/diagnosis/assessment and include the name, address, and qualifications of the professional.
- Documentation must provide the dates during which the student was under the direct care of said professional and the limitations of the disability/medical condition and its impact on the student's ability to complete coursework during the term from which the student is requesting the withdrawal.

3. The student has been forced to relocate for a job, there was an involuntarily loss of job, or the student is no longer eligible for tuition reimbursement through the employer.

**Documentation:** Letter on letterhead from immediate supervisor or human resource administrator.

The College does not guarantee the approval of these petitions. All medical withdrawal petitions are reviewed by the Dean of Students. Decisions are final and binding.

# Academic Program Outcomes

Students are informed of institutional level outcomes, program level outcomes and course level outcomes in the following ways:

- Institutional Outcomes are published below
- Program Outcomes are published in the Academic Catalog within each program section
- Course Outcomes are published in course descriptions within this catalog and in each course syllabus

## Institutional Outcomes

Institutional Learning Outcomes are Rocky Mountain College of Art + Design's overarching goals and competencies, which include cultural competence, communication competence, design competence, and critical thinking. RMCAD's Institutional, Programmatic, and Course-level Learning Outcomes are determined by the Program Review and Assessment Committee, the faculty, and the Program Department Chairs. The Curriculum Committee provides the final approval for all Learning Outcomes.

### **Cultural Competence:**

Cultural competence includes fostering collaboration in a diverse community, integrating ideas sensitive to cultural foundations and a global context, contextualizing knowledge to stimulate awareness of ethics and diverse viewpoints, and incorporating sustainable practices.

### **Communication Competence:**

Communication is a prepared, purposeful written or oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners', viewers, and/or participants' attitudes, values, beliefs, or behaviors.

### **Design Competence:**

Design Competence is the application of technology, tools, and skills as they relate to art and design. It includes the ability to identify, locate, evaluate, and effectively and responsibly use technology, tools, and skills for sustainable practice.

### **Critical Thinking:**

Critical thinking is a practice characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. It includes the ability to challenge assumptions, contextualize information, identify problems, and conceptualize responses.

(Note: "Diverse" means both cultural and intellectual diversity.)

## Program Learning Outcomes

Program outcomes represent broad statements that incorporate many areas of interrelated knowledge and skills developed over the duration of the program through a wide range of courses and experiences. They represent the big picture, describe broad aspects of behavior, and encompass multiple learning experiences. The program learning outcomes are published in the catalog under the Program Degrees.

## Course Learning Outcomes

Course learning outcomes are the broad objectives reached at the conclusion of a course or term-level class. These are published on the course syllabus.

## Assessment, End-of-Course Evaluations, + Student Satisfaction Surveys

The Program Review + Assessment Committee oversees all learning outcome assessment activities and Academic Program Review (see the Academic Affairs Handbook for more information).

All students are encouraged to complete End-of-Course Surveys. Enrolled students receive invitations to course evaluations through their @rmcad.edu e-mail accounts. Evaluations are anonymous.

RMCAD periodically administers Student Satisfaction Surveys and encourages all students to participate in these evaluation activities when they occur.

# Philosophy of Learning + Teaching

While traditional educational approaches of lecture, demonstration, teaching by example, and presentation of studio technique are used, RMCAD is responsive to the contemporary climate of the art and design disciplines. Classroom methods incorporate the newest processes and ideas to challenge students in an atmosphere that encourages experimentation with media not yet established as art material. As a result, graduates are both versatile and qualified to produce complete, professional-quality work.

The strength of all of RMCAD's art and design programs is realized in the development of each student's conceptual, technical, and creative abilities with an emphasis on communication and critical thinking. This approach and rigor enable students to realize success in a challenging and competitive marketplace and helps ensure professional opportunities for each student after graduation. Emphasis is placed on skills that include consolidating ideas into visual form, rendering artwork, sharpening communication skills, developing creative concepts, and improving career skills.

The RMCAD faculty is comprised of a dedicated group of professional educators, artists, and designers who determine the college curriculum and play a significant role in the content, development, and structure of the courses they teach.

RMCAD online courses embody the above philosophy of learning and teaching while adding "time and place" of convenience. The core of the RMCAD online learning experience is the belief that with dedication, the right access, tools, course quality, faculty encouragement, and motivation, everyone has the potential to succeed in the learning experience. To that end:

Faculty employ the most current and effective teaching methods. Faculty have multiple resources available to them for keeping current with the latest on-campus and online teaching strategies, as well as access to a national network of peers and colleagues in the field of teaching and learning. RMCAD faculty lead program development initiatives and participate actively in the design and course development process. Faculty, instructional designers, and multimedia developers work together in teams to produce a relevant and engaging learning experience for each program and course. The team course design process is based on adult learning theory, state-of-the-art course technologies, industry expectations, and a strict set of quality standards.

RMCAD online courses and programs are the same courses and programs as on campus; they achieve the same outcomes and objectives. This means that students taking courses online and students taking courses on-campus receive the same quality education. RMCAD develops online courses with contact hours as a guide. We also continually assess learning outcomes in online and on-campus programs, so that we can make adjustments and enhancements quickly.

All courses provide high-quality learning environments led by passionate, experienced faculty. State-of-the-art technologies facilitate communication, interaction, and learning experiences in on-campus and online courses. Our online courses are constructed in a proprietary course management system that provides easy, minimal-step navigation, and intuitive access to a wide array of learning tools and course content. Students are engaged in multiple ways—through the course content, the instructor, peer collaboration, and relationships with advisors and other staff. Students in on-campus courses are engaged in many of the same ways including the same relationships. Integral to student success, all students are supported through technical support help, tutoring services, and library services.

RMCAD provides a total package to ensure an optimal learning experience and student success, whether on campus or online.



# Programs by Department

## Animation

### Animation Department Mission

The Animation Department at Rocky Mountain College of Art + Design places a strong emphasis upon developing creative, visual storytelling skills in our students, whether expressed through hand-drawn animation, computer animation, experimental and stop-motion animation, or a combination of these. Graduates of RMCAD's Animation Department are ready to become independent artists, animators and producers, and are well prepared to imagine and create the complex and ever-changing future of animation.

### Animation Program Description

RMCAD's Animation Program awards Bachelor of Fine Arts in 2D Animation and 3D Animation.

The first known artists told stories of the hunt by drawing on cave walls and imparted a sense of motion to the animals in their stories by drawing them with multiple legs in different poses. Thousands of years later, humans are still telling stories, but using much more sophisticated animation techniques to breathe life and movement into the characters they create.

The stories of our lives develop out of the choices we each make in response to the challenges and situations we are presented with. These choices, unique to us, arise out of our individuality, our personal histories, and our physical, emotional, mental, and spiritual being—our character. This is the essence of character animation; not just making a body move believably but knowing how to make a character express itself through that movement, no matter if your creative tool is a pencil, a computer, or a puppet.

Building on this foundation, the RMCAD Animation Department provides a curriculum designed to balance the aesthetic and technical aspects of visual communication with the realities of the professional production environment. Animation merges the arts of storytelling, acting, drawing, design, illustration, sculpture, photography and film making with the technology of computers. Knowledge of the rich history of animation in all cultures of the world provides a context for the student's learning; from the fundamentals of motion studies, through every aspect of animation production, to the output of the finished work. Graduates of RMCAD's Animation Department are ready to become independent artists, animators and producers, and are well prepared to imagine and create the complex and ever-changing future of animation.

## Program Outcomes

**TECHNICAL:** Demonstrate understanding of software, hardware, and use of materials, sound studio, editing systems, and other peripheral devices and tools used in animation production.

**FOUNDATIONAL:** Demonstrate strong drawing, composition, anatomy, color and perspective skills.

**CREATIVE:** Demonstrate artistry, unique voice, conceptualization and process including thumbnails, comps and character designs.

**PROFESSIONAL:** Demonstrate strong work ethic, punctuality, cooperative attitude, communication skills, time management, and organizational skills and personal initiative.

**GROWTH:** Demonstrate ability to assess and critique own work, acquisition of increasingly advanced concepts and production skills with a strong focus on goals and independent learning.

**CRITICAL:** Demonstrate critical + analytical thinking and problem-solving abilities related to technical prowess, fundamental animation principles and storytelling skills. Demonstrate effective application of critique.

**COLLABORATION:** Demonstrate cooperative attitude in class discussions, collective projects, and communication with other students and instructors.

**STORY:** Demonstrate understanding of narrative + visual storytelling fundamentals, cinematic form and coherent delivery.

**ANIMATION:** Demonstrate a thorough knowledge of animation fundamentals and believability in motion, timing and structure.

The online BFA degrees in 2D + 3D Animation are professional degrees for students needing remote access to the educational requirements for careers in 2D + 3D animation.

The degrees consist of 123 credit hours with courses delivered in eight-week terms in a regulated sequence to allow for the acquisition of necessary skills, the retention and transfer of knowledge, and the professional discipline necessary for entry-level animation practice.

## 2D Animation, BFA

### Liberal Arts-Primary | 45 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total Credits: 9

#### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
  - EN 1111 - Composition II Credits: 3
- Choose one additional CCT or CW course:
- CCT 2000 - Introduction to Speech Communication Credits: 3
  - CCT 2100 - Interpersonal Communication Credits: 3
  - CW 2110 - Creative Writing Multi-Genre Credits: 3
- Total: 9 credits

#### Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Choose one additional Humanities course:
- HU 1120 - Introduction to Philosophy Credits: 3
  - HU 1130 - Introduction to World Religions Credits: 3
  - HU 1140 - History of American Capitalism Credits: 3
  - HU 2212 - Modern + Contemporary World History Credits: 3
  - HU 2320 - Ethics Credits: 3
  - HU 3310 - Topics in History Credits: 3
  - HU 3320 - Topics in Philosophy Credits: 3

- HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
  - HU 3350 - Film Studies Credits: 3
- Total: 9 credits

#### Mathematics

- Choose one Mathematics course:
- MA 1220 - Financial Principles + Practices Credits: 3
  - MA 1230 - Statistics Credits: 3
  - MA 1221 - The Art of Math Credits: 3
- Total: 3 credits

#### Physical + Natural Science

- Choose one Physical + Natural Science course:
- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

#### Social + Behavioral Science

- Choose two Social + Behavioral Science courses:
- SBS 1110 - Introduction to Anthropology Credits: 3
  - SBS 1120 - Introduction to Economics Credits: 3
  - SBS 1130 - Introduction to Political Science Credits: 3
  - SBS 1140 - Introduction to Psychology Credits: 3
  - SBS 1150 - Introduction to Sociology Credits: 3
  - SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 6 credits

## Art History - Animation

- AH 2020 - History of International Animation Credits: 3

## Art History - Elective - Animation-Game Art

Choose one of the following electives:

- AH 2050 - History of Graphic Design Credits: 3
  - AH 2060 - History of American Illustration Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 2400 - Seminar in Contemporary Art Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

## Foundations | 24 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Animation | 21 credits

- AN 1110 - Introduction to Animated Storytelling Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3
- AN 2270 - Digital Painting for Film + Games Credits: 3
- AN 2310 - Creative Visualization Credits: 3
- AN 3001 - Animation Junior Portfolio Review Credits: 0
- AN 3760 - Tools + Techniques of Contemporary Animation Credits: 3
- AN 3770 - Animation Sound Design + Video Editing Credits: 3
- AG 3131 - Business Ethics + Copyright Credits: 3

## 2D Animation | 27 credits

- AN2D 1390 - Drawing + Acting for Animation Credits: 3
- AN2D 3230 - Character Animation + Motion Studies Credits: 3
- AN2D 3360 - Animation Layout + Production Design Credits: 3
- AN2D 3520 - 2D Computer Animation I Credits: 3
- AN2D 3620 - 2D + Z Credits: 3
- AN2D 4240 - Advanced Character Animation + Motion Studies Credits: 3
- AN2D 4520 - 2D Computer Animation II Credits: 3
- AG 4990 - Senior Project I: Portfolio Preparation Credits: 3
- AG 4991 - Senior Project II: Portfolio Delivery + Review Credits: 3

## Studio Elective Requirements | 6 credits

The following are recommended:

- AG 3840 - Experimental Animation Credits: 3
- AN 2320 - The Art of Villainy Credits: 3

- AN 2335 - Worldbuilding Credits: 3
- AN 2350 - Scriptwriting for Animation Credits: 3
- AN 3601 - Animation Internship Part I Credits: 1.5
- AN 3602 - Animation Internship Part II Credits: 1.5
- AN2D 4870 - Stop Motion Animation Credits: 3
- AN3D 3230 - 3D Computer Animation Motion Studies Credits: 3
- AN3D 4250 - Advanced 3D Computer Animation Motion Studies Credits: 3
- ART 1110 - Ceramics I Credits: 3 (*Ground Only*)
- ART 1140 - Painting I Credits: 3 (*Ground only*)
- ART 1170 - Sculpture I Credits: 3 (*Ground only*)
- GA 3330 - Character + Level Design Credits: 3
- GA 3860 - Digital Sculpting Credits: 3
- GA 4110 - Game Animation + Motion Capture Credits: 3
- GD 2100 - Layout Design Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- IL 2850 - Figurative Sculpture Credits: 3 (*Ground only*)
- PH 1000 - Survey of Photography Credits: 3 (*Online only*)
- PH 1100 - Photography Principles Credits: 3
- PH 2100 - Digital Post Production Credits: 3
- PH 2300 - Darkroom I Credits: 3 (*Ground only*)

**Total Credits Required: 123**

168 Weeks

## 3D Animation, BFA

Liberal Arts-Primary | 45 credits

### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total Credits: 9

### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- EN 1111 - Composition II Credits: 3

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

### Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3

Choose one additional Humanities course:

- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1130 - Introduction to World Religions Credits: 3
- HU 1140 - History of American Capitalism Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 2320 - Ethics Credits: 3
- HU 3310 - Topics in History Credits: 3
- HU 3320 - Topics in Philosophy Credits: 3

- HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
  - HU 3350 - Film Studies Credits: 3
- Total: 9 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
  - MA 1230 - Statistics Credits: 3
  - MA 1221 - The Art of Math Credits: 3
- Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
  - SBS 1120 - Introduction to Economics Credits: 3
  - SBS 1130 - Introduction to Political Science Credits: 3
  - SBS 1140 - Introduction to Psychology Credits: 3
  - SBS 1150 - Introduction to Sociology Credits: 3
  - SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 6 credits

## Art History - Animation

- AH 2020 - History of International Animation Credits: 3

## Art History - Elective - Animation-Game Art

Choose one of the following electives:

- AH 2050 - History of Graphic Design Credits: 3
  - AH 2060 - History of American Illustration Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 2400 - Seminar in Contemporary Art Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

## Foundations | 24 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Animation | 18 credits

- AN 1110 - Introduction to Animated Storytelling Credits: 3
- AN 2270 - Digital Painting for Film + Games Credits: 3
- AN 2310 - Creative Visualization Credits: 3
- AN 3001 - Animation Junior Portfolio Review Credits: 0
- AN 3760 - Tools + Techniques of Contemporary Animation Credits: 3
- AN 3770 - Animation Sound Design + Video Editing Credits: 3
- AG 3131 - Business Ethics + Copyright Credits: 3

## 3D Animation | 27 credits

- AN3D 1210 - 3D Computer Fundamentals Credits: 3
- AN3D 2320 - 3D Computer Lighting + Materials Credits: 3
- AN3D 3230 - 3D Computer Animation Motion Studies Credits: 3
- AN3D 3330 - 3D Character + Production Design Credits: 3
- AN3D 4250 - Advanced 3D Computer Animation Motion Studies Credits: 3
- AN3D 4260 - Advanced 3D Computer Topics Credits: 3
- AG 4990 - Senior Project I: Portfolio Preparation Credits: 3
- AG 4991 - Senior Project II: Portfolio Delivery + Review Credits: 3
- GA 4350 - Character Rigging Credits: 3

## Studio Electives | 9 credits

The following are recommended:

- AG 3840 - Experimental Animation Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3
- AN 2320 - The Art of Villainy Credits: 3
- AN 2335 - Worldbuilding Credits: 3

- AN 2350 - Scriptwriting for Animation Credits: 3
- AN 3601 - Animation Internship Part I Credits: 1.5
- AN 3602 - Animation Internship Part II Credits: 1.5
- AN2D 1390 - Drawing + Acting for Animation Credits: 3
- AN2D 3230 - Character Animation + Motion Studies Credits: 3
- AN2D 4240 - Advanced Character Animation + Motion Studies Credits: 3
- ART 1110 - Ceramics I Credits: 3 (*Ground only*)
- ART 1140 - Painting I Credits: 3 (*Ground only*)
- ART 1170 - Sculpture I Credits: 3 (*Ground only*)
- GA 2220 - Game Creation Fundamentals Credits: 3
- GA 3120 - 3D Modeling Credits: 3
- GA 3330 - Character + Level Design Credits: 3
- GA 3860 - Digital Sculpting Credits: 3
- GA 4110 - Game Animation + Motion Capture Credits: 3
- GD 2100 - Layout Design Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- PH 1000 - Survey of Photography Credits: 3 (*Online only*)
- PH 1100 - Photography Principles Credits: 3
- PH 2100 - Digital Post Production Credits: 3
- PH 2300 - Darkroom I Credits: 3 (*Ground only*)

**Total Credits Required: 123**

168 Weeks

## Art Education

### Art Education Department Mission

The mission of the Art Education department is to create articulate, judicious, and socially conscious art educators who can effectively translate the language and process of an artist into a teaching philosophy that encourages informed and active decision-making skills and critical inquiry.

### Art Education Program Description

Teaching artists share their expertise, knowledge, and skills to motivate others to learn about, think about, and create art. The Art Education program at RMCAD is designed to develop a strong artist practice in unison with effective and appropriate education techniques and knowledge. The program is offered in both ground and online modalities.

RMCAD Art Education students understand young people's experiences in relation to society and advocate for the arts as a literacy that contributes to the development of the global community. Art Education majors develop their ability to communicate ideas, experiences, and events at a sophisticated level through an undergraduate education focused on creativity, innovation, leadership, conceptual thinking, and technical expertise.

RMCAD Art Education graduates are leaders, innovators, and thinkers poised to enrich the profession. They can inspire young learners to become communicators, critical thinkers, researchers, problem solvers, group contributors, and responsible artists who consciously consider personal and societal values.

Educated to be lifelong learners, graduates are conversant with the role of education with technology; contemporary art; the language, concepts, and skills of art; the history of ideas and events; and they believe that everyone should have the opportunity to explore ideas and meaning in and through the arts. Additionally, the strong studio art backgrounds the graduates have gained at RMCAD help to inform their teaching and personal art practices.

#### Accreditation + Licensure

The RMCAD Art Education teacher preparation program is approved by the Colorado Department of Education (CDE) and the Colorado Department of Higher Education (CDHE). RMCAD graduates in Art Education are prepared to apply for a K-12 teaching license in Art with the Colorado Department of Education. The program is designed in accordance with CDE and the Teacher Quality Standards for Colorado Teachers and

knowledge of: literacy, mathematics, standards and assessment, content standards, classroom and instructional management, individualization of instruction, technology, and democracy, educational governance, and careers in teaching.

The RMCAD Art Education program is offered in both ground and online modalities. On-ground and online courses use the same Course Learning Outcomes and Program Learning Outcomes for a consistent learning experience across modalities.

RMCAD's Art Education BFA program allows graduates to become licensed to teach K-12 visual art in the state of Colorado. Students seeking licensure outside of Colorado should work with the state board of education in their desired state to determine licensure requirements and whether a Colorado teaching license can be transferred to their desired state.

#### Program Requirements

Students enrolled in the RMCAD Art Education program must complete and pass the fingerprint requirement and Colorado Bureau of Investigation background check during the first term enrolled in an Art Education course. Students must also inform the program of any changes in their background check that could impact their eligibility for teacher licensure.

During the degree program, students will complete 800 hours of field experience in local schools and community arts organizations with 200 hours completed before student teaching. Students in online courses will be asked to establish a relationship with a local school or schools in order to complete their field experience hours. Additionally, teacher candidates must be prepared to student teach for 16 weeks during their final term at RMCAD which may not coincide with the RMCAD academic calendar. Finally, the PRAXIS test must be taken and passed by the teacher candidate before s/he can apply to CDE for teacher licensure.

All full-time and part-time Art Education students must achieve a minimum cumulative grade point average of 2.5 in order to graduate from the Art Education degree program.

### Program Outcomes

#### Art Education Program Learning Outcome Rubric

On-ground and online courses use the same Course Learning Outcomes and Program Learning Outcomes for a consistent learning experience across modalities.

The Art Education Department uses Colorado Department of Education (CDE) Educator Preparation Standards, which include Educator Preparation Teacher Quality Standards (5.0 -

5.04), Educator Preparation English Language Learner Standards (EL), and the Visual Arts Standards (Grades K-12) (4.04).

<b>CDE Defining Practices in the Visual Arts</b>	<b>RMCAD Program Learning Outcomes</b>
<p><b>Arts-Based Research</b>  <b>Arts:</b> Arts-based research practices include inquiry that is part of art making and research approaches that are artistic in nature. Pedagogical strategies guide students into forming a question, finding resources, making, analyzing the results and looking at next steps is aligned with established research forms. Arts-based research is able to address complex issues to deepen understanding and engage empathy.</p>	<p>Apply art-based research techniques in instruction.</p> <p>Implement various pedagogical approaches that best support learning through arts instruction.</p>
<p><b>Agency:</b> Artistic agency is the acknowledged ability to make choices and create change.</p>	<p>Develop lessons and instruction that represent the importance of making choices and creating change through art.</p>
<p><b>Instructional Practices:</b> A "master" educator is one who is continuing to learn and improve. "Mastery" can be seen as engagement in processes of continual learning. Art teachers can actively construct learning experiences that build off of students' prior understanding and support growth.</p>	<p>Utilize various forms of feedback and learning experiences to support continuous development as educators.</p>
<p><b>Assessment Practices:</b> Assessment in the arts classroom involves a variety of practices to monitor and track student learning through</p>	<p>Apply a variety of assessment practices in order to develop and support classroom instruction, motivation, and</p>

<p>describing, collecting, recording, scoring, and dialogue. Effective assessment techniques can improve classroom instruction, empower students, heighten student interest and motivation, and provide the teacher with continuous feedback on student progress.</p>	<p>continuous feedback on the learning process.</p>
<p><b>Artistic Praxis:</b> Artistic praxis encompasses various reciprocal relationships that occur when learning by making art. The making may precede the forming of a concept. It includes relationships between critical reflection and action, material and envisioned image, and lived experience and final product.</p>	<p>Connect personal art making processes to development as educators.</p>
<p><b>Synthesis/Creative Thinking:</b> Synthesis is the combination of parts or elements to form a whole. It includes the creative processes of finding visual problems and creating unique solutions by combining multiple ideas, and influences.</p>	<p>Explore issues, ideas, artifacts, and events to apply creative thinking while producing work.</p> <p>Create assumptions, contextualize information, identify problems, and conceptualize responses.</p>
<p><b>Professional Practices:</b> Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.</p>	<p>Demonstrate professionalism in the field through ethical conduct, reflection, and leadership.</p>
<p><b>Composition:</b> Teachers demonstrate professionalism through their attention to composition in works produced or created. Artists/Educators seek to be models of high</p>	<p>Produce quality work that meets high expectations regarding structure, grammar, and attention to detail.</p>



standards in art and education.	
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## Art Education, Animation Emphasis, BFA

### Liberal Arts-Art Ed | 45 credits

#### Art Education

- AE 2220 - Philosophy of Art + Education Credits: 3
  - AE 2230 - Psychology of Creativity Credits: 3
  - AE 3221 - Equity in Learning Credits: 3
  - AE 3241 - Critical Issues in Art Education Credits: 3
  - AE 3281 - Assessing Learning + Teaching Credits: 3
- Total: 15 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total: 9 credits

#### Art History - Art Education

- AH 2400 - Seminar in Contemporary Art Credits: 3

#### Art History - Elective

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3

- AH 2060 - History of American Illustration Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

#### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- Total: 3 credits

#### Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Total: 6 credits

#### Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

#### Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3

- SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 3 credits

## Foundations-Art Ed | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2240 - Instructional Technology Credits: 3
- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4245 - Classroom Management Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

## Art Ed-Fine Arts | 15 credits

- ART 1110 - Ceramics I Credits: 3
- ART 1140 - Painting I Credits: 3
- ART 1160 - Printmaking I Credits: 3
- ART 1170 - Sculpture I Credits: 3
- PH 1100 - Photography Principles Credits: 3

## Animation Emphasis | 15 credits

- AN 1110 - Introduction to Animated Storytelling Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3
- AN 2270 - Digital Painting for Film + Games Credits: 3
- AN 2310 - Creative Visualization Credits: 3
- AN3D 1210 - 3D Computer Fundamentals Credits: 3
- AN 3001 - Animation Junior Portfolio Review Credits: 0

## Total Credits Required: 125

168 Weeks

## **Art Education, Animation Emphasis, Online, BFA**

## Liberal Arts-Art Ed | 45 credits

### Art Education

- AE 2220 - Philosophy of Art + Education Credits: 3
  - AE 2230 - Psychology of Creativity Credits: 3
  - AE 3221 - Equity in Learning Credits: 3
  - AE 3241 - Critical Issues in Art Education Credits: 3
  - AE 3281 - Assessing Learning + Teaching Credits: 3
- Total: 15 credits

## Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total: 9 credits

## Art History - Art Education

- AH 2400 - Seminar in Contemporary Art Credits: 3

## Art History - Elective

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
  - AH 2050 - History of Graphic Design Credits: 3
  - AH 2060 - History of American Illustration Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

## Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- Total: 3 credits

## Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3

Total: 6 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

## Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3
  - SBS 1120 - Introduction to Economics Credits: 3
  - SBS 1130 - Introduction to Political Science Credits: 3
  - SBS 1140 - Introduction to Psychology Credits: 3
  - SBS 1150 - Introduction to Sociology Credits: 3
  - SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 3 credits

## Foundations-Art Ed | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2240 - Instructional Technology Credits: 3
- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4245 - Classroom Management Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

## Art Ed-Fine Arts-Online | 15 credits

Choose one Ceramics for Educators course; AE 1112 OR AE 1113:

- AE 1112 - Ceramics for Educators: RMCAD Residency Credits: 3
- AE 1113 - Ceramics for Educators: Independent Studio Credits: 3
- IL 2560 - Still Life Painting Credits: 3
- AE 1160 - Printmaking for Educators Credits: 3
- AE 1170 - Sculpture for Educators Credits: 3
- PH 1100 - Photography Principles Credits: 3

## Animation Emphasis | 15 credits

- AN 1110 - Introduction to Animated Storytelling Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3
- AN 2270 - Digital Painting for Film + Games Credits: 3

- AN 2310 - Creative Visualization Credits: 3
- AN3D 1210 - 3D Computer Fundamentals Credits: 3
- AN 3001 - Animation Junior Portfolio Review Credits: 0

## Total Credits Required: 125

168 Weeks

## Art Education, Fine Art Emphasis, BFA

### Liberal Arts-Art Ed | 45 credits

#### Art Education

- AE 2220 - Philosophy of Art + Education Credits: 3
  - AE 2230 - Psychology of Creativity Credits: 3
  - AE 3221 - Equity in Learning Credits: 3
  - AE 3241 - Critical Issues in Art Education Credits: 3
  - AE 3281 - Assessing Learning + Teaching Credits: 3
- Total: 15 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total: 9 credits

#### Art History - Art Education

- AH 2400 - Seminar in Contemporary Art Credits: 3

## Art History - Elective

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
  - AH 2050 - History of Graphic Design Credits: 3
  - AH 2060 - History of American Illustration Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

## Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- Total: 3 credits

## Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Total: 6 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

## Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3

- SBS 1120 - Introduction to Economics Credits: 3
  - SBS 1130 - Introduction to Political Science Credits: 3
  - SBS 1140 - Introduction to Psychology Credits: 3
  - SBS 1150 - Introduction to Sociology Credits: 3
  - SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 3 credits

## Foundations-Art Ed | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2240 - Instructional Technology Credits: 3
- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3

- AE 4245 - Classroom Management Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

## Art Ed-Fine Arts | 15 credits

- ART 1110 - Ceramics I Credits: 3
- ART 1140 - Painting I Credits: 3
- ART 1160 - Printmaking I Credits: 3
- ART 1170 - Sculpture I Credits: 3
- PH 1100 - Photography Principles Credits: 3

## Fine Arts Emphasis | 15 credits

- ART 2210 - Ceramics II Credits: 3
  - ART 2240 - Painting II Credits: 3
  - ART 2260 - Printmaking II Credits: 3
  - ART 2270 - Sculpture II Credits: 3
- Choose 1 elective course:
- PH 2100 - Digital Post Production Credits: 3
  - PH 2300 - Darkroom I Credits: 3

## Total Credits Required: 125

168 Weeks

## Art Education, Graphic Design Emphasis, BFA

## Liberal Arts-Art Ed | 45 credits

### Art Education

- AE 2220 - Philosophy of Art + Education Credits: 3
- AE 2230 - Psychology of Creativity Credits: 3
- AE 3221 - Equity in Learning Credits: 3
- AE 3241 - Critical Issues in Art Education Credits: 3

- AE 3281 - Assessing Learning + Teaching Credits: 3
- Total: 15 credits

### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total: 9 credits

### Art History - Art Education

- AH 2400 - Seminar in Contemporary Art Credits: 3

### Art History - Elective

- Choose one of the following electives:
- AH 2020 - History of International Animation Credits: 3
  - AH 2050 - History of Graphic Design Credits: 3
  - AH 2060 - History of American Illustration Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- Total: 3 credits

## Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Total: 6 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

## Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3
  - SBS 1120 - Introduction to Economics Credits: 3
  - SBS 1130 - Introduction to Political Science Credits: 3
  - SBS 1140 - Introduction to Psychology Credits: 3
  - SBS 1150 - Introduction to Sociology Credits: 3
  - SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 3 credits

## Foundations-Art Ed | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3

- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2240 - Instructional Technology Credits: 3
- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4245 - Classroom Management Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

## Art Ed-Fine Arts | 15 credits

- ART 1110 - Ceramics I Credits: 3
- ART 1140 - Painting I Credits: 3
- ART 1160 - Printmaking I Credits: 3
- ART 1170 - Sculpture I Credits: 3
- PH 1100 - Photography Principles Credits: 3

## Graphic Design Emphasis | 15 credits

- GD 1000 - Typography Credits: 3
- GD 2100 - Layout Design Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3

- GD 2510 - Sign + Symbol Credits: 3
- GD 3000 - Graphic Design Junior Portfolio Review Credits: 0

**Total Credits Required: 125**

168 Weeks

## **Art Education, Graphic Design Emphasis, Online, BFA**

**Liberal Arts-Art Ed | 45 credits**

### **Art Education**

- AE 2220 - Philosophy of Art + Education Credits: 3
  - AE 2230 - Psychology of Creativity Credits: 3
  - AE 3221 - Equity in Learning Credits: 3
  - AE 3241 - Critical Issues in Art Education Credits: 3
  - AE 3281 - Assessing Learning + Teaching Credits: 3
- Total: 15 credits

### **Art History**

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total: 9 credits

### **Art History - Art Education**

- AH 2400 - Seminar in Contemporary Art Credits: 3

### **Art History - Elective**

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
  - AH 2050 - History of Graphic Design Credits: 3
  - AH 2060 - History of American Illustration Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

### **Communication + Critical Thought**

- EN 1110 - Composition I Credits: 3
- Total: 3 credits

### **Humanities**

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Total: 6 credits

### **Physical + Natural Science**

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits



## Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3
  - SBS 1120 - Introduction to Economics Credits: 3
  - SBS 1130 - Introduction to Political Science Credits: 3
  - SBS 1140 - Introduction to Psychology Credits: 3
  - SBS 1150 - Introduction to Sociology Credits: 3
  - SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 3 credits

## Foundations-Art Ed | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2240 - Instructional Technology Credits: 3

- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4245 - Classroom Management Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

## Art Ed-Fine Arts-Online | 15 credits

Choose one Ceramics for Educators course; AE 1112 OR AE 1113:

- AE 1112 - Ceramics for Educators: RMCAD Residency Credits: 3
- AE 1113 - Ceramics for Educators: Independent Studio Credits: 3
- IL 2560 - Still Life Painting Credits: 3
- AE 1160 - Printmaking for Educators Credits: 3
- AE 1170 - Sculpture for Educators Credits: 3
- PH 1100 - Photography Principles Credits: 3

## Graphic Design Emphasis | 15 credits

- GD 1000 - Typography Credits: 3
- GD 2100 - Layout Design Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- GD 2510 - Sign + Symbol Credits: 3
- GD 3000 - Graphic Design Junior Portfolio Review Credits: 0

## Total Credits Required: 125

168 Weeks

## Art Education, Illustration Emphasis, BFA

### Liberal Arts-Art Ed | 45 credits

#### Art Education

- AE 2220 - Philosophy of Art + Education Credits: 3
  - AE 2230 - Psychology of Creativity Credits: 3
  - AE 3221 - Equity in Learning Credits: 3
  - AE 3241 - Critical Issues in Art Education Credits: 3
  - AE 3281 - Assessing Learning + Teaching Credits: 3
- Total: 15 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total: 9 credits

#### Art History - Art Education

- AH 2400 - Seminar in Contemporary Art Credits: 3

#### Art History - Elective

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3

- AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

#### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- Total: 3 credits

#### Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Total: 6 credits

#### Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

#### Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3020 - American Political Landscapes Credits: 3
- SBS 3310 - Topics in Anthropology Credits: 3
- SBS 3340 - Topics in Psychology Credits: 3

- SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 3 credits

- ART 1160 - Printmaking I Credits: 3
- ART 1170 - Sculpture I Credits: 3
- PH 1100 - Photography Principles Credits: 3

## Foundations-Art Ed | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Illustration Emphasis | 15 credits

- IL 1510 - Perspective Credits: 3
- IL 1225 - Fundamentals of Illustration Credits: 3
- IL 2520 - Illustration Media Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 3000 - Illustration Junior Portfolio Review Credits: 0
- IL 3650 - Children's Book Illustration I Credits: 3
- OR
- IL 3850 - Digital Illustration I Credits: 3

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2240 - Instructional Technology Credits: 3
- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4245 - Classroom Management Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

## Total Credits Required: 125

168 weeks

## **Art Education, Illustration Emphasis, Online, BFA**

## Liberal Arts-Art Ed | 45 credits

### Art Education

- AE 2220 - Philosophy of Art + Education Credits: 3
  - AE 2230 - Psychology of Creativity Credits: 3
  - AE 3221 - Equity in Learning Credits: 3
  - AE 3241 - Critical Issues in Art Education Credits: 3
  - AE 3281 - Assessing Learning + Teaching Credits: 3
- Total: 15 credits

## Art Ed-Fine Arts | 15 credits

- ART 1110 - Ceramics I Credits: 3
- ART 1140 - Painting I Credits: 3

## Art History

- AH 1110 - Art Historical Methods + History Credits: 3

- AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total: 9 credits

## Art History - Art Education

- AH 2400 - Seminar in Contemporary Art Credits: 3

## Art History - Elective

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
  - AH 2050 - History of Graphic Design Credits: 3
  - AH 2060 - History of American Illustration Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

## Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- Total: 3 credits

## Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Total: 6 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

## Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3
  - SBS 1120 - Introduction to Economics Credits: 3
  - SBS 1130 - Introduction to Political Science Credits: 3
  - SBS 1140 - Introduction to Psychology Credits: 3
  - SBS 1150 - Introduction to Sociology Credits: 3
  - SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 3 credits

## Foundations-Art Ed | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2240 - Instructional Technology Credits: 3
- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4245 - Classroom Management Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

## Art Ed-Fine Arts-Online | 15 credits

Choose one Ceramics for Educators course; AE 1112 OR AE 1113:

- AE 1112 - Ceramics for Educators: RMCAD Residency Credits: 3
- AE 1113 - Ceramics for Educators: Independent Studio Credits: 3
- IL 2560 - Still Life Painting Credits: 3
- AE 1160 - Printmaking for Educators Credits: 3
- AE 1170 - Sculpture for Educators Credits: 3
- PH 1100 - Photography Principles Credits: 3

## Illustration Emphasis | 15 credits

- IL 1510 - Perspective Credits: 3
- IL 1225 - Fundamentals of Illustration Credits: 3
- IL 2520 - Illustration Media Credits: 3
- IL 2575 - Illustration I Credits: 3

- IL 3000 - Illustration Junior Portfolio Review Credits: 0
- IL 3650 - Children's Book Illustration I Credits: 3  
Or
- IL 3850 - Digital Illustration I Credits: 3

**Total Credits Required: 125**

168 Weeks

## Fashion Design

### Fashion Design Department Mission

The Fashion Design Department at Rocky Mountain College of Art + Design is committed to upholding the organizational culture dedicated to student learning. Our educators model professional behavior, encourage innovation, and foster student growth. We partner with our local and global industry to ensure that student skills meet the needs of the demanding market. We deliver content to meet the needs of multiple learning styles. We foster community in our diverse population—teaching students to work as members of global teams. We enable student exit competencies and prepare students to become contributing professionals in our exciting and fast-paced industry.

### Fashion Design Program Description

When students join the Fashion Design department, they bring with them a desire to create innovative designs; to learn an array of construction techniques; to access the industry of product development and management; and finally, to understand the needs of the human form. Courses provide a broad range of studio and educational experiences that foster artistic, professional, and personal growth. In the degree, Fashion Design core courses emphasize the fundamental principles of material investigation, garment design, garment construction, manufacturing, and the management of garment design development. Foundations courses seek to develop in students the principles of visual composition, observation, and the necessary practice to critique their own work and that of others in a professional manner. Liberal Arts courses offer a broad path of study across academic disciplines in which students develop critical thinking, academic writing skills, and creative inquiry. The Fashion Design Department educates and develops future fashion designers in the technical and conceptual abilities necessary to pursue professional careers in the fashion industry.

## Program Outcomes

### Fashion Design Program Learning Outcomes Rubric

**CONCEPT:** Students demonstrate the ability to forecast trends in the fashion industry and determine their unique stylistic characteristics through color, pattern, texture, and finish of materials.

**FOUNDATIONAL:** Students will understand the vocabulary of the fashion industry, comprehend the timeline involved in product development from design concept to reach retail sales, and have an awareness of fashion and marketing practices.

**CONSTRUCTION:** Students will demonstrate the ability to translate fashion designs for manufacturing reproduction by draping, flat pattern, marking, and sewing construction.

**TECHNICAL:** Students will demonstrate the ability to create flat sketches and technical packages used within the apparel industry. Students will create design ideas through hand drawing and computer-aided design.

**PROFESSIONAL:** Students will demonstrate essential knowledge and practical strategies necessary to market product design from the original concept through merchandising, financing, sourcing, contracting, quality control, and sale. Students will learn behaviors consistent with professional practices within the apparel industry.

## Fashion Design, BFA

### Liberal Arts-Primary | 45 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total Credits: 9

#### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- EN 1111 - Composition II Credits: 3

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
  - CCT 2100 - Interpersonal Communication Credits: 3
  - CW 2110 - Creative Writing Multi-Genre Credits: 3
- Total: 9 credits

#### Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Choose one additional Humanities course:
- HU 1120 - Introduction to Philosophy Credits: 3
  - HU 1130 - Introduction to World Religions Credits: 3
  - HU 1140 - History of American Capitalism Credits: 3
  - HU 2212 - Modern + Contemporary World History Credits: 3
  - HU 2320 - Ethics Credits: 3
  - HU 3310 - Topics in History Credits: 3
  - HU 3320 - Topics in Philosophy Credits: 3
  - HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
  - HU 3350 - Film Studies Credits: 3
- Total: 9 credits

#### Mathematics

- Choose one Mathematics course:
- MA 1220 - Financial Principles + Practices Credits: 3
  - MA 1230 - Statistics Credits: 3
  - MA 1221 - The Art of Math Credits: 3
- Total: 3 credits

#### Physical + Natural Science

- Choose one Physical + Natural Science course:
- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3

Total: 3 credits

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3020 - American Political Landscapes Credits: 3
- SBS 3310 - Topics in Anthropology Credits: 3
- SBS 3340 - Topics in Psychology Credits: 3
- SBS 3350 - Topics in Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Fashion Design

- AH 2090 - History of Fashion Design Credits: 3

## Art History - Elective - Fashion Design

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3

- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 3

## Foundations | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Fashion Design | 51 credits

- FS 1000 - Fashion Industry Survey Credits: 3
- FS 1080 - Introduction to Sustainable Fashion Design Credits: 3
- FS 1110 - Fashion Design I Credits: 3
- FS 1200 - Introduction to Textiles + Materials Credits: 3
- FS 1310 - Construction I: Industry Sewing Basics Credits: 3
- FS 1350 - Construction II: Draping + Drafting Credits: 3
- FS 2310 - Construction III: Flat Pattern Techniques Credits: 3
- FS 2410 - Design Technologies Credits: 3
- FS 2610 - Textile Design Credits: 3
- FS 3000 - Fashion Design Junior Portfolio Review Credits: 0
- FS 3110 - Fashion Design II Credits: 3
- FS 3150 - High Fashion Construction Techniques Credits: 3
- FS 3210 - Product Development + Management Credits: 3
- FS 3470 - CAD Production Patternmaking Credits: 3

- FS 3601 - Fashion Design Internship Part I  
Credits: 1.5
- FS 3602 - Fashion Design Internship Part II  
Credits: 1.5
- FS 4002 - Fashion Design III + Graduate  
Portfolio Credits: 3
- FS 4010 - Senior Capstone Collection  
Credits: 3
- FS 4210 - Fashion Professional Practices  
Credits: 3

## Studio Electives | 6 credits

Choose 2:

- FS 2130 - Apparel Credits: 3
- FS 2150 - Accessories Credits: 3
- FS 3310 - Production Construction Credits:  
3
- FS 3570 - Textiles: Knits + High Tech  
Credits: 3
- ART 1160 - Printmaking I Credits: 3
- ART 3301 - Special Topics in Fine Arts  
Credits: 3 Fiber/Textiles Topic only
- GD 2210 - Vector Illustration Credits: 3
- PH 1100 - Photography Principles Credits: 3

## Total Credits Required: 123

168 Weeks

## Fine Arts

### Fine Arts Department Mission

The Fine Arts department develops conceptual and technical abilities in students to pursue creative professional careers, individual studio practices, or advanced education in the arts.

### Fine Arts Program Description

We are a closely-knit community where students receive individual attention from faculty who are professional fine artists. We develop opportunities for students to expand their professional networks and make personal connections within the art and design community. We encourage our students to contribute to the ongoing dialogue of creative culture and to pursue life-long scholarship and creativity.

Fine Arts curriculum takes a multi-disciplinary approach to art making. Students experience a broad range of disciplines to better align with the ways contemporary artists are working today. Rather than focusing on specific discipline students explore concepts through a wide range of mediums. Students take courses in painting, sculpture, ceramics, printmaking, and photography in conjunction with Foundations and Liberal Arts courses.

Students also take critical thought and professional practice courses that expand students understanding of historical and contemporary art methodologies. We also offer a rotating selection of elective special topic courses that reflect art practices that are experimental, emerging, and are in the forefront of the contemporary art world.

## Program Outcomes

Fine Arts Program Learning Outcome Rubric

**CONCEPT:** The artwork reveals a strong sense of conceptual thinking and risk-taking (Concept development; clarity of concept; manifestation and realization of one's intent.)

**PROCESS:** The artwork demonstrates an attention to materials that is commensurate with the concept and exhibits a willingness to develop the technical skills to develop the artwork (experimentation, complexity/simplicity, perceptive use and choice of materials, relationship of detail to whole).

**THEORY:** The student can articulate, and the artwork reveals, an understanding of historical and/or contemporary issues/theories and their relation to culture/society (visual, conceptual, and technical awareness of historical and/or contemporary issues/theories).

**PRACTICE:** The artwork demonstrates the student's commitment to the profession and the community (self-motivation, respect for diversity of viewpoints, constructive peer critique, respect for all facilities/equipment, adherence to attendance, and studio policies).

## Fine Arts, BFA

### Liberal Arts-Primary | 45 credits

### Art History

- AH 1110 - Art Historical Methods + History  
Credits: 3
- AH 1120 - Global Art History I: Prehistory to  
c.1300 Credits: 3



- AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3  
Total Credits: 9

- MA 1230 - Statistics Credits: 3
- MA 1221 - The Art of Math Credits: 3  
Total: 3 credits

## Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
  - EN 1111 - Composition II Credits: 3
- Choose one additional CCT or CW course:
- CCT 2000 - Introduction to Speech Communication Credits: 3
  - CCT 2100 - Interpersonal Communication Credits: 3
  - CW 2110 - Creative Writing Multi-Genre Credits: 3
- Total: 9 credits

## Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Choose one additional Humanities course:
- HU 1120 - Introduction to Philosophy Credits: 3
  - HU 1130 - Introduction to World Religions Credits: 3
  - HU 1140 - History of American Capitalism Credits: 3
  - HU 2212 - Modern + Contemporary World History Credits: 3
  - HU 2320 - Ethics Credits: 3
  - HU 3310 - Topics in History Credits: 3
  - HU 3320 - Topics in Philosophy Credits: 3
  - HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
  - HU 3350 - Film Studies Credits: 3
- Total: 9 credits

## Mathematics

- Choose one Mathematics course:
- MA 1220 - Financial Principles + Practices Credits: 3

## Physical + Natural Science

- Choose one Physical + Natural Science course:
- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

## Social + Behavioral Science

- Choose two Social + Behavioral Science courses:
- SBS 1110 - Introduction to Anthropology Credits: 3
  - SBS 1120 - Introduction to Economics Credits: 3
  - SBS 1130 - Introduction to Political Science Credits: 3
  - SBS 1140 - Introduction to Psychology Credits: 3
  - SBS 1150 - Introduction to Sociology Credits: 3
  - SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 6 credits

## Art History - Fine Arts

- AH 2400 - Seminar in Contemporary Art Credits: 3

## Art History - Elective - Fine Arts

- Choose one of the following electives:
- AH 2020 - History of International Animation Credits: 3
  - AH 2050 - History of Graphic Design Credits: 3

- AH 2060 - History of American Illustration Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

## Foundations | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Fine Arts Core Requirements | 51 credits

- ART 1110 - Ceramics I Credits: 3
- ART 1140 - Painting I Credits: 3
- PH 2300 - Darkroom I Credits: 3
- ART 1160 - Printmaking I Credits: 3
- ART 1170 - Sculpture I Credits: 3
- ART 2210 - Ceramics II Credits: 3
- ART 2240 - Painting II Credits: 3
- PH 3300 - Darkroom II: Alternative Process Credits: 3
- ART 2260 - Printmaking II Credits: 3
- ART 2270 - Sculpture II Credits: 3
- ART 2400 - Form + Content Credits: 3
- ART 3001 - Junior Portfolio Review Credits: 0
- ART 3240 - Painting III Credits: 3

- ART 3270 - Sculpture III Credits: 3
- ART 3500 - Experimental Studies Credits: 3
- ART 4600 - Professional Practice Credits: 3
- ART 4803 - Senior Studio I Credits: 3
- ART 4804 - Senior Studio II Credits: 3

## Studio Electives | 6 credits

Students select 6 elective credits from the below offerings

- ART 3301 - Special Topics in Fine Arts Credits: 3
- ART 3601 - Fine Arts Internship Part I Credits: 1.5
- ART 3602 - Fine Arts Internship Part 2 Credits: 1.5
- ART 4710 - Ceramics Advanced Studio Credits: 3
- ART 4740 - Painting Advanced Studio Credits: 3
- ART 4770 - Sculpture Advanced Studio Credits: 3

## Total Credits Required: 123

168 Weeks

## Foundations

### Foundations Department Mission

Foundation Studies educates students in the development of creative studio practice by fostering individualized and collaborative learning that emphasizes cultural engagement, process, critical thinking, and visual literacy.

### Foundations Program Description

Each RMCAD student, regardless of major, is required to take foundation coursework. The Foundations Department includes courses for all RMCAD students and is based on the simple philosophy that any student who is willing can learn the skills and principles necessary to be successful in the visual arts. The Foundations faculty strive to develop artists and designers as individuals with an awareness of their impact on community and environment. The departmental curriculum is designed to be progressive in nature, with ideas developed, integrated, and incorporated by students from one class to the next. Courses in

Foundations are designed to provide a thorough understanding of the fundamentals of art and design through background, theory, and practice.

Foundation Studies seeks to instill in students the development of technical, conceptual, problem solving, verbal, and intuitive skills necessary for future success in the visual arts. During their first year, students develop the vocabulary to critique their own work and that of others in a professional manner. Later, principles of visual composition, observation, history, theory, practice, and critical thinking are integrated within students' understanding of their role as professional artists and designers.

## Program Outcomes

Foundations Program Learning Outcomes Rubric

**COMMUNICATION:** Communicate clearly regarding art and design through the use of relevant vocabulary, context, and cultural connections when writing, speaking, or project creation.

**TECHNICAL SKILLS:** Apply tools, materials, techniques, and proper use and care for equipment through appropriate craftpersonship.

**VISUAL STRATEGIES:** Apply strategies of visual organization within two, three, and four-dimensional works.

**PROBLEM SOLVING:** Develop creative problem-solving strategies in the design process.

**CRITICAL THINKING:** Apply critical thinking skills in the development of art and design through research supported by the development of visual literacy and awareness of culture and historic references.

## Game Art

### Game Art Department Mission

Video games are one of the fastest growing industries in this age of immersive entertainment and media. From Serious Games that can be utilized for training and education to Generation 4 entertainment, the Game Art program at RMCAD seeks to prepare students for entry into this diverse industry as creators with the vision and adaptability to temper the technical with artistic innovation.

### Game Art Program Description

Game Art coursework focuses on utilizing the student's vision to create something new, different, and unique—without catering

to the limitations of programming. At RMCAD, art drives technology. Students are introduced to the industry at each level of production; from storyboarding and concept art to modeling, digital sculpting, and animation/motion capture.

The BFA in Game Art builds upon the foundational disciplines of 3D Animation and allows students to take their ideas from the conceptual to the tangible in a mainstream game engine. With a focus on cooperation and collaboration, students are encouraged to work with peers from a variety of other degree programs to create works that are comprehensive, complete, and professional.

With budgets for triple-A games often surpassing those of feature films, it is not enough to have a game that simply works—it must be rich in story and able to engage the audience for hours at a time. It is with this in mind that the curriculum is built on a foundation of effective and engaging narrative.

While many students look to join a studio with an emphasis on entertainment production, others find fulfillment in founding independent studios or utilizing game-engines for cutting-edge development in training, education, product fabrication, and scientific discovery. With such evolutionary tools, every idea is an opportunity.

## Program Outcomes

**TECHNICAL:** Demonstrate understanding of software, hardware, and use of materials, sound studio, editing systems, and other peripheral devices and tools used in animation production.

**FOUNDATIONAL:** Demonstrate strong drawing, composition, anatomy, color, and perspective skills.

**CREATIVE:** Demonstrate artistry, unique voice, conceptualization, and process including thumbnails, comps, and character designs.

**PROFESSIONAL:** Demonstrate strong work ethic, punctuality, cooperative attitude, communication skills, time management, organizational skills, and personal initiative.

**GROWTH:** Demonstrate ability to assess and critique own work, acquire increasingly advanced concepts and production skills with a strong focus on goals, and learn independently.

**CRITICAL:** Demonstrate critical + analytical thinking and problem-solving abilities related to technical prowess, fundamental animation principles, and storytelling skills. Demonstrate effective application of critique.

**COLLABORATION:** Demonstrate cooperative attitude in class discussions, collective projects, and communications with other students and instructors.

**STORY:** Demonstrate understanding of narrative + visual storytelling fundamentals, cinematic form, and coherent delivery.

**ANIMATION:** Demonstrate a thorough knowledge of animation fundamentals and believability in motion, timing, and structure.

## Game Art, BFA

### Liberal Arts-Primary | 45 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total Credits: 9

#### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
  - EN 1111 - Composition II Credits: 3
- Choose one additional CCT or CW course:
- CCT 2000 - Introduction to Speech Communication Credits: 3
  - CCT 2100 - Interpersonal Communication Credits: 3
  - CW 2110 - Creative Writing Multi-Genre Credits: 3
- Total: 9 credits

#### Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Choose one additional Humanities course:

- HU 1120 - Introduction to Philosophy Credits: 3
  - HU 1130 - Introduction to World Religions Credits: 3
  - HU 1140 - History of American Capitalism Credits: 3
  - HU 2212 - Modern + Contemporary World History Credits: 3
  - HU 2320 - Ethics Credits: 3
  - HU 3310 - Topics in History Credits: 3
  - HU 3320 - Topics in Philosophy Credits: 3
  - HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
  - HU 3350 - Film Studies Credits: 3
- Total: 9 credits

#### Mathematics

- Choose one Mathematics course:
- MA 1220 - Financial Principles + Practices Credits: 3
  - MA 1230 - Statistics Credits: 3
  - MA 1221 - The Art of Math Credits: 3
- Total: 3 credits

#### Physical + Natural Science

- Choose one Physical + Natural Science course:
- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

#### Social + Behavioral Science

- Choose two Social + Behavioral Science courses:
- SBS 1110 - Introduction to Anthropology Credits: 3
  - SBS 1120 - Introduction to Economics Credits: 3
  - SBS 1130 - Introduction to Political Science Credits: 3
  - SBS 1140 - Introduction to Psychology Credits: 3
  - SBS 1150 - Introduction to Sociology Credits: 3

- SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 6 credits

## Art History - Animation

- AH 2020 - History of International Animation Credits: 3

## Art History - Elective - Animation-Game Art

Choose one of the following electives:

- AH 2050 - History of Graphic Design Credits: 3
  - AH 2060 - History of American Illustration Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 2400 - Seminar in Contemporary Art Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

## Foundations | 24 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3

- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Game Art | 48 credits

- AN 1110 - Introduction to Animated Storytelling Credits: 3
- AN 2270 - Digital Painting for Film + Games Credits: 3
- AG 3131 - Business Ethics + Copyright Credits: 3
- AN3D 1210 - 3D Computer Fundamentals Credits: 3
- AN3D 2320 - 3D Computer Lighting + Materials Credits: 3
- AN3D 3230 - 3D Computer Animation Motion Studies Credits: 3
- GA 2220 - Game Creation Fundamentals Credits: 3
- GA 2710 - Strategy + Psychology in Games Credits: 3
- GA 3000 - Game Art Junior Portfolio Review Credits: 0
- GA 3120 - 3D Modeling Credits: 3
- GA 3220 - Game Shader Development Credits: 3
- GA 3330 - Character + Level Design Credits: 3
- GA 3860 - Digital Sculpting Credits: 3
- GA 4110 - Game Animation + Motion Capture Credits: 3
- GA 4350 - Character Rigging Credits: 3
- AG 4990 - Senior Project I: Portfolio Preparation Credits: 3
- AG 4991 - Senior Project II: Portfolio Delivery + Review Credits: 3

## Studio Electives | 6 credits

Choose 2 from the following:

- AG 3840 - Experimental Animation Credits: 3
- AN 2320 - The Art of Villainy Credits: 3

- AN 2335 - Worldbuilding Credits: 3
- AN 2350 - Scriptwriting for Animation Credits: 3
- AN2D 1390 - Drawing + Acting for Animation Credits: 3
- AN2D 3230 - Character Animation + Motion Studies Credits: 3
- AN2D 4240 - Advanced Character Animation + Motion Studies Credits: 3
- AN3D 4250 - Advanced 3D Computer Animation Motion Studies Credits: 3
- ART 1110 - Ceramics I Credits: 3 (*Ground only*)
- ART 1140 - Painting I Credits: 3 (*Ground only*)
- ART 1170 - Sculpture I Credits: 3 (*Ground only*)
- GA 3601 - Game Art Internship Part I Credits: 1.5
- GA 3602 - Game Art Internship Part II Credits: 1.5
- GD 2100 - Layout Design Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- IL 2850 - Figurative Sculpture Credits: 3 (*Ground only*)
- PH 1000 - Survey of Photography Credits: 3 (*Online only*)
- PH 1100 - Photography Principles Credits: 3
- PH 2100 - Digital Post Production Credits: 3
- PH 2300 - Darkroom I Credits: 3 (*Ground only*)

**Total Credits Required: 123**

168 Weeks

## Graphic Design

### Graphic Design Department Mission

The Graphic Design program focuses on human-centered design and aims to increase and combine design thinking, planning, and practice to best prepare students for dynamic business environments.

## Graphic Design Program Description

Discovery, inspiration, creativity, ideas...used separately these are powerful words, but integrated into a process of critical thinking, research, observation, and innovation, they create new opportunities for design students at Rocky Mountain College of Art + Design. The Graphic Design program combines theory and practice, challenging students to discover their own individual design expression, and at the same time preparing them for today's new business environment. With the development of new technologies and interactive media, the global marketplace is changing the role of the contemporary designer. RMCAD recognizes and embraces this enormous potential by combining these technologies with a classical art education founded in drawing, sociology, photography, theory, and form.

Graphic Design students learn to evaluate research and understand design problems by creating processes for design solutions that can be used throughout their careers. They will enter a profession that plans and executes the design of visual communication according to the needs of audiences by learning from the experiences that people have. Students use research methods drawn from sociology and anthropology, resulting in rich descriptions of people's behavior, interactions, and environmental conditions. By integrating this research into the process of design and user needs, students create new insights, identify opportunities and design meaningful solutions to business problems. The goal is to educate future design professionals who leave the program with an in-depth understanding of visual Graphic theory and real-life practice through observing, questioning, synthesizing, and developing innovative but effective ideas.

Outside design professionals are brought in for workshops, presentations, and advanced teaching engagements throughout the program and deliver hands-on experiences with real projects. Presentation of concepts and ideas allows students to learn the importance of talking about the value of design and how it can be used in real business scenarios. Real deadlines and budgets are developed in order for students to learn how projects are managed from beginning to end. By partnering with nonprofit and business communities, students have the opportunity to interact with professionals and design final solutions that are targeted to meet the project needs. Annual award shows are used as class assignments and many graduates have been recognized with design excellence awards worldwide. International instructors and visiting faculty bring a broader exposure to students throughout their time at RMCAD.

Putting people at the center of everything we teach and practice is the mission of the Graphic Design Department at RMCAD. Through our rigorous curriculum, we instill an in-depth understanding of research, design methodologies, technologies,

and visual Graphic theory. Using design strategy and intuition, our graduates discover their personal voice by developing solutions to human-centered problems in the global environment and enter the field with an intense commitment to creating success for human beings.

## Program Outcomes

### Graphic Design Program Learning Outcome Rubric

- Students demonstrate the ability to solve communication problems by refining effective concepts and developing effective visual form.
- Students demonstrate proficiency in research, analysis, and generation of alternative solutions.
- Students demonstrate the ability to prototype, test, and evaluate outcomes.
- Students demonstrate the ability to determine, react, and respond to market expectations that drive communication solutions recognizing physical, cognitive, emotional, cultural, and social human factors.
- Students demonstrate the ability to understand the principles of visual organization/composition, hierarchy and symbolic representation.
- Students demonstrate an understanding of the proper use of typography and its various applications.
- Students demonstrate an understanding of tools and technology used in the creation and distribution of visual messages.
- Students demonstrate an understanding of design history, theory, and criticism.
- Students demonstrate an understanding of basic business practices emphasizing organization and project collaboration.

## Graphic Design, BFA

### Liberal Arts-Primary | 45 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total Credits: 9

## Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- EN 1111 - Composition II Credits: 3

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

## Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3

Choose one additional Humanities course:

- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1130 - Introduction to World Religions Credits: 3
- HU 1140 - History of American Capitalism Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 2320 - Ethics Credits: 3
- HU 3310 - Topics in History Credits: 3
- HU 3320 - Topics in Philosophy Credits: 3
- HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
- HU 3350 - Film Studies Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1230 - Statistics Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3 credits

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3020 - American Political Landscapes Credits: 3
- SBS 3310 - Topics in Anthropology Credits: 3
- SBS 3340 - Topics in Psychology Credits: 3
- SBS 3350 - Topics in Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Graphic Design

- AH 2050 - History of Graphic Design Credits: 3

## Art History - Elective - Graphic Design

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3

- AH 2400 - Seminar in Contemporary Art Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

## Foundations | 18 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Graphic Design | 48 credits

- GD 1000 - Typography Credits: 3
- GD 2100 - Layout Design Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- GD 2410 - Information Visualization Credits: 3
- GD 2510 - Sign + Symbol Credits: 3
- GD 3000 - Graphic Design Junior Portfolio Review Credits: 0
- GD 3010 - Photography for Graphic Designers Credits: 3
- GD 3040 - Design Systems Credits: 3
- GD 3105 - User Prototyping Credits: 3
- GD 3115 - Web Design I Credits: 3
- GD 3120 - Visual Sequencing Credits: 3
- GD 3240 - Motion Design Credits: 3
- GD 3470 - 3D Packaging Credits: 3
- GD 4020 - Experience Design Credits: 3



- GD 4900 - Graphic Design BFA Capstone I Credits: 3
- GD 4950 - Graphic Design BFA Capstone II Credits: 3

## Studio Electives | 12 credits

The following are recommended:

- GD 3230 - Storytelling + Video I Credits: 3
- GD 3440 - Experimental Typography Credits: 3
- GD 3601 - Graphic Design Internship Part I Credits: 1.5
- GD 3602 - Graphic Design Internship Part II Credits: 1.5
- GD 3900 - Special Topics in Graphic Design Credits: 3 (*Ground only*)
- GD 3985 - Professional Practices in Graphic Design Credits: 3
- GD 4210 - Web Design II Credits: 3
- GD 4220 - Storytelling + Video II Credits: 3
- GD 4410 - Environmental Graphic Design Credits: 3 (*Ground only*)
- GD 4520 - Interaction Design Credits: 3

## Total Credits Required: 123

168 Weeks

## Illustration

### Illustration Mission

The mission of the Illustration Department is to prepare students who are passionate about drawing, painting, and storytelling for successful careers in Illustration.

### Illustration Program Description

Our graduates make images for a wide range of commercial and social purposes, including entertainment arts, publishing, fine art, and surface design. Under the guidance of our professional artist faculty, each student develops a strong understanding of composition, gains excellent technical ability in both traditional and emerging media, and learns to tell compelling stories in creative ways.

The Illustration Curriculum and Faculty emphasize the following:

- Fundamental drawing mastery that combines observation and imagination to construct expressive images.
- High-level technical mastery of a range of media through experimentation & practice.
- Exceptional understanding and usage of visual language and compositional theory to compose dynamic illustrations.
- Highly effective communication and innovative storytelling.
- Development of unique visual style and a high standard of professionalism.

The Illustration Department offers a general degree in Illustration, two concentration degrees, and one emphasis degree. Each concentration gives students an opportunity to focus their elective choices and portfolio by taking two courses in Sequential Art (i.e. Comic Books & Graphic Novels) or Children's Book Illustration. The emphasis degree in Concept Art prepares students to work as concept artists who design characters and environments for video games, animation studios, and the film industry.

Our degrees prepare students to produce work for a host of businesses whose needs depend on imaginative visual thinkers. These include advertising & design agencies, magazine and book publishers, comic book studios, animation & game studios, greeting card companies, medical illustration firms, and toy manufacturers. With a well-prepared portfolio and commitment to the profession, RMCAD graduates are well qualified for a variety of career opportunities.

## Program Outcomes

### Illustration Program Learning Outcome Rubric

Students demonstrate an understanding of and proficiency in professional practice.

Students demonstrate a strong use and proficiency in media skills and digital skills.

Students demonstrate a strong use and proficiency in drawing skills as well as the use of value and color.

Students demonstrate a strong use and proficiency in composition theory.

Students demonstrate a strong use and proficiency in critical thinking.

Students demonstrate a strong use and proficiency in storytelling + communication.

Students demonstrate a strong sense of personal style.

## Illustration Online

The online BFA degrees in Illustration are designed for students needing remote access to the educational requirements for careers in Illustration and related industries. The degree requirements, total credit hours, and 8-week format match the Illustration degree offered on campus.

The degrees consist of 123 credit hours with courses delivered in 8-week sessions in regulated sequence to allow for the acquisition of necessary skills; the retention and transfer of knowledge; and the professional discipline necessary for entry-level practice.

Students must officially declare concentrations or emphases in order for them to be indicated on the permanent student record.

## Illustration, BFA

### Liberal Arts-Primary | 45 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total Credits: 9

#### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
  - EN 1111 - Composition II Credits: 3
- Choose one additional CCT or CW course:
- CCT 2000 - Introduction to Speech Communication Credits: 3
  - CCT 2100 - Interpersonal Communication Credits: 3
  - CW 2110 - Creative Writing Multi-Genre Credits: 3
- Total: 9 credits

## Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Choose one additional Humanities course:
- HU 1120 - Introduction to Philosophy Credits: 3
  - HU 1130 - Introduction to World Religions Credits: 3
  - HU 1140 - History of American Capitalism Credits: 3
  - HU 2212 - Modern + Contemporary World History Credits: 3
  - HU 2320 - Ethics Credits: 3
  - HU 3310 - Topics in History Credits: 3
  - HU 3320 - Topics in Philosophy Credits: 3
  - HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
  - HU 3350 - Film Studies Credits: 3
- Total: 9 credits

## Mathematics

- Choose one Mathematics course:
- MA 1220 - Financial Principles + Practices Credits: 3
  - MA 1230 - Statistics Credits: 3
  - MA 1221 - The Art of Math Credits: 3
- Total: 3 credits

## Physical + Natural Science

- Choose one Physical + Natural Science course:
- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

## Social + Behavioral Science

- Choose two Social + Behavioral Science courses:
- SBS 1110 - Introduction to Anthropology Credits: 3

- SBS 1120 - Introduction to Economics  
Credits: 3
  - SBS 1130 - Introduction to Political Science  
Credits: 3
  - SBS 1140 - Introduction to Psychology  
Credits: 3
  - SBS 1150 - Introduction to Sociology  
Credits: 3
  - SBS 3020 - American Political Landscapes  
Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 6 credits

## Art History - Illustration

- AH 2060 - History of American Illustration  
Credits: 3

## Art History - Elective - Illustration

Choose one of the following electives:

- AH 2020 - History of International Animation  
Credits: 3
  - AH 2050 - History of Graphic Design  
Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design  
Credits: 3
  - AH 2400 - Seminar in Contemporary Art  
Credits: 3
  - AH 3000 - Topics in the History of Art  
Credits: 3
  - AH 3070 - History of Architecture, Interiors,  
+ Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors,  
+ Furnishings II Credits: 3
- Total Credits: 3

## Foundations-Illustration | 21 credits

- FD 1020 - 2D Design: Elements + Principles  
Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of  
Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality  
Credits: 3
- FD 2300 - Foundations Sophomore Portfolio  
Review Credits: 0

## Illustration | 51 credits

- IL 1000 - Freshman Drawing Portfolio for  
Illustrators Credits: 0
- IL 1225 - Fundamentals of Illustration  
Credits: 3
- IL 1510 - Perspective Credits: 3
- IL 2520 - Illustration Media Credits: 3
- IL 2550 - Life Drawing III: Human Anatomy  
Credits: 3
- IL 2560 - Still Life Painting Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 3000 - Illustration Junior Portfolio Review  
Credits: 0
- IL 3100 - Life Painting I Credits: 3
- IL 3580 - Landscape Painting Credits: 3
- IL 3595 - Illustration II Credits: 3
- IL 3850 - Digital Illustration I Credits: 3
- IL 3895 - Illustration III Credits: 3
- IL 4450 - Illustration Marketing Credits: 3
- IL 4551 - Digital Illustration II Credits: 3
- IL 4640 - Typography for Illustration Credits:  
3
- IL 4900 - Illustration Graduation Portfolio I  
Credits: 3
- IL 4995 - Illustration Graduation Portfolio II  
Credits: 3

## Studio Electives | 6 credits

The following are recommended:

- IL 2710 - Sequential Art I Credits: 3
- IL 2840 - Animal Anatomy + Drawing Credits: 3
- IL 2850 - Figurative Sculpture Credits: 3  
(*Ground only*)
- IL 3250 - Life Painting II Credits: 3
- IL 3601 - Illustration Internship Part I Credits: 1.5
- IL 3602 - Illustration Internship Part II Credits: 1.5
- IL 3650 - Children's Book Illustration I Credits: 3
- IL 3655 - Character Design Credits: 3
- IL 3700 - Topics in Illustration Credits: 3  
(*Ground only*)

**Total Credits Required: 123**

168 Weeks

## Illustration, Children's Book Area of Concentration, BFA

### Liberal Arts-Primary | 45 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total Credits: 9

#### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- EN 1111 - Composition II Credits: 3

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
  - CCT 2100 - Interpersonal Communication Credits: 3
  - CW 2110 - Creative Writing Multi-Genre Credits: 3
- Total: 9 credits

#### Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3

Choose one additional Humanities course:

- HU 1120 - Introduction to Philosophy Credits: 3
  - HU 1130 - Introduction to World Religions Credits: 3
  - HU 1140 - History of American Capitalism Credits: 3
  - HU 2212 - Modern + Contemporary World History Credits: 3
  - HU 2320 - Ethics Credits: 3
  - HU 3310 - Topics in History Credits: 3
  - HU 3320 - Topics in Philosophy Credits: 3
  - HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
  - HU 3350 - Film Studies Credits: 3
- Total: 9 credits

#### Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
  - MA 1230 - Statistics Credits: 3
  - MA 1221 - The Art of Math Credits: 3
- Total: 3 credits

#### Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3 credits

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3020 - American Political Landscapes Credits: 3
- SBS 3310 - Topics in Anthropology Credits: 3
- SBS 3340 - Topics in Psychology Credits: 3
- SBS 3350 - Topics in Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Illustration

- AH 2060 - History of American Illustration Credits: 3

## Art History - Elective - Illustration

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 3

## Foundations-Illustration | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Illustration | 51 credits

- IL 1000 - Freshman Drawing Portfolio for Illustrators Credits: 0
- IL 1225 - Fundamentals of Illustration Credits: 3
- IL 1510 - Perspective Credits: 3
- IL 2520 - Illustration Media Credits: 3
- IL 2550 - Life Drawing III: Human Anatomy Credits: 3
- IL 2560 - Still Life Painting Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 3000 - Illustration Junior Portfolio Review Credits: 0
- IL 3100 - Life Painting I Credits: 3
- IL 3580 - Landscape Painting Credits: 3
- IL 3595 - Illustration II Credits: 3
- IL 3850 - Digital Illustration I Credits: 3
- IL 3895 - Illustration III Credits: 3
- IL 4450 - Illustration Marketing Credits: 3
- IL 4551 - Digital Illustration II Credits: 3
- IL 4640 - Typography for Illustration Credits: 3
- IL 4900 - Illustration Graduation Portfolio I Credits: 3
- IL 4995 - Illustration Graduation Portfolio II Credits: 3

## Children's Book Concentration | 6 credits

- IL 3650 - Children's Book Illustration I Credits: 3
- IL 4650 - Children's Book Illustration II Credits: 3

Total Credits Required: 123

168 Weeks

## Illustration, Concept Art Emphasis, BFA

### Liberal Arts-Primary | 45 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total Credits: 9

#### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- EN 1111 - Composition II Credits: 3

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
  - CCT 2100 - Interpersonal Communication Credits: 3
  - CW 2110 - Creative Writing Multi-Genre Credits: 3
- Total: 9 credits

## Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3

Choose one additional Humanities course:

- HU 1120 - Introduction to Philosophy Credits: 3
  - HU 1130 - Introduction to World Religions Credits: 3
  - HU 1140 - History of American Capitalism Credits: 3
  - HU 2212 - Modern + Contemporary World History Credits: 3
  - HU 2320 - Ethics Credits: 3
  - HU 3310 - Topics in History Credits: 3
  - HU 3320 - Topics in Philosophy Credits: 3
  - HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
  - HU 3350 - Film Studies Credits: 3
- Total: 9 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
  - MA 1230 - Statistics Credits: 3
  - MA 1221 - The Art of Math Credits: 3
- Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3020 - American Political Landscapes Credits: 3
- SBS 3310 - Topics in Anthropology Credits: 3
- SBS 3340 - Topics in Psychology Credits: 3
- SBS 3350 - Topics in Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Illustration

- AH 2060 - History of American Illustration Credits: 3

## Art History - Elective - Illustration

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 3

## Foundations-Illustration | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Illustration | 39 credits

- IL 1000 - Freshman Drawing Portfolio for Illustrators Credits: 0
- IL 1225 - Fundamentals of Illustration Credits: 3
- IL 1510 - Perspective Credits: 3
- IL 2550 - Life Drawing III: Human Anatomy Credits: 3
- IL 2560 - Still Life Painting Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 3000 - Illustration Junior Portfolio Review Credits: 0
- IL 3100 - Life Painting I Credits: 3
- IL 3580 - Landscape Painting Credits: 3
- IL 3850 - Digital Illustration I Credits: 3
- IL 4450 - Illustration Marketing Credits: 3
- IL 4551 - Digital Illustration II Credits: 3
- IL 4900 - Illustration Graduation Portfolio I Credits: 3
- IL 4995 - Illustration Graduation Portfolio II Credits: 3

## Concept Art Emphasis | 15 credits

- IL 4600 - People, Places + Things: Elements of Concept Art I Credits: 3
- IL 4620 - People, Places + Things: Elements of Concept Art II Credits: 3

- AN 1110 - Introduction to Animated Storytelling Credits: 3
- AN 2310 - Creative Visualization Credits: 3
- IL 3655 - Character Design Credits: 3

- CCT 2100 - Interpersonal Communication Credits: 3
  - CW 2110 - Creative Writing Multi-Genre Credits: 3
- Total: 9 credits

## Studio Electives | 3 credits

The following are recommended:

- IL 2840 - Animal Anatomy + Drawing Credits: 3
- IL 2710 - Sequential Art I Credits: 3
- IL 2850 - Figurative Sculpture Credits: 3  
(*Ground only*)
- GA 3330 - Character + Level Design Credits: 3
- AN3D 1210 - 3D Computer Fundamentals Credits: 3

Total Credits Required: 123

168 Weeks

## Illustration, Sequential Art Area of Concentration, BFA

### Liberal Arts-Primary | 45 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total Credits: 9

#### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
  - EN 1111 - Composition II Credits: 3
- Choose one additional CCT or CW course:
- CCT 2000 - Introduction to Speech Communication Credits: 3

#### Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Choose one additional Humanities course:
- HU 1120 - Introduction to Philosophy Credits: 3
  - HU 1130 - Introduction to World Religions Credits: 3
  - HU 1140 - History of American Capitalism Credits: 3
  - HU 2212 - Modern + Contemporary World History Credits: 3
  - HU 2320 - Ethics Credits: 3
  - HU 3310 - Topics in History Credits: 3
  - HU 3320 - Topics in Philosophy Credits: 3
  - HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
  - HU 3350 - Film Studies Credits: 3
- Total: 9 credits

#### Mathematics

- Choose one Mathematics course:
- MA 1220 - Financial Principles + Practices Credits: 3
  - MA 1230 - Statistics Credits: 3
  - MA 1221 - The Art of Math Credits: 3
- Total: 3 credits

#### Physical + Natural Science

- Choose one Physical + Natural Science course:
- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits



## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3020 - American Political Landscapes Credits: 3
- SBS 3310 - Topics in Anthropology Credits: 3
- SBS 3340 - Topics in Psychology Credits: 3
- SBS 3350 - Topics in Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Illustration

- AH 2060 - History of American Illustration Credits: 3

## Art History - Elective - Illustration

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 3

## Foundations-Illustration | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Illustration | 51 credits

- IL 1000 - Freshman Drawing Portfolio for Illustrators Credits: 0
- IL 1225 - Fundamentals of Illustration Credits: 3
- IL 1510 - Perspective Credits: 3
- IL 2520 - Illustration Media Credits: 3
- IL 2550 - Life Drawing III: Human Anatomy Credits: 3
- IL 2560 - Still Life Painting Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 3000 - Illustration Junior Portfolio Review Credits: 0
- IL 3100 - Life Painting I Credits: 3
- IL 3580 - Landscape Painting Credits: 3
- IL 3595 - Illustration II Credits: 3
- IL 3850 - Digital Illustration I Credits: 3
- IL 3895 - Illustration III Credits: 3
- IL 4450 - Illustration Marketing Credits: 3
- IL 4551 - Digital Illustration II Credits: 3
- IL 4640 - Typography for Illustration Credits: 3
- IL 4900 - Illustration Graduation Portfolio I Credits: 3
- IL 4995 - Illustration Graduation Portfolio II Credits: 3

## Sequential Art Concentration | 6 credits

- IL 2710 - Sequential Art I Credits: 3
- IL 2715 - Sequential Art II Credits: 3

Total Credits Required: 123

168 Weeks

## Illustrative Design

### Illustrative Design Department Mission

The BFA in Illustrative Design program aims to increase and combine intellectual, artistic and design thinking, planning, and practice to best prepare students for dynamic business environments.

### Program Description

The Bachelor of Fine Arts in Illustrative Design provides students with a hybrid degree combining curriculum from both Graphic Design and Illustration. This program provides students with a solid foundation in technical, aesthetic, critical and practical skills necessary for career success. Students are challenged to develop their technical and design skills in two major areas, Graphic Design and Illustration.

The program philosophy incorporates a focus on the development of cultural, communication and design competencies, professional practice, and critical thinking skills necessary to succeed in the profession.

### Illustrative Design Program Outcomes

Illustrative Design Program Learning Outcome Rubric

#### Cultural Competence

- Students demonstrate cultural competencies in the ability to describe and respond to audiences and contexts that communication and design solutions must address.
- Students demonstrate cultural competencies in recognizing the physical, cognitive, cultural, and social human factors that shape design decisions.

#### Communication Competence

- Students demonstrate communication competency in the ability to solve communication + design problems.
- Students demonstrate communication competency in their understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.
- Students demonstrate communication competency in a strong use and proficiency in storytelling & communication.

#### Design Competence

- Students demonstrate design competencies in understanding: symbolic representation, principles of visual organization/compositional theory and information hierarchy, and the proper use of typography and its various applications.
- Students demonstrate design competencies in understanding art and design history, theory and criticism.
- Students demonstrate design competencies in a strong use and proficiency in media and digital skills, and mechanical skills such as drawing and the use of value and color.
- Students demonstrate design competencies in the ability to create and develop visual form in response to communication problems.
- Students demonstrate design competencies in a strong sense of personal style.

#### Critical Thinking

- Students demonstrate critical thinking skills in research and information gathering, analysis, generation of alternative solutions.

## Illustrative Design, BFA

### Liberal Arts-Illustrative Design | 45 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
- AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3

- AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
  - AH 2050 - History of Graphic Design Credits: 3
  - AH 2060 - History of American Illustration Credits: 3
- Total Credits: 15

## Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
  - EN 1111 - Composition II Credits: 3
- Choose one additional CCT or CW course:
- CCT 2000 - Introduction to Speech Communication Credits: 3
  - CCT 2100 - Interpersonal Communication Credits: 3
  - CW 2110 - Creative Writing Multi-Genre Credits: 3
- Total: 9 credits

## Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Choose 1 additional Humanities or Social + Behavioral Science Course
- HU 1120 - Introduction to Philosophy Credits: 3
  - HU 1130 - Introduction to World Religions Credits: 3
  - HU 1140 - History of American Capitalism Credits: 3
  - HU 2212 - Modern + Contemporary World History Credits: 3
  - HU 2320 - Ethics Credits: 3
  - HU 3310 - Topics in History Credits: 3
  - HU 3320 - Topics in Philosophy Credits: 3
  - HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
  - HU 3350 - Film Studies Credits: 3
  - SBS 1110 - Introduction to Anthropology Credits: 3

- SBS 1120 - Introduction to Economics Credits: 3
  - SBS 1130 - Introduction to Political Science Credits: 3
  - SBS 1140 - Introduction to Psychology Credits: 3
  - SBS 1150 - Introduction to Sociology Credits: 3
  - SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 9 credits

## Mathematics

- Choose one Mathematics course
- MA 1220 - Financial Principles + Practices Credits: 3
  - MA 1230 - Statistics Credits: 3
  - MA 1221 - The Art of Math Credits: 3
- Total: 3 credits

## Physical + Natural Science

- Choose one Physical + Natural Science course:
- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

## Social + Behavioral Science

- Choose one Social + Behavioral Science course:
- SBS 1110 - Introduction to Anthropology Credits: 3
  - SBS 1120 - Introduction to Economics Credits: 3
  - SBS 1130 - Introduction to Political Science Credits: 3
  - SBS 1140 - Introduction to Psychology Credits: 3
  - SBS 1150 - Introduction to Sociology Credits: 3

- SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 3 credits

## Art History - Elective - Illustrative Design

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 2400 - Seminar in Contemporary Art Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

## Foundations-Illustration | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Illustrative Design | 57 credits

- GD 1000 - Typography Credits: 3
- GD 2100 - Layout Design Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- GD 2410 - Information Visualization Credits: 3
- GD 2510 - Sign + Symbol Credits: 3
- GD 3040 - Design Systems Credits: 3
- GD 3120 - Visual Sequencing Credits: 3
- GD 3240 - Motion Design Credits: 3
- ILD 3000 - Illustrative Design Junior Portfolio Review Credits: 0
- IL 1225 - Fundamentals of Illustration Credits: 3
- IL 1510 - Perspective Credits: 3
- IL 2550 - Life Drawing III: Human Anatomy Credits: 3
- IL 2560 - Still Life Painting Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 3595 - Illustration II Credits: 3
- IL 3895 - Illustration III Credits: 3
- ILD 4980 - Senior Illustrative Design Seminar Credits: 3
- ILD 4990 - Illustrative Design Graduation Portfolio Credits: 3

Choose one additional Illustration elective course:

- IL 2520 - Illustration Media Credits: 3
- IL 2710 - Sequential Art I Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 2840 - Animal Anatomy + Drawing Credits: 3
- ILD 3601 - Illustrative Design Internship Part I Credits: 1.5
- ILD 3602 - Illustrative Design Internship Part II Credits: 1.5
- IL 3650 - Children's Book Illustration I Credits: 3
- IL 3655 - Character Design Credits: 3
- IL 3700 - Topics in Illustration Credits: 3
- IL 3850 - Digital Illustration I Credits: 3
- IL 4600 - People, Places + Things: Elements of Concept Art I Credits: 3

## Total Credits Required: 123

168 weeks

## Interior Design

### Interior Design Department Mission

Interior design shapes human experience and enhances quality of life through the creation of environments that are sustainable, meaningful, innovative, and functional. RMCAD's Interior Design graduates create spaces that are as aesthetically pleasing as they are healthy and resource-efficient while promoting the health, safety, and welfare of the public as well as all of the earth.

### Interior Design Program Description

The mission of the Interior Design program is to provide a comprehensive educational experience that prepares students to be creative, responsible, ethical interior designers who are qualified to successfully enter the design profession, gain the necessary experience to successfully complete the NCIDQ examination, and contribute to the health, safety, and welfare of society and the planet. The program prepares students to draw upon critical and analytical thought processes in order to meet the current demands of professional practice and provides the means and lifelong learning skills to positively impact the future of interior design. The mission of the Interior Design program is to provide a comprehensive educational experience that prepares students to be creative, responsible, ethical interior designers who are qualified to successfully enter the design profession, gain the necessary experience to successfully complete the NCIDQ examination, and contribute to the health, safety, and welfare of society and the planet. The program prepares students to draw upon critical and analytical thought processes in order to meet the current demands of professional practice and provides the means and lifelong learning skills to positively impact the future of interior design.

The Interior Design program prepares students to contribute to society as skilled, ethical, and environmentally responsible designers committed to improving the health, safety, and welfare of the public. This philosophy holds that the built environment is central to many qualities of life issues including physical and emotional health and well-being; productivity; resource efficiency; environmental conservation; and aesthetic experiences. As the world's cultures become increasingly complex and interdependent and natural resources become increasingly diminished and degraded, the demands upon the built environment to meet a wide range of physical and

psychological needs also increase. In order to create interiors that support the growing and diverse needs that human beings require of their environments, it is essential that interior design students acquire and develop an understanding of the dynamic reciprocity between people and environments. The program addresses this dynamic relationship through an interdisciplinary orientation, drawing upon research and practice from related disciplines of art, architecture, environmental design, landscape design, sustainable design, industrial design, and graphic design.

Additionally, the program includes relevant information from the social and natural sciences of psychology, sociology, anthropology, ecology, and biology as part of the interior design profession's expanding knowledge base. This philosophical foundation is synthesized with the technical, practical, ethical, and professional knowledge and skills necessary to fully prepare students, as part of an integrated design team; to think critically and holistically about design problems; and to develop effective, creative, and socially and environmentally responsible design solutions.

The Sustainable Design Specialization option allows students to investigate and apply advanced studies in green/sustainable design using methods, products, and processes that minimize the ecological impact of design and construction upon the earth and its species. RMCAD's on-campus and online Interior Design program is accredited by CIDA (Council for Interior Design Accreditation). Both the on-campus and online programs follow a strict and logical sequence of studio courses, which increase in difficulty. Each course in this sequence builds upon the knowledge and skills acquired from previous courses.

### Program Outcomes

Interior Design Program Learning Outcome Rubric

The Interior Design Department uses the Professional Standards set forth by the Council for Interior Design Accreditation found at <http://accredit-id.org/professional-standards>.

### Interior Design Online

The online BFA degrees in Interior Design and the Sustainable Design Specialization are first-professional degrees for students needing remote access to the educational requirements for careers in interior design. The online BFA degrees in Interior Design are accredited by CIDA (Council for Interior Design Accreditation).

The degree consists of 125 credit hours with courses delivered in 8-week sessions in a regulated sequence to allow for the acquisition of necessary skills; the retention and transfer of

knowledge; and the professional discipline necessary for entry-level interior design practice.

Students must officially declare the Sustainable Design specialization in order for it to be indicated on the permanent student record.

## Interior Design, BFA

### Liberal Arts-Interior Design | 39 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
- AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 12

#### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- EN 1111 - Composition II Credits: 3

Total: 6 credits

#### Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3

Total: 6 credits

#### Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1230 - Statistics Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3 credits

## Social + Behavioral Science | Humanities

Choose two Social + Behavioral Science or Humanities courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3020 - American Political Landscapes Credits: 3
- SBS 3310 - Topics in Anthropology Credits: 3
- SBS 3340 - Topics in Psychology Credits: 3
- SBS 3350 - Topics in Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1130 - Introduction to World Religions Credits: 3
- HU 1140 - History of American Capitalism Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 2320 - Ethics Credits: 3
- HU 3310 - Topics in History Credits: 3
- HU 3320 - Topics in Philosophy Credits: 3
- HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
- HU 3350 - Film Studies Credits: 3

Total: 6 credits

## Art History - Elective - Interior Design

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3

Total Credits: 3

## Foundations-Interior Design | 15 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3

## Interior Design | 65 credits

- ID 1230 - Introduction to Sustainable Design Credits: 3
- ID 1510 - Survey of Interior Design Credits: 3
- ID 1550 - Interior Materials Credits: 3
- ID 1710 - Drafting Credits: 3
- ID 2000 - Interior Design Sophomore Portfolio Review Credits: 0
- ID 2530 - Building Codes + Regulations Credits: 3
- ID 2710 - Introduction to Computer Aided Design (CAD) Credits: 3
- ID 2750 - Architectural Perspective + Rendering Techniques Credits: 3

- ID 2840 - Design Process + Planning Credits: 3
- IDSD 2860 - Sustainable Residential Design Credits: 3
- IDSD 2870 - Sustainable Holistic Design Credits: 3
- ID 3000 - Interior Design Junior Portfolio Review Credits: 0
- ID 3510 - Building Structures + Systems Credits: 3
- ID 3530 - Lighting Layout + Design Credits: 3
- ID 3610 - Interior Design Professional Practices Credits: 3
- ID 3715 - Building Information Modeling: Revit Credits: 3
- IDSD 3845 - Sustainable Hospitality Design Credits: 3
- IDSD 3870 - Sustainable Office Design Credits: 3
- ID 4000 - Interior Design Senior Portfolio Review Credits: 0
- ID 4611 - Interior Design Internship Program Part I Credits: 1.5
- ID 4612 - Interior Design Internship Program Part II Credits: 1.5
- ID 4715 - Advanced Building Information Modeling: Revit Credits: 3
- IDSD 4870 - Sustainable Special Use Design Credits: 3
- IDSD 4881 - Senior Project I: Sustainable Design Research Credits: 2
- IDSD 4882 - Senior Project II: Sustainable Design Project Credits: 3
- ID 4883 - Senior Project III: Construction Documents Credits: 3

## Studio Electives | 6 credits

The following are recommended:

- GD 1000 - Typography Credits: 3
- GD 2100 - Layout Design Credits: 3
- IDSD 3200 - Sustainable Design Strategies + Technologies Credits: 3
- ID 3550 - Custom Furnishings Credits: 3  
(*Ground only*)

- ID 3630 - Interior Design Portfolio Development Credits: 3
- IDSD 4200 - Sustainable Design Studio Credits: 3
- IL 1510 - Perspective Credits: 3
- PH 1000 - Survey of Photography Credits: 3

**Total Credits Required: 125**

168 Weeks

## **Interior Design, Sustainable Design Specialization, BFA**

**Liberal Arts-Interior Design | 39 credits**

### **Art History**

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 12

### **Communication + Critical Thought**

- EN 1110 - Composition I Credits: 3
  - EN 1111 - Composition II Credits: 3
- Total: 6 credits

### **Humanities**

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Total: 6 credits

## **Mathematics**

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
  - MA 1230 - Statistics Credits: 3
  - MA 1221 - The Art of Math Credits: 3
- Total: 3 credits

## **Physical + Natural Science**

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

## **Social + Behavioral Science | Humanities**

Choose two Social + Behavioral Science or Humanities courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3020 - American Political Landscapes Credits: 3
- SBS 3310 - Topics in Anthropology Credits: 3
- SBS 3340 - Topics in Psychology Credits: 3
- SBS 3350 - Topics in Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1130 - Introduction to World Religions Credits: 3
- HU 1140 - History of American Capitalism Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3



- HU 2320 - Ethics Credits: 3
  - HU 3310 - Topics in History Credits: 3
  - HU 3320 - Topics in Philosophy Credits: 3
  - HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
  - HU 3350 - Film Studies Credits: 3
- Total: 6 credits

## Art History - Elective - Interior Design

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
  - AH 2050 - History of Graphic Design Credits: 3
  - AH 2060 - History of American Illustration Credits: 3
  - AH 2080 - History of Photography Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 2400 - Seminar in Contemporary Art Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
- Total Credits: 3

## Foundations-Interior Design | 15 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3

## Interior Design | 71 credits

- ID 1230 - Introduction to Sustainable Design Credits: 3
- ID 1510 - Survey of Interior Design Credits: 3
- ID 1550 - Interior Materials Credits: 3
- ID 1710 - Drafting Credits: 3

- ID 2000 - Interior Design Sophomore Portfolio Review Credits: 0
- ID 2530 - Building Codes + Regulations Credits: 3
- ID 2710 - Introduction to Computer Aided Design (CAD) Credits: 3
- ID 2750 - Architectural Perspective + Rendering Techniques Credits: 3
- ID 2840 - Design Process + Planning Credits: 3
- IDSD 2860 - Sustainable Residential Design Credits: 3
- IDSD 2870 - Sustainable Holistic Design Credits: 3
- ID 3000 - Interior Design Junior Portfolio Review Credits: 0
- IDSD 3200 - Sustainable Design Strategies + Technologies Credits: 3
- ID 3510 - Building Structures + Systems Credits: 3
- ID 3530 - Lighting Layout + Design Credits: 3
- ID 3610 - Interior Design Professional Practices Credits: 3
- ID 3715 - Building Information Modeling: Revit Credits: 3
- IDSD 3845 - Sustainable Hospitality Design Credits: 3
- IDSD 3870 - Sustainable Office Design Credits: 3
- IDSD 4200 - Sustainable Design Studio Credits: 3
- IDSD 4250 - Sustainable Design Senior Portfolio Review Credits: 0
- ID 4611 - Interior Design Internship Program Part I Credits: 1.5
- ID 4612 - Interior Design Internship Program Part II Credits: 1.5
- ID 4715 - Advanced Building Information Modeling: Revit Credits: 3
- IDSD 4870 - Sustainable Special Use Design Credits: 3
- IDSD 4881 - Senior Project I: Sustainable Design Research Credits: 2
- IDSD 4882 - Senior Project II: Sustainable Design Project Credits: 3

- ID 4883 - Senior Project III: Construction Documents Credits: 3

## Total Credits Required: 125

168 Weeks

## Liberal Arts

### Liberal Arts Department Mission

The Liberal Arts Department develops aspiring artists + designers as scholars, professionals, informed human beings, and engaged global citizens prepared to flourish in a complex world empowered with skills in critical and creative thinking, problem-solving, as well as communication, rhetoric, and the multiple genres of writing.

### Liberal Arts Program Description

Rocky Mountain College of Art + Design is proud of its strong Liberal Arts tradition. About one-third of each student's degree plan is comprised of courses within the Liberal Arts, which emphasize a broad course of study in a variety of academic disciplines, while providing students with the necessary tools to develop critical thinking and communication skills for their intellectual, creative, and personal growth.

The Liberal Arts curriculum emphasizes critical thinking, academic writing, and creative inquiry. Through an engagement with a variety of academic disciplines, students acquire multiple perspectives for perceiving complexities of thought, contextualizing knowledge, and becoming self-directed learners with the capacity for thoughtful action in the world and in their lives.

Students begin the Composition + Critical thought sequence in their first year, which initially emphasizes the emerging writer's voice, process, and competencies, but proceeds to a greater focus on academic texts and formal writing skills, culminating in a research project by the end of the second term of the sequence.

Art History is a crucial component of the Liberal Arts curriculum. In the Art History sequence, students broaden their understanding of art through historical, cultural, and stylistic contexts. Art History places a great deal of emphasis on critical thinking and discipline-specific formal writing, providing students with breadth of coverage and a greater understanding of Art History as an academic discipline.

The Humanities sequence complements the Art History curriculum with a similar interest in historical, cultural, and stylistic contexts, but with a primary interest in literature, philosophy, social movements, and intellectual history.

As part of their Liberal Arts education, students are also required take courses in Mathematics, Social + Behavioral Science, and Natural + Physical Sciences. Additionally, students may elect to take an additional course in the Humanities or Social Behavioral Sciences, which are topics-based courses.

The philosophy of a Liberal Arts education is to provide students with an intellectual and ethical basis for self-directed learning and active global citizenship. The Liberal Arts Department is committed to supporting the college's mission, vision, and values as well as the Diversity Statement and the Diversity within the Curriculum clause.

### Program Outcomes

Liberal Arts Program Learning Outcome Rubric

- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, conceptualize responses.
- Students demonstrate writing skills, which encompass thesis statement, organization, conclusion, grammar, syntax, and spelling.
- Students demonstrate scholarly research skills.
- Students demonstrate public speaking skills.
- Students demonstrate critical engagement in theory through discussion and writing.
- Students demonstrate discipline specific knowledge.
- Students demonstrate acquaintance with major artistic, cultural, and intellectual accomplishments throughout history.
- Students demonstrate awareness of and apply methodology, which the department defines as the logic that brings the research together.
- Students demonstrate competence in discipline-specific citation styles.

### Liberal Arts Department Vision Statements

The **Art History** courses support the departmental mission by educating artists + designers in critical visual thinking skills, and by developing their visual and written communication skills with scholarly, interdisciplinary approaches to understanding the

history, production, and reception of global art and visual culture.

The **Communication + Critical Thinking** courses support the departmental mission of acquiring communication skills that foster awareness, listening, and speech. In addition, students will develop proficiency in global consciousness and critical thought while examining clear analytical and rhetorical methods in elevating the level of insight through reading and writing.

The multi-disciplinary **Humanities** courses support the departmental mission by inspiring artists + designers with the muses of History, Philosophy, and Religion to expand global and cultural awareness, while grounding students in critical thinking to develop competent writers and engaged, socially conscious citizens.

The **Social + Behavioral Sciences** courses support the departmental mission of disseminating knowledge, assisting students in developing an understanding of societal issues, and cultivating ethical artists + designers who are robust critical thinkers and communicators, and respect diversity, perspectives, and cultures.

The **Mathematics and Physical + Natural Science** courses support the departmental mission to develop critical problem-solving skills through mathematical and scientific principles that frame the business and natural worlds to develop fiscally astute and environmentally responsible artists + designers.

The **Liberal Arts Department** will actively contribute to our institutional, local, national, and global communities by advocating for, supporting, and collaborating with artists + designers and organizations to support a sustainable and just world for all.

## Liberal Arts Online + On-Campus BFA Degree Requirements

### Liberal Arts-Primary | 45 credits

#### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total Credits: 9

## Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- EN 1111 - Composition II Credits: 3

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

## Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3

Choose one additional Humanities course:

- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1130 - Introduction to World Religions Credits: 3
- HU 1140 - History of American Capitalism Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 2320 - Ethics Credits: 3
- HU 3310 - Topics in History Credits: 3
- HU 3320 - Topics in Philosophy Credits: 3
- HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
- HU 3350 - Film Studies Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1230 - Statistics Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3 credits

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3020 - American Political Landscapes Credits: 3
- SBS 3310 - Topics in Anthropology Credits: 3
- SBS 3340 - Topics in Psychology Credits: 3
- SBS 3350 - Topics in Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History | Departmental Emphasis | 3 credits

See program requirements for specific course.

## Art History - Departmental Elective | 3 credits

See program requirements for specific course options.

## Total Credits Required: 45

See Art Education and Interior Design, BFA degree requirements for specifics.

## Music Production

### Music Production Mission

The mission of the Music Production department is to prepare student musicians with the knowledge, technical skill sets, and diverse cultural perspectives for lasting careers as the composers, recording and production engineers, and creative entrepreneurs who will reshape tomorrow's music and multimedia production industries.

### Music Production Description

The RMCAD Music Production Department is founded on the idea that music making has always been an exploration of new technological means for perceptual, expressive, and intellectual inquiry into aural experience. The academic study of digital music production reinforces this idea and is uniquely positioned to address the contemporary relevance of key issues in music—tensions between the aesthetic and functional dimensions of music experience, theory and practice, art and craft, and modes of listening and means of voicing. The BFA in Music Production is designed to empower students to identify, mediate, reconcile, and ultimately navigate these tensions toward the development of an applied creative practice, individual style, life-long musicianship abilities, cultural stewardship, and tangible and marketable skill sets.

Music production graduates will endeavor upon careers marked by accelerating industry change and an ever-shifting landscape of technical, social, and aesthetic priorities. The BFA degree ensures that students acquire the strong conceptual knowledge needed today to grow and adapt to future technologies and new musical horizons. The curriculum prioritizes the development of foundational musicianship and music technology skills, combined with coursework throughout the degree that emphasizes the applied context and future relevance of specific production tools, techniques, workflows, and communities of listeners. The degree program is designed to first cultivate thoughtful musicians and then shift to equip these musicians with the ability to utilize emerging sound technologies to apply their musical knowledge, realize their creative visions, and hone their technical skills in alignment with professional expectations.

In addition to the creative and technical knowledge needed for future success, students must also have practical business skill sets to navigate changing industry trends and capitalize on career growth opportunities. The degree includes targeted coursework in project management, business operations, accounting principles, intellectual property rights, publishing, marketing, and distribution. Upper-level courses, portfolio reviews, and the graduation project requirements are designed to

help students integrate the various creative, technical, and business competencies that must come together to achieve success realizing large creative projects—to produce music for games, film, and other commercial and artistic venues. This integrative, STEAM-oriented education ultimately prepares students for employment as multimedia music composers, songwriters, and producers, studio and field recording engineers, post-production audio engineers, audio editors, arrangers, interactive sound designers, and other careers in the media production and communications industries.

The Music Production BFA equips students with the musical knowledge, technology skills, and business principles that are more essential than ever to achieve long-term growth in a creative career, and enables graduates to leverage creative and critical thought towards all aspects of their work, present a relevant and focused portfolio, and demonstrate the necessary project experience to embark on their professional journey.

## Music Production Program Objectives

Compose, produce, and arrange music that reflects an applied knowledge of music theory, contemporary composition styles, and production technologies.

Edit, mix, and master audio proficiently for a variety of media and formats using established and emerging industry technologies.

Use contemporary music business practices and professional development resources to plan for and pursue a financially viable career in the music, audio, or media production industries.

## Music Production Program Learning Outcomes

### MUSICAL

Students compose, produce, and arrange original music in various styles using both electronic and acoustic sound materials.

### TECHNICAL

Students record, edit, and post-produce digital audio for distribution according to established industry formats and standards.

### CRITICAL / CULTURAL

Students evaluate and critique the cultural, aesthetic, and technological significance of sound apparent in popular forms of music and audible media.

### MUSICAL / CRITICAL

Students make and defend musical decisions based on the

identification, evaluation, and critique of relevant examples of existing music.

### PROFESSIONAL

Students schedule, budget for, and execute on the production, distribution, and promotion of new musical work following a strategy for financial remuneration, career growth, or societal benefit.

### COMMUNICATION

Students communicate, in writing and speech, informed perspectives on different styles of music and craft socially conscious arguments regarding aesthetic trends and emerging production techniques.

## Music Production, BFA

### Liberal Arts | 42 Credits

#### Communication + Critical Thought | 12 Credits

- EN 1110 - Composition I Credits: 3
  - EN 1111 - Composition II Credits: 3
  - CCT 2200 - Sound Studies Credits: 3
- Choose 1 additional course:
- CCT 2000 - Introduction to Speech Communication Credits: 3
  - CCT 2100 - Interpersonal Communication Credits: 3

#### Humanities | 15 Credits

- HU 1110 - Humanities I: World Thought I Credits: 3
  - MH 2020 - History of Popular Music Credits: 3
  - MH 3120 - Musical Ethnography Credits: 3
  - MH 3710 - History of Electronic Music Credits: 3
- Choose 1 additional Humanities course:
- HU 1111 - Humanities II: World Thought II Credits: 3
  - HU 1120 - Introduction to Philosophy Credits: 3
  - HU 1130 - Introduction to World Religions Credits: 3
  - HU 1140 - History of American Capitalism Credits: 3
  - HU 2212 - Modern + Contemporary World History Credits: 3
  - HU 2320 - Ethics Credits: 3

- HU 3310 - Topics in History Credits: 3
- HU 3320 - Topics in Philosophy Credits: 3
- HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
- HU 3350 - Film Studies Credits: 3

#### **Mathematics | 3 Credits**

Choose 1 course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3
- MA 1230 - Statistics Credits: 3

#### **Physical + Natural Science | 6 Credits**

- NS 3100 - Acoustics of Music Credits: 3
- Choose 1 additional course:
- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3

#### **Social + Behavioral Science | 6 Credits**

Choose 2 Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3020 - American Political Landscapes Credits: 3
- SBS 3310 - Topics in Anthropology Credits: 3
- SBS 3340 - Topics in Psychology Credits: 3
- SBS 3350 - Topics in Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

### **Music Foundations | 24 Credits**

- MP 1000 - Music Production Styles + Analysis Credits: 3
- MP 1100 - How Music Works Credits: 3
- MP 1110 - Theories of Musical Practice I Credits: 3
- MP 1140 - Musicianship Credits: 3

- MP 1230 - Music Composition I Credits: 3
- MP 1400 - How Digital Audio Works Credits: 3
- MP 1500 - How the Music Industry Works Credits: 3
- MP 2140 - Critical Listening Credits: 3

### **Music Production | 48 Credits**

- MP 2110 - Theories of Musical Practice II Credits: 3
- MP 2230 - Music Composition II Credits: 3
- MP 2330 - Sound Design I: Synthesis Credits: 3
- MP 2430 - Recording + Production I Credits: 3
- MP 2510 - Music Copyright + Ethics Credits: 3
- MP 3250 - Contemporary Styles: Arrangement + Orchestration Credits: 3
- MP 3330 - Sound Design II: Creative DSP Credits: 3
- MP 3430 - Recording + Production II Credits: 3
- MP 3510 - Music Business Administration Credits: 3
- MP 3630 - Film + Game Music Production Credits: 3
- MP 3650 - Sound for Media I Credits: 3
- MP 3840 - Digital Performance I Credits: 3
- MP 4230 - Music Composition III Credits: 3
- MP 4430 - Mixing + Mastering Credits: 3
- MP 4570 - Music Branding + Marketing Credits: 3
- MP 4650 - Sound for Media II Credits: 3

### **Music Production Electives | 9 Credits**

- MP 3150 - Reharmonization Techniques Credits: 3
- MP 3220 - World Music Composition Resources Credits: 3
- MP 3750 - Computer Music Systems Credits: 3

- MP 4450 - Advanced Audio Engineering Credits: 3
- MP 4840 - Digital Performance II Credits: 3
- MP 4900 - Special Topics in Music Production Credits: 3

**Total Credits Required: 123**

168 weeks

## Photography

### Photography Department Mission

The BFA in Photography, through pointed and comprehensive coursework, prepares students for careers in the fields of photography & videography. Students emerge from this program with the creative, technical, ethical, and business skills necessary to thrive in the commercial & fine art marketplace.

### Photography Department Description

Photography is an expansive and growing profession and as such, RMCAD is pleased to offer a course of study addressing the historical and contemporary photographic processes and critical thinking that will define its future. The BFA in Photography begins by offering core, photo-based, foundational coursework that provides students with baseline skills, serving as a launching pad for the more advanced, narrative-based work. As student's progress through the curriculum, they are challenged to complete assignments with increased technical, creative, and narrative skills that will ensure their success as professionals.

The photography program, through instructional processes in the online and campus-based classrooms, provides the context of the Commercial, Photojournalism, Documentary Cinema, and Fine Art perspectives. Project assignments, research, peer discussions, and industry-based reference points allow students to use the photographic medium that best fits their creative passion as a professional.

Especially important in the Photography BFA is faculty and industry professionals working with students to develop best practices from both a creative and professional perspective. As we are deeply focused on leading students through a process of business development—that is, the components of business structure that includes significant marketing skills—our students emerge from the program ready to enter the marketplace as photography professionals.

## Program Outcomes

### Photography Program Learning Outcome Rubric

- Students will develop a personal aesthetic that they apply to visual communication and storytelling.
- Students employ competencies in a variety of technical skills in their professional practice.
- Students apply critical thinking and creative problem-solving skills through research and portfolio development.
- Students demonstrate business, communication and marketing skills while meeting real world-expectations.
- Students apply ethical standards and professional practices in the planning and creation of photographic assignments and business operations.
- Students articulate an understanding of historical references and cultural context.

## Photography On-Campus, BFA

Liberal Arts-Primary | 45 credits

### Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total Credits: 9

### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
  - EN 1111 - Composition II Credits: 3
- Choose one additional CCT or CW course:
- CCT 2000 - Introduction to Speech Communication Credits: 3
  - CCT 2100 - Interpersonal Communication Credits: 3
  - CW 2110 - Creative Writing Multi-Genre Credits: 3
- Total: 9 credits

## Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
- Choose one additional Humanities course:
- HU 1120 - Introduction to Philosophy Credits: 3
  - HU 1130 - Introduction to World Religions Credits: 3
  - HU 1140 - History of American Capitalism Credits: 3
  - HU 2212 - Modern + Contemporary World History Credits: 3
  - HU 2320 - Ethics Credits: 3
  - HU 3310 - Topics in History Credits: 3
  - HU 3320 - Topics in Philosophy Credits: 3
  - HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
  - HU 3350 - Film Studies Credits: 3
- Total: 9 credits

## Mathematics

- Choose one Mathematics course:
- MA 1220 - Financial Principles + Practices Credits: 3
  - MA 1230 - Statistics Credits: 3
  - MA 1221 - The Art of Math Credits: 3
- Total: 3 credits

## Physical + Natural Science

- Choose one Physical + Natural Science course:
- NS 2030 - Biology Credits: 3
  - NS 2040 - Environmental Studies Credits: 3
  - NS 3050 - Human Ecology Credits: 3
- Total: 3 credits

## Social + Behavioral Science

- Choose two Social + Behavioral Science courses:
- SBS 1110 - Introduction to Anthropology Credits: 3

- SBS 1120 - Introduction to Economics Credits: 3
  - SBS 1130 - Introduction to Political Science Credits: 3
  - SBS 1140 - Introduction to Psychology Credits: 3
  - SBS 1150 - Introduction to Sociology Credits: 3
  - SBS 3020 - American Political Landscapes Credits: 3
  - SBS 3310 - Topics in Anthropology Credits: 3
  - SBS 3340 - Topics in Psychology Credits: 3
  - SBS 3350 - Topics in Sociology Credits: 3
  - SBS 3360 - Topics in Culture Credits: 3
- Total: 6 credits

## Art History - Photography

- AH 2080 - History of Photography Credits: 3

## Art History - Elective - Photography

- Choose one of the following electives:
- AH 2020 - History of International Animation Credits: 3
  - AH 2050 - History of Graphic Design Credits: 3
  - AH 2060 - History of American Illustration Credits: 3
  - AH 2090 - History of Fashion Design Credits: 3
  - AH 2400 - Seminar in Contemporary Art Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3



## Foundations-Photography | 18 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Photography | 54 credits

- PH 1000 - Survey of Photography Credits: 3
- PH 1100 - Photography Principles Credits: 3
- PH 1150 - Color Management + Output Credits: 3
- PH 1500 - Lighting I: Fundamentals Credits: 3
- PH 2100 - Digital Post Production Credits: 3
- PH 2150 - Cinematography I Credits: 3
- PH 2200 - Portraiture Credits: 3
- PH 2300 - Darkroom I Credits: 3 (Ground only)
- PH 2500 - Lighting II: Location Credits: 3
- PH 3000 - Junior Portfolio Review Credits: 0
- PH 3150 - Professional Practices: Marketing Credits: 3
- PH 3200 - Lighting III: Studio Credits: 3
- PH 3300 - Darkroom II: Alternative Process Credits: 3 (Ground only)
- PH 3450 - Advanced Digital Post Production Credits: 3
- PH 3500 - Portfolio Development Credits: 3
- PH 3550 - Advanced Portraiture Credits: 3
- PH 3610 - Cinematography II Credits: 3
- PH 4000 - Senior Portfolio Review Credits: 0
- PH 4100 - Professional Practices: Business Credits: 3
- PH 4150 - BFA Senior Portfolio Thesis Credits: 3

## Studio Electives | 6 credits

- PH 2350 - Digital Black + White Credits: 3
- PH 3350 - Experimental Photography Credits: 3
- PH 3621 - Advanced Projects + Internships Part I Credits: 1.5
- PH 3622 - Advanced Projects + Internships Part II Credits: 1.5
- PH 3725 - Architectural Photography Credits: 3
- PH 3750 - Fashion Credits: 3
- PH 3775 - Night Photography Credits: 3
- PH 3825 - Photojournalism Credits: 3
- PH 3850 - Photo Essay Credits: 3
- PH 3925 - Audio for Video Production Credits: 3
- PH 3950 - Video Field Production Credits: 3
- PH 4250 - Special Topics in Photo Media Credits: 3

## Total Credits Required: 123

168 Weeks

## Photography Online, BFA

## Liberal Arts-Primary | 45 credits

## Art History

- AH 1110 - Art Historical Methods + History Credits: 3
  - AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
  - AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- Total Credits: 9

## Communication + Critical Thought

- EN 1110 - Composition I Credits: 3
- EN 1111 - Composition II Credits: 3

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

## Humanities

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3

Choose one additional Humanities course:

- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1130 - Introduction to World Religions Credits: 3
- HU 1140 - History of American Capitalism Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 2320 - Ethics Credits: 3
- HU 3310 - Topics in History Credits: 3
- HU 3320 - Topics in Philosophy Credits: 3
- HU 3342 - Topics in Contemporary Thought: Theater Studies Credits: 3
- HU 3350 - Film Studies Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1230 - Statistics Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3 credits

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3020 - American Political Landscapes Credits: 3
- SBS 3310 - Topics in Anthropology Credits: 3
- SBS 3340 - Topics in Psychology Credits: 3
- SBS 3350 - Topics in Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Photography

- AH 2080 - History of Photography Credits: 3

## Art History - Elective - Photography

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2090 - History of Fashion Design Credits: 3

- AH 2400 - Seminar in Contemporary Art Credits: 3
  - AH 3000 - Topics in the History of Art Credits: 3
  - AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
  - AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3
- Total Credits: 3

## Foundations-Photography | 18 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FD 2300 - Foundations Sophomore Portfolio Review Credits: 0

## Photography | 54 credits

- PH 1000 - Survey of Photography Credits: 3
- PH 1100 - Photography Principles Credits: 3
- PH 1150 - Color Management + Output Credits: 3
- PH 1500 - Lighting I: Fundamentals Credits: 3
- PH 2100 - Digital Post Production Credits: 3
- PH 2150 - Cinematography I Credits: 3
- PH 2200 - Portraiture Credits: 3
- PH 2350 - Digital Black + White Credits: 3 (Online Only)
- PH 2500 - Lighting II: Location Credits: 3
- PH 3000 - Junior Portfolio Review Credits: 0
- PH 3150 - Professional Practices: Marketing Credits: 3
- PH 3200 - Lighting III: Studio Credits: 3
- PH 3350 - Experimental Photography Credits: 3 (Online Only)
- PH 3450 - Advanced Digital Post Production Credits: 3

- PH 3500 - Portfolio Development Credits: 3
- PH 3550 - Advanced Portraiture Credits: 3
- PH 3610 - Cinematography II Credits: 3
- PH 4000 - Senior Portfolio Review Credits: 0
- PH 4100 - Professional Practices: Business Credits: 3
- PH 4150 - BFA Senior Portfolio Thesis Credits: 3

## Studio Electives | 6 credits

- PH 3621 - Advanced Projects + Internships Part I Credits: 1.5
- PH 3622 - Advanced Projects + Internships Part II Credits: 1.5
- PH 3725 - Architectural Photography Credits: 3
- PH 3750 - Fashion Credits: 3
- PH 3775 - Night Photography Credits: 3
- PH 3825 - Photojournalism Credits: 3
- PH 3850 - Photo Essay Credits: 3
- PH 3925 - Audio for Video Production Credits: 3
- PH 3950 - Video Field Production Credits: 3
- PH 4250 - Special Topics in Photo Media Credits: 3

## Total Credits Required: 123

168 Weeks

## Undeclared

### Undeclared Program Description

The offices of Academic Affairs, Academic Support, and Academic Services are committed to RMCAD students interested in exploring the various degree options available to them and those who do not yet have a major in mind.

### Policy for Undeclared Students

Students must declare a major by the end of their first academic year, or two semesters, and prior to earning 30 credits. Earned credit hours include those from RMCAD as well as all applied transfer credit from other institutions and college credit received in high school such as Advanced Placement or International

Baccalaureate. Undeclared students in the BFA track may take a maximum of six studio electives which must be approved by the manager of advising and a combination of liberal arts and foundations courses. It is recommended that elective credits pertain to students' major(s) of interest. Credits earned are not guaranteed to apply to the student's declared major. A registration hold will remain on the student enrollment record until a major has been applied to the student's permanent record. Change of major policies will apply for declaring a major.

Undeclared students may be considered off of program sequence once they declare a major and should work with the Academic Advising office regularly to ensure timely graduation.

## Elective Credit Hours

Students in program majors will be given registration priority in major coursework. Undeclared students or declared students enrolling in courses outside of their major are not guaranteed enrollment in elective courses.

## Undeclared, BFA Track

### Liberal Arts | 9 credits

- EN 1110 - Composition I Credits: 3
- EN 1111 - Composition II Credits: 3  
Choose 1 Social + Behavioral Science Course from the following:
- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1120 - Introduction to Economics Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3

### Foundations | 15 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3

- FD 2130 - 3D Design: Space + Materiality Credits: 3

## Electives | 6 credits

Select two courses from the below:

- AN 1110 - Introduction to Animated Storytelling Credits: 3
- ART 1110 - Ceramics I Credits: 3 (*Ground only*)
- ART 1140 - Painting I Credits: 3 (*Ground only*)
- ART 1160 - Printmaking I Credits: 3 (*Ground only*)
- ART 1170 - Sculpture I Credits: 3 (*Ground only*)
- FD 1370 - Life Drawing I Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FS 1000 - Fashion Industry Survey Credits: 3
- GD 2100 - Layout Design Credits: 3
- ID 1510 - Survey of Interior Design Credits: 3
- PH 2300 - Darkroom I Credits: 3 (*Ground only*)

## Total Credits Required: 30

## Education Media Design + Technology

### Education Media Design + Technology Mission

The Education Media Design + Technology Master of Arts program aims to advance the creative educators of today into the instructive visionaries and educational designers of tomorrow. Students explore learning theories, curricular and instructional strategies, instructional media design, and the application of new and emerging technologies to engage today's learners and to optimize learning effectiveness for their students.

### Education Media Design + Technology Program Description

RMCAD's Education Media Design + Technology graduate program provides advanced level study in specific disciplines related to education and pedagogy, technology, media, art, and design. The graduate program incorporates the values,

approaches and methods supporting the college's core mission to advance scholarship and creativity and cultivate professionals for career advancement. Our graduate program emphasizes critical analysis, meaningful inquiry, social engagement, and creative problem-solving approaches for advanced careers in education and instructional design. Students graduate with the ability to define themselves as scholars and creatives within a global, interdisciplinary context. The graduate program is offered in the online format, in order to accommodate the busy schedules of working professionals.

#### PHILOSOPHY OF LEARNING + TEACHING

While traditional educational approaches and instructional methods of lecture, demonstration, teaching by example, and presentation of studio techniques are used in RMCAD's art and design programs, many of the underlying methodologies of experiential learning and scaffolding are incorporated into graduate education. RMCAD is responsive to the contemporary climate of the changing needs of today's learner, regardless of discipline. Methods incorporate the newest processes and ideas to challenge students in an atmosphere that encourages experimentation and critical reflection. RMCAD's graduate program encourages professional practice and engagement with academic communities. Graduate students are encouraged to seek professional publication of their work and course content utilizes academic literature in the relevant fields.

#### PROGRAM DESCRIPTION

The Education Media Design + Technology Master of Arts degree sets out to revolutionize teaching and learning through the thoughtful design of instructional design media, leveraging emergent collaborative tools and strengthening professional communities of practice. Learners today demand engaging and relevant learning experiences and this program addresses the advanced topics that will inspire educators to re-imagine and invigorate their approach to teaching. The program curricula weave together a diverse, yet cohesive array of courses that explore social learning, branding for educators, digital storytelling, learning theories, instructional design, gaming strategies, presentation techniques, learner user experience, and ubiquitous learning. These areas of focus will coalesce into a personalized final portfolio and Action Research project.

### **Education Media Design + Technology Program Learning Outcomes**

#### Education Media Design +Technology Program Learning Outcome Rubric

The goal of the Education Media Design + Technology Master of Arts Degree is to inspire the future creative leaders in the world of learning. This program provides students with the

focused knowledge and understanding of learning theories, curriculum development, media design elements and technology applications to equip the educators of tomorrow. Upon completion of the Education Media Design + Technology degree, students have the ability to conceptualize, analyze, design, develop, and evaluate educational content and instructional design technologies that adhere to best practices in teaching and learning.

- Students will evaluate and create instructional media and technology to support teaching and learning.
- Students will identify and critically examine educational technology trends for practical application.
- Students will participate in and contribute to communities of practice and professional networks.
- Students will analyze and evaluate effective teaching strategies in the design and development of curricula.
- Students will incorporate and analyze higher order thinking skills in the design of assessments and evaluations.
- Students will effectively communicate educational technology trends to stakeholders, grounding their findings in research.

## **Education Media Design + Technology**

### **Education Media Design + Technology | 34 Credits**

- EMDT 5010 - Social Learning Spaces Credits: 3
- EMDT 5020 - Multiple Learning Theories Credits: 3
- EMDT 5030 - Presentation Design + Delivery Credits: 3
- EMDT 5040 - Education Design + Evaluation Credits: 3
- EMDT 5050 - Instructional Media Design Credits: 3
- EMDT 5060 - UX for Educators Credits: 3
- EMDT 5100 - Portfolio Project Planning Credits: 2
- EMDT 5110 - Digital Storytelling Credits: 3
- EMDT 5120 - Game Strategies + Motivation Credits: 3
- EMDT 5140 - Ubiquitous Learning Credits: 3

- EMDT 5200 - Portfolio Project Presentation  
Credits: 2  
Students select one of the following:  
\*\*EMDT 5150 Required for students seeking the  
Instructional Technology Specialist endorsement from  
Colorado Department of Education.
- EMDT 5130 - Branding for Educators  
Credits: 3
- EMDT 5150 - Instructional Technology  
Practicum Credits: 3

Total Credits Required: 34

48 weeks

## **Education Media Design + Technology Certificate - Instructional Design**

### **Instructional Design Certificate Mission**

The instructional design certificate exists to provide career pathways in instructional design for students who want to know how to create high-quality learning experiences using technology. Students in the certificate program create student-centered instructional media that engages learners, applying a deep understanding of research in learning and educational technology.

### **Instructional Design Certificate Description**

The instructional design certificate is a 12-credit program focused on basic instructional design skills. Topics include learning theories, backwards design, learning outcomes, assessment, user experience design, and instructional design processes. Certificate holders will possess the skills needed for an entry-level instructional design position. The program focuses on interactive learning experiences and application of skills.

## **Instructional Design Certificate Program Learning Outcomes**

- Explain current learning theory and how it applies in varied instructional situations.
- Utilize backwards design to align learning outcomes with relevant assessment strategies.
- Design educational media that is instructionally effective, visually pleasing, and user-centered.
- Apply current research in educational technology and communicate findings to stakeholders.

### **Requirements:**

Credits may be used towards the Master of Arts in Education  
Media Design + Technology

- EMDT 5020 - Multiple Learning Theories  
Credits: 3
- EMDT 5040 - Education Design +  
Evaluation Credits: 3
- EMDT 5050 - Instructional Media Design  
Credits: 3
- EMDT 5060 - UX for Educators Credits: 3

Total Credits Required: 12

## **Education Media Design + Technology Certificate - Teaching with Technology**

### **Teaching with Technology Certificate Mission**

The Teaching with Technology certificate program exists to provide support to educators who want to gain expertise in technology integration. Through the program, educators gain the skills they need to apply technology skillfully and purposefully to support learning.

## **Teaching with Technology Certificate Description**

The teaching with technology certificate provides K-12 teachers with the skills to design learning experiences that integrate technology to support learning. Topics include current trends in educational technology, social media tools, presentation skills, digital storytelling, mobile learning, and technology integration. Certificate holders demonstrate their commitment to high quality digital instruction. The program focuses on interactive learning experiences and application of skills.

## **Teaching with Technology Certificate Program Learning Outcomes**

- Explain current trends in educational technology.
- Utilize technology tools to create instructional media.

- Design student-centered instruction that integrates appropriate technology tools.

## **Requirements:**

Credits may be used toward the Master of Arts in Education  
Media Design + Technology

- EMDT 5010 - Social Learning Spaces  
Credits: 3
- EMDT 5030 - Presentation Design +  
Delivery Credits: 3
- EMDT 5110 - Digital Storytelling Credits: 3
- EMDT 5140 - Ubiquitous Learning Credits: 3

**Total Credits Required: 12**

# Course Descriptions

## Definitions:

**Prerequisites:** A course that must be taken prior to a given course.

**Co-requisites:** A course that must be taken at the same time as a given course.

## Art Education

### AE 1112 - Ceramics for Educators: RMCAD Residency

Credits: 3

This introductory-level hybrid course provides basic skills and conceptual ideas within ceramics. The course is split into two parts over an 8-week term. Part I is facilitated through the online learning management system (LMS). Part II is a hands-on experience accomplished through a campus week-long RMCAD Residency where students explore basic hand-building and wheel throwing techniques through the application and manipulation of low fire clay. Primary glaze techniques and the use of an electric kiln are addressed. Upon successful completion of this course, students demonstrate a historical knowledge of clay manipulation, use of basic ceramic tools and techniques, and an understanding of safety requirements and practices used in the ceramics studio.

Prerequisites: FD 2130 - 3D Design: Space + Materiality

#### *Course Learning Outcomes:*

- Demonstrate the application of basic hand-building and wheel-throwing techniques.
- Define basic ceramic vocabulary, techniques, and ideas that can be translated to a 2D or 3D form.
- Identify safety requirements regarding ceramic studio use.
- Illustrate effective communication of artistic concepts and form through class presentations and written assignments.
- Recognize conceptual and practical uses of surface decoration.

### AE 1113 - Ceramics for Educators: Independent Studio

Credits: 3

This introductory-level hybrid course provides basic skills and conceptual ideas within ceramics. The course is split into two parts over an 8-week term. Part I is facilitated through the online learning management system (LMS). Part II is a hands-on experience accomplished through a local Independent Studio partnership where students work with an artist or teacher to explore basic hand-building and wheel throwing techniques through the application and manipulation of low fire clay. Primary glaze techniques and the use of an electric kiln are addressed. Upon successful completion of this course, students demonstrate a historical knowledge of clay manipulation, use of basic ceramic tools and techniques, and an understanding of safety requirements and practices used in the ceramics studio.

Prerequisites: FD 2130 - 3D Design: Space + Materiality

#### *Course Learning Outcomes:*

- Demonstrate the application of basic hand-building and wheel-throwing techniques.
- Define basic ceramic vocabulary, techniques, and ideas that can be translated to a 2D or 3D form.
- Identify safety requirements regarding ceramic studio use.
- Illustrate effective communication of artistic concepts and form through class presentations and written assignments.
- Recognize conceptual and practical uses of surface decoration.



## **AE 1160 - Printmaking for Educators**

Credits: 3

This introductory-level course provides basic skills and conceptual ideas of printmaking. Printmaking for Educators emphasizes the exploration of traditional and contemporary printmaking techniques with an emphasis on non-toxic methods that can be adapted to the K-12 classroom. Students learn core fundamental technical skills including but not limited to: linocuts, relief collagraphs, and various monotype techniques. Upon successful completion of this course, students will have gained knowledge in the techniques, materials, and proper use of printmaking equipment, which can be translated to a K-12 curriculum.

Prerequisites: FD 1020 - 2D Design: Elements + Principles

### *Course Learning Outcomes:*

- Define basic printmaking skills and ideas that can be translated to a K-12 classroom.
- Illustrate conceptual ideas through printmaking processes.
- Recognize historical and contemporary processes, concepts and issues that inform the field of printmaking through project work.
- Identify safe handling, storage and responsible ecological and biological disposal of printmaking inks and chemicals.

## **AE 1170 - Sculpture for Educators**

Credits: 3

This introductory-level course investigates basic skills and conceptual ideas within sculpture through a wide variety of processes and materials. Students engage in creative possibilities through a three-fold approach: process as critical thinking, attention to materials, and knowledge of contemporary and historical sculpture artists as they relate to a K-12 curriculum. Upon successful completion of this course, students demonstrate the ability to use a variety of materials to create sculptural work with techniques that can be translated to a K-12 classroom. Further, students effectively articulate their conceptual ideas through class critiques and written reflection.

Prerequisites: FD 2130 - 3D Design: Space + Materiality

### *Course Learning Outcomes:*

- Demonstrate application of basic sculpture techniques used to create three-dimensional work.
- Recognize contemporary and historical sculpture work.
- Define basic sculpture skills and conceptual ideas that can be translated to a K-12 classroom.
- Identify safety requirements for sculptural materials and tools used in a K-12 classroom.
- Illustrate effective communication of conceptual ideas through class critiques and written assignments.

## **AE 2000 - Art Education Sophomore Portfolio Review**

Credits: 0

Students who have completed 45-60 credit hours participate in a sophomore-level portfolio review to ensure they are ready to proceed in the Art Education department. A professional portfolio of work from introductory art education courses is presented by the student in an online format. This review addresses total field experience hours, review of aptitudes necessary for teaching in a K-12 environment, and required second fingerprint-based background check. The Art Education Sophomore Portfolio Review is taken in addition to the Foundations Sophomore Portfolio Review.

Prerequisites: Completion of 45+ credit hours

Notes: This course is Pass/Fail.

### *Course Learning Outcomes:*

- Students exhibit their learning and development in the field of Art Education through the creation of an online portfolio. Portfolios reflect a growing knowledge of the content, central concepts and inquiry studied in their introductory Art Education courses.
- Students express professionalism and high standards for the field of Art Education through the presentation and review of their portfolio.
- Students are knowledgeable and reflective in their own artistic practice in order to instruct students in the process of art making.

## **AE 2215 - Introduction to Art Education**

Credits: 3

Field experience hours: 3 hours (1 in an Elementary school, 1 in a Secondary school, 1 in an Art Non-Profit). In this introductory course, students will research current approaches and theories that examine ways in which Arts Education impacts learning in the K-12 environment. Covering topics in the Learning/Creating Process, Curriculum Design, and Assessment, students will begin to formulate practical approaches for the Art Educator's role in students' learning. Students focus on skills necessary for success as an educator, combined with classroom observations, that will prepare them for continued growth in their AE program experiences. Upon successful completion of this course, students will gain the knowledge to engage in learning and teaching as a reflective and active process.

Prerequisites: None

### *Course Learning Outcomes:*

- Students apply research and current K-12 art education approaches to the development of lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.
- Students examine ways in which learning takes place in K-12 art education.
- Students link professional growth to professional goals through the reflection and observation of K-12 art education pedagogy.
- Students follow motivation and encouragement techniques used in K-12 Art education classrooms to pursue appropriate forms of self-expression in visual and other arts.

## **AE 2220 - Philosophy of Art + Education**

Credits: 3

Field experience hours: 10 hours in a public or private school setting. In this introductory art education course, students discuss and analyze philosophical questions to build knowledge of content, concepts, and inquiry in the field of art education. Through the study and evaluation of current developmental science and educational theories, students reflect on art and art education as it connects to students' holistic learning process. Students will develop interdisciplinary unit lessons and reflect on their field experiences to begin constructing their own personal connection to art and learning. Upon successful completion of this course, students will have developed an individualized philosophy of art and education.

Prerequisites: AE 2215 - Introduction to Art Education; must be an Art Education major

### *Course Learning Outcomes:*

- Students build knowledge of content, concepts and inquiry through the examination of current issues and approaches in the field of K-12 Art Education.
- Students study and evaluate current K-12 developmental science and educational theories about the ways in which learning takes place - including levels of intellectual, physical, social, and emotional development of their students.
- Students engage with the field of K-12 Art Education through teaching observations and involvement in professional organizations. Students develop a personal teaching K- 12 Art Education philosophy.
- Students examine the dual role of Artist + Educator and how they connect to their own practice.

## **AE 2230 - Psychology of Creativity**

Credits: 3

Field experience hours: 10 hours in a public or private school setting. This course offers an in-depth study of the aspects of the human personality that support or block creative impulses. The material includes discussion of well-known creative people in all disciplines, including science, literature, music, and art. Students examine how positive and negative aspects of personality influence creative people's work. Students explore the influence of culture and social standards on creativity and further understand their own personal creative process and style. Upon successful completion of this course, students are able to apply the principles of psychology to the process of creativity. Through assignments, papers, observations, fieldwork, and readings, students learn of the complexity of creative thinking and how it applies in K-12 art education.

Prerequisites: AE 2215 - Introduction to Art Education; must be an Art Education major

### *Course Learning Outcomes:*

- Students reflect on their own personal creative processes in order to support the development of critical-thinking and problem-solving skills in their instruction and classroom environment.
- Students explore the ways in which artists create personal meaning in art and are able to incorporate personal processes and reflections on "creativity" into their instructional practice.
- Students develop learning experiences (lessons/activities) that foster creative growth in discourse, connections and personal exploration of the creative process.
- Students examine the objective and subjective components of what makes creativity and apply them to their teaching philosophy in order to engage in knowledgeable discourse about the purpose and value of art to the individual and society.

## **AE 2240 - Instructional Technology**

Credits: 3

Field Experience hours: 5 hours in a public or private school setting. In this introductory course, students assess and respond to the complex, dynamic environment created through technology in the K-12 environment. In theory and practice, students are able to utilize technology in appropriate areas in the learning process. Through this critical analysis of technology, students will develop a personal understanding and application of technology in their role as educators in modern day society. Upon successful completion of the course, students will have developed an online portfolio website to utilize throughout the AE program.

Prerequisites: AE 2215 - Introduction to Art Education; must be an Art Education major

### *Course Learning Outcomes:*

- Students utilize Colorado Visual Arts Academic Standards in designing and developing instructional tools.
- Students assess the role of technology in education based on knowledge of the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of students.
- Students develop authentic learning experiences that integrate and utilize appropriate, available technology.
- Students reflect on the development of critical- thinking and problem- solving skills through the incorporation of technology in the learning process.
- Students are able to respond to a complex, dynamic environment through technology in their instructional practice.

## **AE 3000 - Art Education Junior Portfolio Review**

Credits: 0

Students who have completed 75 – 80 credit hours participate in a portfolio review to ensure they are progressing adequately in the Art Education department. A professional portfolio of work from Sophomore and Junior Art Education courses is presented by the student in an online format. This review addresses total field experience hours, review of aptitudes necessary for teaching in a K-12 environment,

required third fingerprint-based background check, and Student Teaching Placement options. This Junior Portfolio Review may be taken in addition to Emphasis Junior Portfolio Reviews.

Prerequisites: Completion of 75+ credit hours, or chair approval. Must be taken prior to AE 3263 - Methods of Art Education, K-12 Part I.  
Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Students exhibit their learning and development in the field of Art Education through the creation of an online portfolio. Portfolios reflect a growing knowledge of the content, central concepts and inquiry studied in their introductory Art Education courses.
- Students demonstrate professionalism and high standards for the field of art education through the presentation and review of their portfolio.
- Students are knowledgeable and reflective in their own artistic practice in order to instruct students in the process of art making.

## **AE 3221 - Equity in Learning**

Credits: 3

Field experience hours: 20 clock hours in a public or private school setting. In this critical issues course, students examine diversity and equity in current K-12 Education. Through readings, reflections, and conversations, students examine the roles that race and biases play in our art rooms and schools. Students will strengthen their instructional practice with strategies and approaches connected to major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity. Upon successful completion of this course, students will have developed a contemporary art unit plan focused on ELL (English Language Learners) instructional strategies.

Prerequisites: AE 2220 - Philosophy of Art + Education; AE 2230 - Psychology of Creativity; AE 2240 - Instructional Technology; must be an Art Education major

*Course Learning Outcomes:*

- Students will examine diversity and equity through readings, reflections, and conversations on the roles that race and biases play in our art rooms and schools.
- Students apply new understandings to their instructional practice by adapting their teaching for the benefit of all students, including those with diverse needs and interests, ability levels and differences.
- Students develop a contemporary art unit of study about the history of art and cultures, with an emphasis on: (a) the contributions of the arts to the development of civilization and culture. (b) the relationship of the arts to the culture/society in which they originated. (c) the influence of the arts on subsequent and current culture(s). (d) how the arts are an academic discipline that can relate, connect and transfer to a multitude of life experiences, subjects and disciplines such as math, science; reading, writing and communicating; and social studies.
- Students utilize motivation and encouragement in students through instructional strategies used in the classroom.
- Students are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for Culturally and/or Linguistically Diverse (CLD) student populations.
- Students apply understanding of culture, diversity and equity through classroom reflections and developed units.

## **AE 3241 - Critical Issues in Art Education**

Credits: 3

Field experience hours: 20 clock hours in a public or private school setting. In this survey course, students will explore some of the most critical issues in art education today. Topics, at a minimum, will include supporting literacy in the arts classroom and working with special populations, including English language learners and students with different learning needs. Other topics in the course will address new and emerging issues within arts education. Upon successful completion of this course, students will design a unit plan for a specific group of

learners with varying needs in a case study format.

Prerequisites: AE 2220 - Philosophy of Art + Education; AE 2230 - Psychology of Creativity; AE 2240 - Instructional Technology: must be an Art Education major

*Course Learning Outcomes:*

- Students examine English Learning Standards and K-12 Visual Arts Standards in contemporary art education.
- Students assess diversity and citizenship in K-12 art education curriculum and how it impacts community. Students reflect on how K-12 student relationships are developed through citizenship.
- Students model effective communication with K-12 teachers as they complete Field Experience hours.
- Students reflect on their goals as an art education teacher. Students reflect on their goals as leaders in a K-12 art education environment.
- Students reflect on assessment and its effectiveness in an art education environment, including how to modify assessment practices to meet diverse needs and interests.
- Students design art lessons that support the needs of special populations, including specific instructional strategies and differentiation designed to meet the needs of a specific group of students.

### **AE 3263 - Methods of Art Education, K-12 Part I**

Credits: 3

Field experience hours: 66 clock hours in a public or private school setting. This course provides students the opportunity to synthesize their learning before going into the field as a student teacher. This methods class puts theory and planning into practice. Students will participate in a fieldwork practicum in this course and author and instruct standards-based units that effectively combine their practice as artists, their knowledge as educators, and their Liberal Arts courses. Students will apply the elements of curriculum design, lesson/unit plans, accommodations, modifications, and assessment strategies as part of their own action research in the field. Students model and demonstrate the skills intrinsic to the lesson, participate in the process, and create the art product resulting from the lesson objectives. Students will understand what it means to be part of a professional learning environment, based on common inquiry, personal reflections, and peer feedback. Research and investigations of student diversity, multicultural objectives, learning styles, and exceptionality are incorporated into practical applications. Upon successful completion of this course, students will develop a professional portfolio that demonstrates findings of their research as it relates to their teaching philosophy, methods, and strategies for developing art programs for the K-12 student, instructional objectives, lesson, and unit plans using a variety of media, and personal reflection based on classroom practice.

Prerequisites: AE 3221 - Equity in Learning; AE 3241 - Critical Issues in Art Education; AE 3000 - Art Education Junior Portfolio Review; must be an Art Education major.

Notes: This course is taken the term directly prior to Student Teaching.

(Formerly AE 3263 Methods of Art Education, K-12 Part I; 2 credits each)

*Course Learning Outcomes:*

- Students evaluate the interconnection of instruction and lessons that align with the Colorado Academic Standards. Students examine districts expectations for organized plan of instruction. Students reflect on the inclusion of Literacy and Math in an art classroom.
- Students compare formal and informal methods to assess K- 12 student learning and how to use that assessment to provide developmentally appropriate feedback. Students use assessment to inform planning and instruction.
- Students demonstrate professionalism in their Field Experience. Students reflect on ethical conduct in a K-12 school environment. Students integrate reflection as a leadership tool.
- Students create art lessons that guide K-12 students to: (a) find historical meaning in works of art, (b) recognizing personal connections in works of art, and (c) engage in critical thinking in works of art. Students create art lessons that include but are not limited to language used to examine the processes in works of art and problem solving techniques.
- Students create art lessons that address the preparation, research, safety, interrelationships, processes and materials applicable to areas of specialization in Visual Arts. Students create lessons that are developmentally age/grade appropriate.

- Students create art lessons that include contemporary/historical art history, relationships between art and culture, and demonstrate hard and soft skills across curriculums.
- Students create lessons that demonstrate knowledge of Culturally and/or Linguistically Diverse (CLD) standards.
- Students assess Culturally and/or Linguistically Diverse (CLD) standards used in K-12 classrooms through a case study.

## **AE 3264 - Methods of Art Education, K-12 Part II**

Credits: 3

Field experience hours: 66 clock hours in a public or private school setting. This course provides students the opportunity to synthesize their learning before going into the field as a student teacher. This methods class puts theory and planning into practice. Students will participate in a fieldwork practicum in this course and author and instruct standards-based units that effectively combine their practice as artists, their knowledge as educators, and their Liberal Arts courses. Students will apply the elements of curriculum design, lesson/unit plans, accommodations, modifications, and assessment strategies as part of their own action research in the field. Students model and demonstrate the skills intrinsic to the lesson, participate in the process, and create the art product resulting from the lesson objectives. Students will understand what it means to be part of a professional learning environment, based on common inquiry, personal reflections, and peer feedback. Research and investigations of student diversity, multicultural objectives, learning styles, and exceptionality are incorporated into practical applications. Upon successful completion of this course, students will develop a professional portfolio that demonstrates findings of their research as it relates to their teaching philosophy, methods, and strategies for developing art programs for the K-12 student, instructional objectives, lesson, and unit plans using a variety of media, and personal reflection based on classroom practice.

Prerequisites: AE 3221 - Equity in Learning; AE 3241 - Critical Issues in Art Education; AE 3000 - Art Education Junior Portfolio Review; must be an Art Education major.

Notes: This course is taken the term directly prior to Student Teaching.

(Formerly AE 3264 Methods of Art Education, K-12 Part II; 2 credits each)

### *Course Learning Outcomes:*

- Students evaluate the interconnection of instruction and lessons that align with the Colorado Academic Standards. Students examine districts expectations for organized plan of instruction. Students reflect on the inclusion of Literacy and Math in an art classroom.
- Students compare formal and informal methods to assess K-12 student learning and how to use that assessment to provide developmentally appropriate feedback. Students use assessment to inform planning and instruction.
- Students demonstrate professionalism in their Field Experience. Students reflect on ethical conduct in a K-12 school environment. Students integrate reflection as a leadership tool.
- Students create art lessons that guide K-12 students to: (a) find historical meaning in works of art, (b) recognizing personal connections in works of art, and (c) engage in critical thinking in works of art. Students create art lessons that include but are not limited to language used to examine the processes in works of art and problem solving techniques.
- Students create art lessons that address the preparation, research, safety, interrelationships, processes and materials applicable to areas of specialization in Visual Arts. Students create lessons that are developmentally age/grade appropriate.
- Students create art lessons that include contemporary/historical art history, relationships between art and culture, and demonstrate hard and soft skills across curriculums.
- Students create lessons that demonstrate knowledge of Culturally and/or Linguistically Diverse (CLD) standards.
- Students assess Culturally and/or Linguistically Diverse (CLD) standards used in K-12 classrooms through a case study.

## **AE 3281 - Assessing Learning + Teaching**

Credits: 3

The course introduces a wide variety of approaches to assessment, both traditional and alternative. Study includes quantitative and qualitative methods for assessing student performance in art and design, as well as course and program effectiveness. Basic statistical principles are introduced and applied within the assessment process. Proficiencies are determined by measuring the student's ability to

organize data; plan teaching effectiveness; devise and demonstrate assessment; and evaluate instruments and methodologies. Upon successful completion of this course, students will have learned basic statistical methods for data collection and analysis for the purpose of assessing teaching and learning in K-12 schools. Students will also become familiar with how to assess their own teaching skills and to recognize the importance and methods of assessing student learning in the classroom.

Prerequisites: AE 3221 - Equity in Learning; must be an Art Education major.

*Course Learning Outcomes:*

- Students build a conceptual understanding of the Colorado Visual Arts Standards and are able to successfully incorporate them into their developed units, objectives and assessments.
- Students develop formal and informal methods to assess learning and provide feedback in order to improve their planning and instruction to support the development of critical-thinking and problem-solving skills.
- Students express high standards for professional conduct through the development and incorporation of educational research design in the field of art education.
- Students develop appropriate critique processes to utilize in their classrooms.
- Students construct formative and summative assessments in order to best inform their instructional practice.
- Students apply basic statistical analysis methods to describe trends in student assessment results.

## **AE 4245 - Classroom Management**

Credits: 3

The goal of this course is to enable teacher candidates to design, organize, and facilitate positive learning environments. Students will observe, document, devise, and discuss consistent teacher behaviors that encourage high standards of student involvement in classroom activities. Students will investigate how effective management skills and high-quality instruction can facilitate learning environments where all students can learn and succeed. Proficiencies are determined by the candidate's ability to plan and design clear expectations about appropriate and inappropriate behavior, efficient use of time, room organization, dissemination of materials, cleanup, and project storage. Study includes the teaching cycle, positive characteristics of classroom managers, and prescriptions for effective management of the classroom and instruction. Legal rights, due process, and school governance augment the course objectives.

Prerequisites: AE 3221 - Equity in Learning; AE 3241 - Critical Issues in Art Education; must be an Art Education major

*Course Learning Outcomes:*

- Students design tools and techniques to establish a safe, inclusive and respectful K-12 learning environment for a diverse population of students.
- Students assess tools and techniques used to foster predictable learning environments that support positive K-12 student relationships.
- Students choose tools and techniques that build relationships across a range of K-12 students' abilities and needs.
- Students integrate lessons that support opportunities for K-12 students to work in teams and develop leadership.
- Students demonstrate effective communication through Field Experiences and communication with Cooperating Teachers.
- Students evaluate case studies that exhibit complex, dynamic teaching environments.

## **AE 4256 - Student Teaching I**

Credits: 6

Field experience hours: 300 clock hours in a public or private K-12 school setting. This is an extended field experience practicum and mentorship completed during the final term of the AE program. The student teacher spends eight weeks in an elementary or secondary school setting. The student teacher is observed, guided, and coached by a cooperating teacher in the accredited public or private school and a supervising teacher from the college. The cooperating teacher has a minimum of three years' experience in teaching art. Responsibility for taking over the teaching by the RMCAD student teacher is gradually increased, allowing growth in a safe, supervised environment. The

student teacher keeps a reflective journal and learning portfolio as an assessment instrument and a future resource. Feedback is consistently given and documented.

Prerequisites: AE 3264 - Methods of Art Education, K-12 Part II

Corequisites: AE 4933 - Student Teaching Seminar Part I or AE 4934 - Student Teaching Seminar Part II.

Notes: A summative evaluation of the student teacher's performance establishes proficiencies, which are translated into a Pass/Fail grade. AE 4933 Student Teaching Seminar Part I or AE 4934 Student Teaching Part II is taken concurrently. (Formerly AE 4250)

*Course Learning Outcomes:*

- Students demonstrate confidence in the content they are teaching in their Student Teacher Placement.
- Students design tools and techniques to establish a safe, inclusive and respectful K-12 learning environment for a diverse population of students.
- Students design and deliver effective instruction, while supporting an environment that facilitates learning for K-12 students at their Student Teaching Placement.
- Students model professionalism through ethical conduct, reflection, and leadership at their Student Teacher Placement.
- Students examine the dual role of Artist + Educator and how they connect to their own practice.
- Students create art lessons that guide K-12 students to: (a) find historical meaning in works of art, (b) recognizing personal connections in works of art, and (c) engage in critical thinking in works of art. Students create art lessons that include but are not limited to language used to examine the processes in works of art and problem-solving techniques.
- Students create art lessons that address the preparation, research, safety, interrelationships, processes and materials applicable to areas of specialization in Visual Arts. Students create lessons that are developmentally age/grade appropriate.
- Students develop contemporary art lessons that emphasize: (a) the contributions of the arts to the development of civilization and culture. (b) the relationship of the arts to the culture/society in which they originated. (c) the influence of the arts on subsequent and current culture(s). (d) how the arts are an academic discipline that can relate, connect and transfer to a multitude of life experiences, subjects and disciplines such as math, science; reading, writing and communicating; and social studies.
- Students develop appropriate critique processes to utilize in their Student Teaching Placement.
- Students follow motivation and encouragement techniques used in K-12 Art education classrooms to pursue appropriate forms of self-expression in visual and other arts.
- Students develop advanced K -12 instruction where appropriate.
- Students reflect on assessment and its effectiveness in an art education environment.
- Students are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for Culturally and/or Linguistically Diverse (CLD) student populations.

## **AE 4266 - Student Teaching II**

Credits: 6

Field experience hours: 300 clock hours in a public or private K-12 school setting. This is an extended field experience practicum and mentorship completed during the final term of the AE program. The student teacher spends eight weeks in an elementary or secondary school setting, whichever level was not the focus in AE4256 Student Teaching I. The student teacher is observed, guided, and coached by a cooperating teacher in the accredited public or private school and a supervising teacher from the college. The cooperating teacher has a minimum of three years' experience in teaching art. Responsibility for taking over the teaching by the RMCAD student teacher is gradually increased, allowing growth in a safe, supervised environment. The student teacher keeps a reflective journal and learning portfolio as an assessment instrument and a future resource. Feedback is consistently given and documented.

Prerequisites: AE 3264 - Methods of Art Education, K-12 Part II

Corequisites: AE 4933 - Student Teaching Seminar Part I or AE 4934 - Student Teaching Seminar Part II.

Notes: A summative evaluation of the student teacher's performance establishes proficiencies, which are translated into a Pass/ Fail grade. AE 4933 - Student Teaching Seminar Part I or AE 4934 - Student Teaching Seminar Part II is taken concurrently. (Formerly AE 4260)



*Course Learning Outcomes:*

- Students demonstrate confidence in the content they are teaching in their Student Teacher Placement.
- Students design tools and techniques to establish a safe, inclusive and respectful K-12 learning environment for a diverse population of students.
- Students design and deliver effective instruction, while supporting an environment that facilitates learning for K-12 students at their Student Teaching Placement.
- Students model professionalism through ethical conduct, reflection, and leadership at their Student Teacher Placement.
- Students examine the dual role of Artist + Educator and how they connect to their own practice.
- Students create art lessons that guide K-12 students to: (a) find historical meaning in works of art, (b) recognizing personal connections in works of art, and (c) engage in critical thinking in works of art. Students create art lessons that include but are not limited to language used to examine the processes in works of art and problem solving techniques.
- Students create art lessons that address the preparation, research, safety, interrelationships, processes and materials applicable to areas of specialization in Visual Arts. Students create lessons that are developmentally age/grade appropriate.
- Students develop contemporary art lessons that emphasis: (a) the contributions of the arts to the development of civilization and culture. (b) the relationship of the arts to the culture/society in which they originated. (c) the influence of the arts on subsequent and current culture(s). (d) how the arts are an academic discipline that can relate, connect and transfer to a multitude of life experiences, subjects and disciplines such as math, science; reading, writing and communicating; and social studies.
- Students develop appropriate critique processes to utilize in their Student Teaching Placement.
- Students follow motivation and encouragement techniques used in K-12 Art education classrooms to pursue appropriate forms of self-expression in visual and other arts.
- Students develop advanced K -12 instruction where appropriate.
- Students reflect on assessment and its effectiveness in an art education environment.
- Students are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for Culturally and/or Linguistically Diverse (CLD) student populations.

## **AE 4933 - Student Teaching Seminar Part I**

Credits: 1

This capstone, culminating course is taken concurrently with the student teaching courses AE 4256 and AE 4266. Student teachers share experiences, challenges, celebrations, concerns, and strategies from their student teaching assignments. The course content is based on real-life, ethnographic experiences and events that impact philosophy, theory, and practice. Other seminar objectives include career opportunities, interview strategies, resume critique, advising on the students' action research project that culminates in a Teacher Work Sample document, and portfolio assessment. Proficiencies are determined by quantity of participation and quality of shared insights, observable application of discussions and solutions, and the demonstration of knowledge, skills, and strategies that make up the content of all art education and education coursework.

Corequisites: AE 4256 - Student Teaching I or AE 4266 - Student Teaching II

Notes: (Formerly AE 4935 Student Teaching Seminar)

*Course Learning Outcomes:*

- Students demonstrate confidence in the content they are teaching in their first Student Teacher Placement.
- Students support safe, inclusive and respectful learning environments established at their first Student Teaching Placement.
- Students design and deliver effective instruction, while supporting an environment that facilitates learning for K-12 students at their first Student Teaching Placement.
- Students model professionalism through ethical conduct, reflection, and leadership at their first Student Teacher Placement.

## **AE 4934 - Student Teaching Seminar Part II**

Credits: 1

This capstone, culminating course is taken concurrently with the student teaching courses AE 4256 and AE 4266. Student teachers share experiences, challenges, celebrations, concerns, and strategies from their student teaching assignments. The course content is based on real-life, ethnographic experiences and events that impact philosophy, theory, and practice. Other seminar objectives include career opportunities, interview strategies, resume critique, advising on the students' action research project that culminates in a Teacher Work Sample document, and portfolio assessment. Proficiencies are determined by quantity of participation and quality of shared insights, observable application of discussions and solutions, and the demonstration of knowledge, skills, and strategies that make up the content of all art education and education coursework.

Corequisites: AE 4256 - Student Teaching I or AE 4266 - Student Teaching II

Notes: (Formerly AE 4935 Student Teaching Seminar)

### *Course Learning Outcomes:*

- Students demonstrate confidence in the content they are teaching in their first Student Teacher Placement.
- Students support safe, inclusive and respectful learning environments established at their first Student Teaching Placement.
- Students design and deliver effective instruction, while supporting an environment that facilitates learning for K-12 students at their first Student Teaching Placement.
- Students model professionalism through ethical conduct, reflection, and leadership at their first Student Teacher Placement.

## **Art History**

### **AH 1000 - Introduction to Art + Visual Design**

Credits: 3

This entry-level course introduces students to the disciplines of art and design through the exploration of various academic topics within the fields. Lectures, readings, and discussions investigate topics such as what defines art and how artists and designers engage within the framework of time and space. Students explore art and design through content, aesthetic values, and explorations of visual critical thinking. Upon successful completion of this course, students will be versed in the formal elements and principles of design; the various types of media found within the visual arts and design disciplines; the art market; and art historical categorical divisions. Additionally, students will obtain elementary knowledge of art criticism, theory, and methodologies.

Prerequisites: none

### *Course Learning Outcomes:*

- Students identify and define the elements and principles of design as well as the various types of media found within the visual arts and design disciplines.
- Students recognize some of the tenets of art criticism, theory, and methodologies.
- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, conceptualize responses.
- Students demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, spelling, and adheres to CMS formatting.

## **AH 1110 - Art Historical Methods + History**

Credits: 3

In the first of the sequence of three required courses in the history of art, students will be introduced to the history and methodologies specific to the discipline. Students will explore, discuss and knowledgeably write about a variety of different methodological approaches to the interpretation of art and visual culture through critical examination of scholarly texts, both historical and contemporary. Upon successful completion of this course, students will recognize and apply various art historical methodologies through weekly readings, writing assignments, class discussions, and presentations.

Prerequisites: EN 1110 - Composition I

### *Course Learning Outcomes:*

- Apply critical thinking skills through discussions and assignments that challenge assumptions, contextualize information, identify problems, conceptualize responses to topics within the history of the discipline of art history.
- Analyze the thesis, methodology, supporting evidence, and conclusions of various scholarly articles.
- Recognize and successfully apply different art historical methodologies.
- Compose clear and organized written assignments that include a thesis statement, supporting evidence, applied methodologies and conclusion.
- Writing demonstrates clarity, organization, and correct grammar, syntax, spelling, and applied Chicago Manual of Style.

## **AH 1120 - Global Art History I: Prehistory to c.1300**

Credits: 3

In the second of the sequence of three required courses in the history of art, students will critically examine global visual culture, art works, and monuments from prehistory through c.1300CE. Students will learn and apply formal analysis and other interpretive art historical methodologies to identify and interpret the production of art and visual culture through the analysis of cultural and stylistic characteristics, contextual functions and influences, cultural values, and historical reception. Upon successful completion of this course, students will identify and analyze works of global art and visual culture from prehistory to c.1300CE through application of formal analysis and various other art historical methodologies.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: (This Art History requirement formerly fulfilled by AH 1100 Art History I: Ancient to Medieval)

### *Course Learning Outcomes:*

- Apply critical thinking skills through in class discussions and assignments that challenge assumptions, contextualize information, identify problems, and conceptualize responses to global art and visual culture from prehistory to c.1300CE.
- Analyze the production of art and visual culture from prehistory to c.1300CE cultural and stylistic characteristics, contextual functions and influences, cultural values, and historical reception.
- Apply formal analysis and other art historical methodologies.
- Compose clear and organized written assignments that include a thesis statement, supporting evidence, applied methodologies and conclusion.
- Writing demonstrates clarity, organization, and correct grammar, syntax, spelling, and applied Chicago Manual of Style.

## **AH 1130 - Global Art History II: c.1300 to c.1980**

Credits: 3

In the last of the sequence of three required courses in the history of art, students will critically examine global visual culture, art works, and monuments from c.1300CE through c.1980CE. Students will learn and apply formal analysis and other interpretive art historical

methodologies to identify and interpret the production of art and visual culture through the analysis of cultural and stylistic characteristics, contextual functions and influences, cultural values, and historical reception. Upon successful completion of this course, students will identify and analyze works of global art and visual culture from prehistory to c.1300CE through application of formal analysis and various other art historical methodologies.

Prerequisites: AH 1120 - Global Art History I: Prehistory to c.1300

Notes: (This Art History requirement formerly fulfilled by AH 1200 Art History II: Renaissance to Post Impressionism and AH 2300 Fauvism through Modern.)

*Course Learning Outcomes:*

- Apply critical thinking skills through in class discussions and assignments that challenge assumptions, contextualize information, identify problems, and conceptualize responses to global art and visual culture from c.1300CE through c.1980CE.
- Analyze the production of art and visual culture from c.1300CE through c.1980CE cultural and stylistic characteristics, contextual functions and influences, cultural values, and historical reception.
- Apply formal analysis and other art historical methodologies.
- Compose clear and organized written assignments that include a thesis statement, supporting evidence, applied methodologies and conclusion.
- Writing demonstrates clarity, organization, and correct grammar, syntax, spelling, and applied Chicago Manual of Style.

## **AH 2020 - History of International Animation**

Credits: 3

This course explores the evolution of the animation art form; its ways of expression; the power of its language; symbolism; variety of media; communication of ideas; political viewpoints; creation of impact; and mood. Students study the visual and design styles of both commercial and independent animation from America, Western Europe, Eastern Europe, and the Far East. Upon successful completion of this course, students will understand the art of animation from its early roots through the present—having studied the development of animators, studios, technologies, styles, business, and the influence of social/political change.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: Offered online only. (Formerly AN 1310)

*Course Learning Outcomes:*

- Demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, conceptualize responses.
- Demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, spelling, and adheres to CMS formatting.
- Recognize formal art historical divisions of Animation.
- Understand some of the tenets of art criticism, theory, and methodologies.
- Understand the impact of key animators on the industry.
- Recognize the development of studios, technologies, styles, business, and the influence of social/political change in the field of animation.
- Identify elements of design and the role they play in visual storytelling.

## **AH 2050 - History of Graphic Design**

Credits: 3

This seminar and research course addresses important historical and contemporary developments in visual communication. Beginning with the roots of pictorial and written languages, the content moves to key 19th and 20th century periods (including the emergence of the Bauhaus and typographic history), then culminates with the contemporary scene. Upon successful completion of this course, students will

have engaged in reading, writing, and verbal critical thinking skills—both as individuals and in teams. Students will understand the embedded relationships between graphic design, culture, technology, and society.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: Offered online only.

*Course Learning Outcomes:*

- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, conceptualize responses.
- Students demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, and spelling.
- Students practice formal analysis and the identification, definition, and application of the elements and principles of design as well as the various types of media found within Graphic Design.
- Students recognize formal art historical divisions of Graphic Design.
- Students recognize some of the tenets of art criticism, theory, and methodologies.
- Describe the progression of written languages.
- Analyze the work of designers and typographers.
- Identify and differentiate key design movements and the cultural influences and technological advancements on various aspects of design history.
- Analyze reading assignments through discussions and written responses.
- Students demonstrate competence in discipline-specific citation styles.

## **AH 2060 - History of American Illustration**

Credits: 3

This course offers the beginning illustration student a broad view of the major personalities who influenced the illustration field. Examining how past illustrators conceived and produced their artwork for the mass media, this course uncovers the roots of style and reveals the singular philosophies that shaped the major avenues of illustration. Upon successful completion of this course, students will exhibit increased skills and knowledge in reading, writing, and in employing analytical skills in evaluating the influences of the past in shaping visual storytelling styles within American culture.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: Offered online only.

*Course Learning Outcomes:*

- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, conceptualize responses.
- Students demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, and spelling.
- Students practice formal analysis and the identification, definition, and application of the elements and principles of design as well as the various types of media found within Illustration.
- Students recognize formal art historical divisions of Illustration.
- Students recognize some of the tenets of art criticism, theory, and methodologies.
- Understand the relationship between art history and the history of American illustration.
- Identify elements of design and the role they play in visual storytelling.
- Analyze reading assignments through discussions and written responses.
- Students demonstrate competence in discipline-specific citation styles.

## AH 2080 - History of Photography

Credits: 3

This course explores the history of photography from its beginnings in the 1830s to current developments in photographic practice. Lectures and readings examine major schools of photography (i.e. pictorialism, formalism, straight photography), as well as technological developments and photographic processes which expand the possibilities of the medium. Photography blurs the boundaries between art, science, and document; challenges our conception of reality; and raises questions about authenticity and artistic merit. The goal of this course is to develop a better understanding of the complex history of photography, its diversity of social functions, its effect on our modern vision of the world, and to address the theoretical questions inherent to this modern medium. Upon successful completion of this course, students possess a deeper understanding of the history of photography. Furthermore, students will conduct research and write knowledgeably on topics from the history of photography.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: Offered online only.

### *Course Learning Outcomes:*

- Demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, and conceptualize responses.
- Demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, and spelling, and adheres to CMS formatting.
- Identify and define the elements and principles of design as well as the various types of media found within photography.
- Understand the technology, historical context and stylistic movements within the history of photography.
- Understand the tenets of art criticism, theory, and methodologies.

## AH 2090 - History of Fashion Design

Credits: 3

This course explores the evolution of wearing apparel and personal adornment throughout history to examine more than 20,000 years of fashion periods reflecting politics, economics, fine art, and anthropological influences. Students will investigate how history interplays with the defining styles that have emerged in clothing from the beginning of time to the contemporary interpretations of couture fashion. Upon successful completion of this course, students will have a thorough understanding of how wearing apparel evolved from function to fashion as it related to the historical context and cultural influence in which it developed.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: Offered online only.

### *Course Learning Outcomes:*

- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, conceptualize responses.
- Students demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, and spelling.
- Students practice formal analysis and the identification, definition, and application of the elements and principles of design as well as the various types of media found within Fashion Design.
- Students recognize formal art historical divisions of Fashion Design
- Students recognize some of the tenets of art criticism, theory, and methodologies.
- Analyze reading assignments through discussions and written responses.
- Students understand the historical context of how wearing apparel evolved from function to fashion.
- Students demonstrate competence in discipline-specific citation styles.

## AH 2400 - Seminar in Contemporary Art

Credits: 3

This seminar course focuses on issues, art movements, and criticism from Postmodern to the present. Students investigate Postmodern and contemporary art through the writings of artists and critics, lectures, and readings. Furthermore, students will become familiar with relevant art theory and methodology; learn to conduct research within the discipline of art history; and write knowledgeably on Postmodern and contemporary topics. Upon successful completion of this course, students will be able to articulate Postmodern and contemporary art issues—both critically and historically—in relation to larger social and political contexts.

Prerequisites: AH 1110 - Art Historical Methods + History

### *Course Learning Outcomes:*

- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, conceptualize responses.
- Students demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, and spelling.
- Students demonstrate scholarly research skills.
- Students demonstrate critical engagement in theory through discussion and writing.
- Students practice formal analysis and the identification, definition, and application of the elements and principles of design as well as the various types of media found within Contemporary Art.
- Students recognize formal art historical divisions including a broad range of artists, works, and styles from western art from the Postmodern through the Contemporary period.
- Students recognize some of the tenets of art criticism, theory, and methodologies.
- Students demonstrate competence in discipline-specific citation styles.
- Analyze reading assignments through discussions and written responses.

## AH 3000 - Topics in the History of Art

Credits: 3

This junior level advanced studies course allows students to focus on themes, issues, methods, and theoretical and philosophical approaches related to aesthetics and visual culture. Lectures, reading and written assignments, and projects emphasize research, writing, and oral presentations. Upon successful completion of this course, students demonstrate a deeper understanding of art historical issues, methods, and theories through topic-related research and written assignments.

Prerequisites: AH 1130 - Global Art History II: c.1300 to c.1980

Notes: (This Art History elective formerly fulfilled by AH 3010 Topics in the History of Western Art or AH 3500 Topics in the History of Nonwestern Art)

### *Course Learning Outcomes:*

- Apply critical thinking skills through in class discussions and assignments that challenge assumptions, contextualize information, identify problems, and conceptualize responses to art history.
- Demonstrate advanced research skills through writing assignments and class projects.
- Compose clear and organized written assignments that include a thesis statement, supporting evidence, applied methodologies and conclusion.
- Writing demonstrates clarity, organization, and correct grammar, syntax, spelling, and applied Chicago Manual of Style.

## AH 3070 - History of Architecture, Interiors, + Furnishings I

Credits: 3

This survey course provides a history of the built environment based on architecture, interiors, and furnishings from antiquity through Historicism of the early 19<sup>th</sup> century. Students investigate and document period design within the context of the cultural, sociological, and technological issues of each era—including interior and exterior architectural elements, furniture, design motifs, and ornamentation. Upon successful completion of the course, students will have the ability to identify and evaluate the elements of architecture and interiors for each period studied and apply those skills to period renovation, restoration, or to reinterpret historical elements for current use.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: Offered online only. (Formerly AH 2070 History of Architecture + Interiors)

-The required textbook for this course is also used in AH3071.

### *Course Learning Outcomes:*

- Apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context from the antiquity through Post-Modernism based on learning exercises, assignments and charrettes, instructor guidance and in accordance with the CIDA indicators aligned with this course.
- Demonstrate understanding of the social, political, and physical influences affecting historical changes in design of the built environment from antiquity through the 20th century.
- Identify and describe movements and periods in interior design and furniture from the antiquity through the 20th century.
- Identify and describe movements and traditions in architecture from antiquity through the 20th century.
- Identify and describe stylistic movements and periods of art from antiquity through the 20th century.
- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, conceptualize responses.
- Students demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, and spelling.
- Students demonstrate scholarly research skills.
- Students demonstrate critical engagement in theory through discussion and writing.
- Students practice formal analysis and the identification, definition, and application of the elements and principles of design as well as the various types of media found within Contemporary Art.
- Students demonstrate competence in discipline-specific citation styles.

## AH 3071 - History of Architecture, Interiors, + Furnishings II

Credits: 3

This survey course provides a history of the built environment based on architecture, interiors, and furnishings from the Reform movements of the 19th century through the contemporary era. Students investigate and document period design within the context of the cultural, sociological, and technological issues of each era including interior and exterior architectural elements, furniture, design motifs, and ornamentation. Upon successful completion of the course, students will have the ability to identify and evaluate the elements of architecture and interiors for each period studied and apply those skills to period renovation, restoration, or to reinterpret historical elements for current use.

Prerequisites: AH 3070 - History of Architecture, Interiors, + Furnishings I OR AH 1120 - Global Art History I: Prehistory to c.1300 and permission from Interior Design Chair.

Notes: Offered online only. (Formerly AH 2070 History of Architecture + Interiors)

-The required textbook for this course is also used in AH3070.

### *Course Learning Outcomes:*



- Apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context from the 19th century through the contemporary era based on learning exercises, assignments and charrettes, instructor guidance and in accordance with the CIDA indicators aligned with this course.
- Demonstrate understanding of the social, political, and physical influences affecting historical changes in design of the built environment from the Reform movements of the 19th century through the contemporary era.
- Identify and describe movements and periods in interior design and furniture from the Reform movements of the 19th century through the contemporary era.
- Identify and describe movements and traditions in architecture from the Reform movements of the 19th century through the contemporary era.
- Identify and describe stylistic movements and periods of art from the Reform movements of the 19th century through the contemporary era.
- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, conceptualize responses.
- Students demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, and spelling.
- Students demonstrate scholarly research skills.
- Students demonstrate critical engagement in theory through discussion and writing.
- Students practice formal analysis and the identification, definition, and application of the elements and principles of design as well as the various types of media found within Contemporary Art.
- Students demonstrate competence in discipline-specific citation styles.

## **Animation**

### **AG 3131 - Business Ethics + Copyright**

Credits: 3

In this junior-level course, students learn about business practices in the animation and game industry, including business organization and operation as employer or employee, studio specialist, or freelance generalist. Current and historic developments in copyright law are studied, as well as issues of ethics. Upon successful completion of this course, students perform a self-evaluation of their skills through the lens of the reality of the business world and assess their expectations for a career in their chosen discipline. Students demonstrate the realities of the budgeting process, the procedures for legal use and protection of copyright, and an understanding of the ethical uses of this art form.

Prerequisites: Completion of 90+ credit hours.

Notes: (Formerly AN 4130)

#### *Course Learning Outcomes:*

- Complete the required IRS forms for freelance and contract work.
- Create a complete, concise resume consisting of objective, education, skills and achievements or awards.
- Create a cover letter demonstrating career goals and objectives, including a statement of business ethics, using clear and concise grammar and industry verbiage.
- Complete Personal Annual Budget based on a possible entry-level job after graduation.

### **AG 3840 - Experimental Animation**

Credits: 3

This senior-level studio course broadens the definition of "animation" and "game art" to include the viewpoint of the fine artist. Emphasis is placed on conceptual explorations in a digital environment. Experimental forms of computer animation through artistic expression are explored. Upon successful completion of the course, students will have created short projects that demonstrate individual style and voice,

as well as non-traditional approaches to 2D, 3D and game animation.

Prerequisites: AN3D 3230 - 3D Computer Animation Motion Studies or AN2D 3230 - Character Animation + Motion Studies

*Course Learning Outcomes:*

- Recognize the value of fine art production in a digital environment.
- Create animations using non-traditional methods.
- Evaluate artistic and creative expression for non-commercial animation productions.

## **AG 4990 - Senior Project I: Portfolio Preparation**

Credits: 3

In this senior-level, production-based course, students will propose a culminating project based on their chosen discipline and specialization. Upon proposal approval, students will refine and create additional works relevant to their proposal, with the ultimate goal of producing a highly marketable body of work that represents the best of their abilities. These works will form the basis of their final RMCAD portfolio. Upon successful completion of this course students will have a finished body of work to take to Senior Portfolio II: Presentation + Review.

Prerequisites: AN 3001 - Animation Junior Portfolio Review or GA 3000 - Game Art Junior Portfolio Review

Notes: Course to be taken in the next to last term.

*Course Learning Outcomes:*

- Create an original, marketable body of work in chosen discipline and specialization.
- Refine existing work so that it is of professional portfolio quality.
- Adhere to professional, studio-level scheduling, organization and work practices.

## **AG 4991 - Senior Project II: Portfolio Delivery + Review**

Credits: 3

In this senior-level studio course, students will develop a professional, marketable demo reel and website comprised of their best work and will demonstrate progress each week during class reviews. The student will prepare for entry into their field by creating a portfolio consisting of a branded business card, demo reel, website and resume, in addition to establishing a professional social media presence. Topics will include creating a personal brand, best practices in editing a compelling demo reel of work, designing an easy-to-navigate website highlighting personal strengths, and creating a resume that recruiters will find relevant. Upon successful completion of this course, students will have created all assets necessary to begin applying for industry positions.

Prerequisites: AG 4990 - Senior Project I: Portfolio Preparation

Corequisites: Must be taken in the final term.

*Course Learning Outcomes:*

- Create a personal brand, including a logo image, font and color palette.
- Create a professional, marketable demo reel leveraging personal branding.
- Create a professional, marketable website leveraging personal branding.
- Create a concise resume of all relevant information.
- Establish a professional social media presence.

## **AN 1110 - Introduction to Animated Storytelling**

Credits: 3

In this freshman-level studio class, students will receive an overview of how their animation and game art studies relate to current industry practices, emphasizing how story supports every phase of the creative process. Students will learn to analyze animated films and games, from shorts and cut scenes, to feature length movies to understand how narrative content is delivered in different contexts. Upon successful completion of this course, students will have completed assignments analyzing the visual and narrative form of a variety of films and games, as well as completed projects demonstrating their ability to recognize and apply the basic components of visual storytelling in their own work.

Prerequisites: FD 1020 - 2D Design: Elements + Principles.

Notes: May be waived for Dual Enrollment students with chair approval.

### *Course Learning Outcomes:*

- Identify the principles of narrative structure.
- Distinguish the key differences between developing story for film and developing story for games.
- Recognize and apply visual storytelling elements.
- Memorize and use industry standard vocabulary for storytelling and filmmaking.

## **AN 1230 - Fundamentals of Animation**

Credits: 3

This freshman-level studio course focuses on gaining an understanding of the principles of animation which form the foundation of all animation. Students analyze motions of people and objects and learn to translate that knowledge into animation. Students are exposed to the technical aspects of animation, production workflows, and standard industry terms and tools. Upon successful completion of this course, students will have completed animation tests and a final project that will demonstrate their understanding of basic animation principles.

Prerequisites: none

Notes: (Formerly AN 2230 Fundamentals of Animation)

### *Course Learning Outcomes:*

- Memorize and use industry standard vocabulary for animation production.
- Identify and demonstrate fundamental principles of character animation.
- Recognize and use industry-standard software, hardware and materials involved in animation production.

## **AN 2270 - Digital Painting for Film + Games**

Credits: 3

This studio-based course will explore the foundations of digital painting and how it applies to every level of the production process. Students will learn the fundamentals of color, composition, blending modes, custom brush creation/utilization, and working resolutions. Upon successful completion of this course, students will have applied these skills to a variety of projects—from speed painting to matte painting and paint-overs.

Prerequisites: FD 1020 - 2D Design: Elements + Principles. All BFA AN/GA students are required to adhere to the prerequisite.

### *Course Learning Outcomes:*

- Recognize the applications of Digital Painting in a studio production pipeline.
- Create and use custom brushes from a variety of photographic and hand-drawn images.

- Demonstrate techniques for rapid concept visualization.
- Apply traditional art techniques such as: composition, tone, color, shape, texture, value and contrast within digital environments.

### **AN 2310 - Creative Visualization**

Credits: 3

In this sophomore-level studio course, students develop imaginative concepts, using the language of film and animation, through the storyboard and animatic process. Students illustrate animated story ideas, focusing on expressive character development, layout and set design. Upon successful completion of this course, students will be capable of using storyboarding and animatic process to visualize animated story ideas, utilizing elements of composition, camera angles, continuity, character and motion dynamics.

Prerequisites: AN 1110 - Introduction to Animated Storytelling

*Course Learning Outcomes:*

- Recognize the fundamental principles of storyboarding.
- Implement dynamic use of camera angles and shots to communicate emotional tone of scenes. Utilize expressive character posing and acting.
- Transform written scripts into storyboards, utilizing visual storytelling techniques to capture the tone of the scene or sequence.
- Execute boards following the rules of visual and narrative continuity.

### **AN 2320 - The Art of Villainy**

Credits: 3

This sophomore-level elective explores the visual development and narrative psychology of the animated villain in film and games. Students will analyze both detestable and lovable villains throughout the history of animation and games. Assignments will include class discussions, villain creation, and exercises that focus on both the narrative and visual connection between real-world evil and fictional characters. Upon successful completion of this course students will be able to develop believable villains that demonstrate a meaningful translation of real-world villainy into dramatic animated and gaming fiction.

Prerequisites: AN 1110 - Introduction to Animated Storytelling and FD 1370 - Life Drawing I

*Course Learning Outcomes:*

- Demonstrate an understanding of the psychology of Villain behavior and motivation in animated films and games.
- Design narrative and visual villains with whom an audience can connect through recognition of human weaknesses and flaws.
- Apply narrative and visual storytelling principles in the creation of a villain.
- Analyze ethical and social issues involved in creating villains for modern viewing audiences.

### **AN 2335 - Worldbuilding**

Credits: 3

This sophomore-level pre-production course investigates the use of ancient myth and folklore in the creation of new myths for animated films and games. It challenges students to create their own worlds using narrative structures and visual designs relevant to modern audiences. The use of folklore in film, as well as the efficiency of archetype and symbol, will be introduced and applied as students work on the layered development of their own mythopoeic worlds. The final product will be a collection of narrative and visual materials that describe a world in which film goes and game players are drawn into a memorable, immersive experience.

Prerequisites: AN 1110 - Introduction to Animated Storytelling and FD 1235 - Observational Drawing

*Course Learning Outcomes:*

- Apply critical film and narrative theories to the building of mythopoeias and worlds for animation.
- Develop relevant narrative and visual storytelling components that reflect an understanding of how universal themes can be expressed with efficacy.
- Analyze ethical and social issues involved in developing stories for modern viewing audiences.
- Create a conceptual world that invites viewers into an immersive story experience.

## **AN 2350 - Scriptwriting for Animation**

Credits: 3

In this sophomore-level course, students work in a rigorous atmosphere of round-table critique to develop stories and scripts for animation. Assignments involve treatments, rough drafts, revisions, and a final draft for each project. The lecture component includes a thorough investigation of film genres in animation, including select film viewings and readings of produced scripts. Upon successful completion of the course, students will have written at least three scripts for original, short-form animated films.

Prerequisites: AN 1110 - Introduction to Animated Storytelling

*Course Learning Outcomes:*

- Create three scripts suitable for animation production.
- Apply industry-standard script writing formats.
- Demonstrate an understanding of Story concept, Pitch, and the principles of narrative style, technique, and visual structure in script writing.
- Analyze and evaluate scripts for cinematic and dramatic quality.

## **AN 3001 - Animation Junior Portfolio Review**

Credits: 0

This Junior Portfolio Review bridges the gap between Foundations studies and the student's chosen major discipline. The review requires students to showcase their major-specific skillsets. Works will be assessed based on evidence of comprehension in motion studies, design fundamentals, and technical prowess. The ability to speak clearly and concisely about their design process and creative approaches to problem solving is essential.

Prerequisites: Completion of 84+ credits

Notes: Must be completed within the 72-90 credit hour completed range.

This course is Pass/Fail.

*Course Learning Outcomes:*

- Assemble a portfolio of in- process or completed artwork that best demonstrates the student's achievement in chosen major.
- Explain their design process and creative approaches to problem solving.
- Discuss path for future growth and development as a professional artist.

## **AN 3601 - Animation Internship Part I**

Credits: 1.5

The AN Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the Department Chair, Department Internship Coordinator, and the Office of Career +

Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Develop a learning experience that provides application of coursework concepts in a real-world context.
- Practice applying relevant skills in your chosen field.
- Discuss your internship experience with an instructor.

## **AN 3602 - Animation Internship Part II**

Credits: 1.5

The AN Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the Department Chair, Department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Develop a learning experience that provides application of coursework concepts in a real-world context.
- Practice applying relevant skills in your chosen field.
- Discuss your internship experience with an instructor.

## **AN 3760 - Tools + Techniques of Contemporary Animation**

Credits: 3

In this junior-level studio course students are introduced to the tools necessary to integrate 2D and 3D assets into finished motion graphics. Students will gain experience with compositing elements created in various software programs to produce finished motion graphics pieces suitable for film, television and game production.

Prerequisites: Completion of 72+ credit hours

Notes: (Formerly AN 3760 Tools + Techniques of Contemporary Animation)

*Course Learning Outcomes:*

- Apply digital effects to enhance video imagery.
- Execute post-production processes such as compositing, chroma-keying and rendering.
- Solve problems inherent to working with digital art assets.
- Assemble broadcast-quality video.

## **AN 3770 - Animation Sound Design + Video Editing**

Credits: 3

In this junior-level studio course students are introduced to video editing and sound production. Students will shoot live action footage, record dialog and create custom foley to be used in the editing process. Students will use these skills to complete a variety of projects that emphasize visual storytelling.

Prerequisites: AN 2310 - Creative Visualization

Notes: (Formerly AN 2420 Animation Sound Design + Video Production)

*Course Learning Outcomes:*

- Apply industry standard methodologies for sound design in post-production processes.
- Implement industry-standard techniques for continuity editing.
- Demonstrate an understanding of visual flow in editing.

## **Animation: 2D**

### **AN2D 1390 - Drawing + Acting for Animation**

Credits: 3

In this freshman-level studio course, students explore the importance of acting and performance to build upon fundamental animation skills. With an emphasis on mass, volume, structure, and design, students use simplified drawing techniques to express character behavior as it applies to "moving drawings." By the end of the course, students understand the value of solid character structure, how to create drawings that convey emotion, and how to more effectively create key poses and realistic facial and body expressions.

Prerequisites: FD 1370 - Life Drawing I and AN 1230 - Fundamentals of Animation

Notes: (Formerly AN2D 2210 Drawing + Acting for Animation)

*Course Learning Outcomes:*

- Create iterative work with original ideas through multiple sketches, demonstrating a clear progression to high quality, readable and animatable designs.
- Apply understanding of anatomy and form to create images that convey character movement.
- Translate live action acting and performance theories to create strong character poses.
- Create character poses with strong perspective, silhouette, weight, balance, expression, mood and pose.

### **AN2D 3230 - Character Animation + Motion Studies**

Credits: 3

This junior-level studio course further develops the student's skills in the analysis and application of movement, focusing on human and animal locomotion. Students are encouraged to develop their own characters and investigate personality and emotion in their animation. Upon successful completion of this course, students will have a greater understanding of weight, motion, timing, and various aspects of drawing related to believable character animation.

Prerequisites: AN 1230 - Fundamentals of Animation and FD 2300 - Foundations Sophomore Portfolio Review

*Course Learning Outcomes:*

- Create character animation with a strong emphasis on weight, physics, performance and acting.
- Recognize and apply proper character motion principles to create quality animation.

- Apply phoneme mouth shapes to dialogue and lip-sync exercises.

### **AN2D 3360 - Animation Layout + Production Design**

Credits: 3

In this junior-level studio course, students explore different stylistic approaches to development of original characters and environments. Using traditional and digital media, students produce model sheets, background layouts and character layouts. Upon successful completion of this course, students will have a greater working knowledge of staging, perspective and composition, and how these pertain to cinematic motion and design.

Prerequisites: AN 2310 - Creative Visualization

Notes: (Formerly AN 4010 Animation Layout + Production Design)

*Course Learning Outcomes:*

- Design backgrounds and characters with a strong emphasis on narrative.
- Demonstrate staging and perspective in concept work.
- Create projects that iterate from traditional thumbnails to final digitally polished products.

### **AN2D 3520 - 2D Computer Animation I**

Credits: 3

This junior-level studio course provides students with the opportunity to produce a digitally animated short as a group or individual. Upon successful completion of this course, students have a body of work that represents attention to professional 2D computer production techniques. Students must demonstrate an ability to adhere to a demanding schedule and an understanding of 2D digital pre-production and post techniques, as well as creative film making and direction.

Prerequisites: AN2D 3230 - Character Animation + Motion Studies

Notes: (Formerly AN 3320 2D Computer Animation)

*Course Learning Outcomes:*

- Demonstrate fundamental 2D animation techniques in a digital environment.
- Examine how color theory supports storytelling.
- Use industry-standard software for digital color and camera work.

### **AN2D 3620 - 2D + Z**

Credits: 3

2D + Z = 3D! This junior-level studio course is designed to help demystify 3D animation tools and how they pertain to the 2D artist. In this class students will learn how to utilize 3D Animation programs to create 3D geometry and materials for use in a 2D/3D hybrid production. Upon successful completion of this course students will have a foundational understanding of 3D tools and their importance in the production of an animated production.

Prerequisites: AN2D 3520 - 2D Computer Animation I

*Course Learning Outcomes:*

- Generate original 3D assets for use in 2D animation production.
- Incorporate original and/or prefabricated 3D assets into a 2D production.
- Utilize 3D and 2D animation assets in the creation of an animated sequence.



## **AN2D 4240 - Advanced Character Animation + Motion Studies**

Credits: 3

This senior-level studio course is a continuation of Character Animation + Motion Studies. Students will refine their skills and knowledge through assignments that include character acting with lip-sync combined with specific activities or conflicts. Upon successful completion of this course students will have animated advanced, narrative-driven motion using character, performance and dialogue.

Prerequisites: AN2D 3230 - Character Animation + Motion Studies

Notes: (Formerly AN 4410 Advanced Character Animation Motion Studies)

### *Course Learning Outcomes:*

- Animate characters with a strong emphasis on weight, physics, performance and acting.
- Translate and combine effects such as snow, fire, smoke and rain into a 2D visual style.
- Recognize and apply proper character motion principles to create quality animation.
- Identify phoneme mouth shapes and apply them to dialogue and lip-sync for non-human characters.

## **AN2D 4520 - 2D Computer Animation II**

Credits: 3

In this senior-level studio course, students will produce an animated short within a group setting. Students create key frame animation, clean up, in-betweens, and digital ink and paint. Students are encouraged to use 3D elements, post production effects, compositing, and color correction. Upon successful completion of this course students will have created an animated short following industry practices.

Prerequisites: AN2D 3620 - 2D + Z and AN2D 3520 - 2D Computer Animation I

### *Course Learning Outcomes:*

- Demonstrate advanced 2D animation techniques in a digital environment.
- Apply post-production effects and advanced camera moves to increase narrative impact of animation.
- Cohesively integrate 3D elements into 2D environments.

## **AN2D 4870 - Stop Motion Animation**

Credits: 3

Using clay figures or wire armature puppets, students will explore the world of stop motion animation in this senior-level film making course. Application of fundamental animation principles in a stop motion setting is emphasized, along with expression of personality through movement. Students will analyze outstanding examples of stop motion animation and will gain experience with techniques and concepts for lighting dimensional characters and sets. Green screen shooting, lip sync animation, and post-production techniques such as keying and tracking will also be a part of this class. Upon successful completion of this course, students will have built a puppet suitable for animation, created a simple set for shooting their puppet and completed a short stop motion film.

Prerequisites: AN2D 3230 - Character Animation + Motion Studies OR AN3D 3230 - 3D Computer Animation Motion Studies

Notes: (Formerly AN 3350 Stop Motion Animation)

### *Course Learning Outcomes:*

- Translate fundamental principles of animation to physical puppets for quality stop-motion animation.
- Identify methods for building quality stop-motion puppets that display a full-range of motions.
- Repeat motion-tests to refine animation quality and emotive impact.
- Construct a production quality stop-motion set, with relevant lighting and environmental details.

## **Animation: 3D**

### **AN3D 1210 - 3D Computer Fundamentals**

Credits: 3

This freshman-level course introduces the student to the basic methodologies and techniques used for the creation of 3D computer art. Modeling, materials and textures, lighting, camera, and animation are all studied and practiced at the introductory level. The student gains practical experience with the software user interface, workflow pipeline, project management, and rendering. Upon successful completion of the course, students will have developed a complex 3D scene that demonstrates competencies in these disciplines at a basic to intermediate level.

Prerequisites: none

Notes: (Formerly AN3D 2210)

#### *Course Learning Outcomes:*

- Demonstrate simple, effective animation techniques.
- Demonstrate fundamental modeling techniques for polygonal geometry.
- Apply simple, procedural textures to 3D geometry.

### **AN3D 2320 - 3D Computer Lighting + Materials**

Credits: 3

Building on the skills and knowledge gained in 3D Computer Fundamentals, this intermediate-level course will focus on lighting techniques, materials creation, and UVW mapping, including the integration of these practices with the storytelling aspect of film making. The study of lighting theory is also applied as it relates to the synthetic animation environment. The student gains further practical experience with the software user interface, workflow pipeline, project management, and rendering. Upon successful completion of the course, students will have produced refined 3D digital images that demonstrate their ability to create and manipulate lighting and textured surfaces in a 3D animation environment.

Prerequisites: AN3D 1210 - 3D Computer Fundamentals and AN 2270 - Digital Painting for Film + Games

Notes: (Formerly AN3D 2220)

#### *Course Learning Outcomes:*

- Apply lighting and surfacing techniques to create scenes with elements of visual storytelling.
- Properly apply techniques for 3D asset surfacing.
- Create custom material networks utilizing native software tools.
- Demonstrate visual storytelling concepts as related to look development via 3D rendered scenes.
- Apply textures, hand-painted and/or derived from photographs, to 3D models.
- Produce clean, functional UV maps.

### **AN3D 3230 - 3D Computer Animation Motion Studies**

Credits: 3

In this junior-level studio course students learn how to analyze movement utilizing the principles of animation. Studies include posing, keyframing, inbetweening and timing. Upon successful completion of this course, students will have the technical knowledge necessary to produce believable character animation.

Prerequisites: FD 2300 - Foundations Sophomore Portfolio Review; AN3D 1210 - 3D Computer Fundamentals or AN2D 3620 - 2D + Z

Notes: (Formerly AN 3720 3D Computer Animation Motion Studies)

*Course Learning Outcomes:*

- Animate 3D characters with a strong emphasis on weight, physics, performance and acting.
- Recognize how to place and edit keyframes.
- Practice adjusting motion curves to affect ease-ins and outs.
- Relate the fundamental components of a rig to the way they affect model deformation.

### **AN3D 3330 - 3D Character + Production Design**

Credits: 3

In this junior-level studio course, students explore methods of developing character assets. The relationship between topology, edge-flow, anatomical structure, and mesh deformation will be explored. Upon successful completion of this course, students will have the practical knowledge to produce a character of high visual quality and technical functionality.

Prerequisites: AN3D 2320 - 3D Computer Lighting + Materials

*Course Learning Outcomes:*

- Translate 2D subject matter reference and character design elements into a functional, well-developed 3D character asset.
- Construct a 3D character model that adheres to proper technical modeling principles.
- Apply concepts of anatomy, shape, form, structure, and intricate detailing to produce 3D assets with a high level of organic visual quality.

### **AN3D 4250 - Advanced 3D Computer Animation Motion Studies**

Credits: 3

In this senior-level studio course students further develop their skills, insights, and knowledge of character animation. Topics of study include advanced forms of locomotion, the relationship between storytelling and character animation, dialogue, and the importance of acting and performance. Upon successful completion of this course, students will have completed a series of animation exercises for use in their senior portfolio.

Prerequisites: AN3D 3230 - 3D Computer Animation Motion Studies

*Course Learning Outcomes:*

- Animate complex movement with 3D characters, emphasizes weight, physics, performance and acting.
- Identify phoneme mouth visemes and their application into dialogue and lip synch.
- Implements the 12 principles of animation.
- Differentiates the difference in locomotion between quadruped, biped and avian characters.

### **AN3D 4260 - Advanced 3D Computer Topics**

Credits: 3

Building on the skills and knowledge gained in previous classes, this advanced-level course will focus on learning specific concepts and techniques for the final stages of production and will focus heavily on the post-production phases of 3D computer animation. Advanced rendering techniques such as passes and layers will be covered as well as texture and light baking and occlusion passes. Students will focus heavily upon post-production techniques including compositing, post-production effects, and output methods.

Prerequisites: Completion of 90+ credit hours

*Course Learning Outcomes:*

- Demonstrate production quality level of 3D art through utilization of advanced 3D art tools and techniques.
- Produce a complete project from research and planning to post-production and delivery.
- Incorporate design elements through a narrative approach and develop design documentation along with extensive subject matter reference to guide the production process.
- Create various 3D assets using industry standard principles of modeling, texturing, UV mapping, lighting, and rendering.

## **Fine Arts**

### **ART 1110 - Ceramics I**

Credits: 3

This course introduces students to the ceramic processes of fabricating, surfacing, and firing clay objects. Students will learn introductory ceramic forming methods as well as how to properly apply surfacing materials such as slips, under glazes, and glazes. Additionally, students learn how to load and fire electric ceramic kilns. Upon successful completion of this course, students will have acquired the technical skills and knowledge needed to use clay as an artistic medium.

Prerequisites: FD 2130 - 3D Design: Space + Materiality

Notes: Fine Arts and Art Education students have priority seating within this course.

*Course Learning Outcomes:*

- Identify the different uses of slips, underglaze, and glaze as they pertain to the ceramic surface.
- Create ceramic works using introductory forming methods.
- Apply art + design principles in the creation of functional and sculptural works.
- Understand introductory ceramic process from wet clay to final glaze firing.

### **ART 1140 - Painting I**

Credits: 3

This introductory-level course provides basic skills and conceptual ideas within painting. Students learn to create using a variety of painting tools, techniques, and materials. Processes include building stretcher frames, stretching and preparing the canvas, and paint application with various brushes and tools. Self-expression is cultivated through exploration and research. Students will participate in critiques and demonstrate their knowledge of canvas and panel construction, painting techniques, light and color, and a basic knowledge of contemporary art trends. Upon successful completion of this course, students will be technically prepared to undertake projects in higher-level painting courses.

Prerequisites: FD 1120 - Topics in Color and FD 2130 - 3D Design: Space + Materiality

*Course Learning Outcomes:*

- Execute through individual studio projects, a variety of painting techniques and the appropriate materials associated with each technique.
- Identify and execute through individual studio projects a variety of mixing mediums associated with specific painting techniques
- Execute canvas and panel construction
- Recognize the relationship between light and color and execute through individual studio projects the elements of art and principles of design in painting
- Apply via class discussion and critiques basic knowledge of current art trends and contemporary practices in painting

## **ART 1160 - Printmaking I**

Credits: 3

In this introductory-level course, students develop knowledge and skills of traditional and contemporary printmaking techniques in the relief, intaglio, and monotype processes. Through a series of projects, students will employ research, problem-solving, medium experimentation, technical skills, and criticism. Student conceptual development will expand through lectures, readings, and discussions, with a focus on how printmaking relates to contemporary concepts and individual art practice.

Prerequisites: FD 1020 - 2D Design: Elements + Principles

*Course Learning Outcomes:*

- Compose designs that examine and apply the elements and principles of design.
- Create visual designs that adapt to the relief, intaglio, monotype, and screen-printing printmaking processes.
- Apply color theory to create depth, dimension, and volume to a 2D space.
- Interpret contemporary art issues through research, ideation, problem-solving, and creativity.

## **ART 1170 - Sculpture I**

Credits: 3

This freshman-level course introduces students to the structural, formal, and conceptual issues specific to the field of sculpture. Students will learn how to thoughtfully address these concerns early on through the construction of small sculptural models. After finalizing an idea, students will work on enlarging their sculpture to full size through a series of exercises that address topics such as structural integrity, material choices, aesthetic decisions, methods of display, and conceptual coherence. Furthermore, students will be introduced to a basic history of sculpture so that they can better contextualize their personal ideas through both historical and contemporary reference points.

Prerequisites: FD 2130 - 3D Design: Space + Materiality

*Course Learning Outcomes:*

- Design small models to demonstrate sculptural ideas in three-dimensions.
- Build armatures that successfully serve as internal supports for sculptures.
- Develop an introductory understanding of historical and contemporary sculpture through research.
- Practice creating sculptural surfaces through exercises and projects.

## **ART 2210 - Ceramics II**

Credits: 3

This sophomore-level course builds directly on the knowledge and skills students learn in Ceramics I. Students are taught how to make plaster molds specifically for ceramic use, how to safely mix glazes, and how to fire gas fueled kilns. Upon successful completion of this course, students will have a greater understanding of the varied possibilities of working with clay and be able to better discern the methods that best suit their own personal artistic style.

Prerequisites: ART 1110 - Ceramics I

Notes: Fine Arts and Art Education students have priority seating within this course.

*Course Learning Outcomes:*

- Participate in the use of electric and gas kilns.
- Understand glaze materials and how to research, mix, and test glazes.
- Create plaster molds for ceramic casting.

- Practice the understanding of three-dimensional design through ceramic compositions.

## **ART 2240 - Painting II**

Credits: 3

This sophomore-level course provides an overview of more advanced skills and concepts in painting. The course includes an exploration of varying subject matter as they study the relationship between figure and ground. As students begin to define their individual directions, creative integration of concept, drawing, painting, color, and composition become important concerns. Upon successful completion of this course, students are expected to demonstrate knowledge of research skills and its application to individual process and begin to apply this to their practice.

Prerequisites: ART 1140 - Painting I

### *Course Learning Outcomes:*

- Students execute individual studio projects, a variety of painting techniques and the appropriate materials associated with each technique.
- Students present individual creative process strategies through critiques and discussions and strategize their process and product with historical and/or contemporary issues/ theories and in its relationship to culture/society.
- Student recognizes and demonstrates understanding of a diptych, Triptych and a series of paintings. Students arrange work according to the elements of art and principles of design.

## **ART 2260 - Printmaking II**

Credits: 3

This sophomore-level course provides an overview of more advanced skills and concepts in the area of printmaking. Students learn more advanced techniques as they work toward creating a body of work. Upon successful completion of this course, students are expected to demonstrate knowledge of research and technical skills; its application to individual process, and to apply this to their practice.

Prerequisites: ART 1160 - Printmaking I

### *Course Learning Outcomes:*

- Compose designs that examine and apply the elements and principles of design
- Create visual designs that adapt to the various printmaking processes.
- Create prints that visually represent the student's concept.
- Produce prints that apply more advanced knowledge and skills of the printmaking processes.
- Create a work of art that displays understanding and demonstration of combining printmaking with another medium.
- Interpret contemporary art issues through research, ideation, problem-solving, and creativity.

## **ART 2270 - Sculpture II**

Credits: 3

This sophomore-level course introduces students to mold making, casting, and methods of assemblage. Students will be exposed to a variety of processes and materials relating to mold making and casting to learn the technical and material knowledge necessary for this skill set. Congruently, students will be introduced to the historical and conceptual backgrounds of assemblage as well as current examples of contemporary artists working with assemblage. Upon successful completion of this course, students will understand how to create a complex assemblage sculpture that incorporates objects from mold making and casting exercises.

Prerequisites: ART 1170 - Sculpture I

*Course Learning Outcomes:*

- Develop effective mold making techniques.
- Develop an understanding of the historical and contemporary approaches to sculptural assemblage through research.
- Synthesize form, material, process, and content in freestanding sculptural works.

## **ART 2400 - Form + Content**

Credits: 3

This junior-level course analyzes the subject, form, and content in historical and contemporary movements through studio projects and research. Art theory and aesthetics are investigated alongside significant world events in an effort to better understand the context of art history. Upon successful completion of this course, students are expected to demonstrate a knowledge of visual vocabulary and examine their own conceptual development in studio practices.

Prerequisites: Completion of 30+ credits

*Course Learning Outcomes:*

- Examine traditional and non-traditional art methodologies and visual communication methods.
- Demonstrate an understanding of contemporary theories, subject matter, and visual vocabulary through discussions, presentations, and formal writing
- Understand where their work and individual practices and interests fit into the art world through writing and presentations.

## **ART 3001 - Junior Portfolio Review**

Credits: 0

All students are required to participate in their departmental Junior Portfolio Review, which occurs at the completion of the junior year. This review enables the department to redirect students toward certain remedial tasks and help them to focus on their professional objectives. Upon successful completion of this review, students and faculty have identified and discussed strengths and weaknesses in the student portfolio so that the students may address both in their upcoming major coursework.

Prerequisites: Completion of 60 + credits

Corequisites: ART 4600 - Professional Practice

Notes: (Formerly ART 3000 Fine Arts Junior Portfolio Review)

This course is Pass/Fail.

*Course Learning Outcomes:*

- Assemble a portfolio of in-process or completed artwork that best demonstrates the student's achievement in chosen major.
- Explain their design process and creative approaches to problem solving.
- Discuss path for future growth and development as a professional artist.

## **ART 3240 - Painting III**

Credits: 3

This junior-level course provides an overview of more advanced skills and concepts in the area of painting, emphasizing contemporary issues while further defining individual directions. Craft, content, and the dialogue between the artist and the viewer are emphasized. A broadening of format, image, and theme allows the students to independently analyze and develop within their chosen painting media and forms. Upon successful completion of this course, students have obtained sufficient technical ability to undertake more advanced work.

Prerequisites: ART 2240 - Painting II

*Course Learning Outcomes:*

- Apply technical solutions through a series of paintings based on a researched theme.
- Execute creative problem-solving by choosing from different researched possibilities for each assigned task.
- Define historic and contemporary painting practices through extensive research and classroom discussion

### **ART 3270 - Sculpture III**

Credits: 3

This junior-level course provides an opportunity for students to continue to develop their sculptural fabrication skill sets while simultaneously exploring their personal position within the lineage of sculpture's history. Sculptural theory and history are discussed in greater detail and students will be expected to relate this content to their own work. Research-based projects will allow students to enrich their studio practice by creating works that are in conversation with both historic and contemporary themes in sculpture.

Prerequisites: ART 2270 - Sculpture II

*Course Learning Outcomes:*

- Analyze artwork within the context of the history of sculpture.
- Design and create sculptural projects using traditional and contemporary fabrication methods.
- Create sculptures that respond conceptually to specific assigned topics.

### **ART 3301 - Special Topics in Fine Arts**

Credits: 3

This intermediate course focuses on both concepts and skills outside the Fine Arts degree core coursework expanding awareness of materials and concepts available in the field of fine art. Each Special Topics in Fine Art class is unique and proposed by RMCAD professors. Contemporary and/or traditional materials and methods are introduced, including, but not limited to: kinetic and electronic art, public art, earth art, interactive art, sound and light, relational art, intervention art, and figure studies. Upon successful completion of this course, students are versed in the topic selected for the term and create work that demonstrates this knowledge.

Prerequisites: Completion of 45+ credits or approval of department Chair

*Course Learning Outcomes:*

- Produce work that represents methods introduced in the special topic of the course.

### **ART 3500 - Experimental Studies**

Credits: 3

This upper-division course examines experimental studies of 21st century skills and concepts. Students explore definitions and applications of contemporary sensibilities. The merging of existing art forms into innovative and experimental approaches, including the utilization of new technologies, also blends into considerations of site and audience in this multi-dimensional course. Upon successful completion of this course, the student's project exhibits awareness of current art practices, as well as increased art literacy and understanding of the role of technology and experimentation in contemporary art.

Prerequisites: Completion of 60+ credits

*Course Learning Outcomes:*



- Explore innovative and experimental approaches in professional artworks while developing a cognizance of relevant art/aesthetic/social issues.
- Consider site and audience while conceptualizing, analyzing and evaluating information gathered by research, observation, experience, reasoning and communication.
- Create experimental artworks/events informed by contemporary art research that demonstrates mastery of basic skills and ideation strategies within the use of experimental media while utilizing the principles of design and composition.

## **ART 3601 - Fine Arts Internship Part I**

Credits: 1.5

This intermediate course aligns with professional practice in the field of study and incorporates industry standards and experience by enabling students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design. Students have to log 135 or more contact hours through their internship host in order to receive a total of 3 credits.

Prerequisites: Approval of FA Department Chair, FA Department Head, or FA Internship Coordinator.

Notes: This course is Pass/Fail.

### *Course Learning Outcomes:*

- Develop a learning experience that provides application of coursework concepts in a real-world context.
- Practice applying relevant skills in your chosen field
- Discuss your internship experience with an instructor.

## **ART 3602 - Fine Arts Internship Part 2**

Credits: 1.5

This intermediate course aligns with professional practice in the field of study and incorporates industry standards and experience by enabling students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design. Students have to log 135 or more contact hours through their internship host in order to receive a total of 3 credits.

Prerequisites: Approval of FA Department Chair, FA Department Head, or FA Internship Coordinator.

Notes: This course is Pass/Fail.

### *Course Learning Outcomes:*

- Develop a learning experience that provides application of coursework concepts in a real-world context.
- Practice applying relevant skills in your chosen field
- Discuss your internship experience with an instructor.

## **ART 4600 - Professional Practice**

Credits: 3

This senior-level course aligns with Fine Art industry standards and professional experience to prepare students with essential knowledge and practical strategies necessary to effectively seek out venues for their own art. This includes gallery representation, co-operative and alternate spaces, commissions, government grants, competitions, residencies and graduate schools. The class visits area artists' studios, galleries, art centers, and museums. Students are exposed to working professionals such as artists, art administrators, gallery directors, and museum curators. Students will also learn how to properly display, store, and ship art using sound archive methods. Upon successful completion of the course, students will have created professional-grade portfolio materials and an online presence, which includes an artist statement, resume, and documentation of artwork. Students use their portfolios to submit applications to exhibitions, residency programs, grants, and graduate schools.

Prerequisites: Completion of 60+ credits

Corequisites: ART 3001 - Junior Portfolio Review

*Course Learning Outcomes:*

- Create professional portfolio materials reflecting fine art career goals.
- Examine a variety of art institutions and professional opportunities.

## **ART 4710 - Ceramics Advanced Studio**

Credits: 3

This senior-level course exhaustively studies the skills and concepts aligned with studio practices in ceramics, focusing on studio time that supports mastery of skill sets learned in previous related courses. The goal of this course establishes a critical framework for individual directed studio time where students will be presented with a variety of research work related to their specific field of study. This objective will further their understanding of the historical and contemporary context in which they are working. At the conclusion of this course, students will have the experience as mentors and leaders in their field, which is designed to empower them through their actions to help others.

Prerequisites: ART 2210 - Ceramics II and completion of 75+ credits

*Course Learning Outcomes:*

- Develop and manage their own studio practice in relationship to concept, theory, and process.

## **ART 4740 - Painting Advanced Studio**

Credits: 3

This senior-level course exhaustively studies the skills and concepts aligned with studio practices in painting, focusing on studio time that supports mastery of skill sets learned in previous related courses. The goal of this course establishes a critical framework for individual-directed studio time where students will be presented with a variety of research work related to their specific field of study. This objective will further their understanding of the historical and contemporary contexts in which they are working. Upon successful completion of this course, students will have the experience as mentors and leaders in their field, which is designed to empower them through their actions to help others.

Prerequisites: ART 3240 - Painting III and completion of 75+ credits

*Course Learning Outcomes:*

- Develop and manage their own studio practice in relationship to concept, theory, and process.

## **ART 4770 - Sculpture Advanced Studio**

Credits: 3

This senior-level course exhaustively studies the skills and concepts aligned with studio practices in sculpture focusing on studio time that supports mastery of skill sets learned in previous related courses. The goal of this course establishes a critical framework for individual directed studio time where students will be presented with a variety of research work related to their specific field of study. This objective will further their understanding of the historical and contemporary contexts in which they are working. Upon successful completion of this course, students will have the experience as mentors and leaders in their field, which is designed to empower them through their actions to help others.

Prerequisites: ART 3270 - Sculpture III and completion of 75+ credits

Notes: (Formerly ART 4770 Sculpture Advanced Studies)

*Course Learning Outcomes:*

- Develop and manage their own studio practice in relationship to concept, theory, and process.

## **ART 4803 - Senior Studio I**

Credits: 3

This senior-level course focuses on preparing conceptual ideas for final departmental experiences such as the senior graduation exhibition. The course focuses on the critical interpretation of art. Emphasis is placed on incorporating design elements, material handling, technique, concept development and expression, and in the work's meaning. In-depth individual and group critique analysis is expected. Upon successful completion of this course, students complete a formal presentation of the conceptual idea for their senior graduation exhibition.

Prerequisites: Must be a senior in their second to last term

*Course Learning Outcomes:*

- Explore personal aesthetic and conceptual ideas/ interpretations through the completion of professional artworks
- Demonstrate mastery of skills in a chosen media while utilizing the principles of design and composition
- Create a formal proposal detailing concepts and plans for the senior exhibition.
- Produce a professional portfolio with high quality documentation.

## **ART 4804 - Senior Studio II**

Credits: 3

This senior-level course provides focused studio time and faculty guidance for the production of students' artwork for the senior graduation exhibition. Students must enter the class with a clear plan for their exhibition artwork as developed in Senior Studio I. This class will culminate with a professional artist talk, a senior portfolio review, and a formal graduation exhibition critique.

Prerequisites: ART 4803 - Senior Studio I. Must be a senior in their last term

*Course Learning Outcomes:*

- Develop artworks through self-directed research and reflective analysis (art works and research). Discuss current body of work through critique and presentation.
- Demonstrate mastery of skills in a chosen media.
- Assemble a portfolio of in-process and completed artwork that best demonstrates the student's achievement in Fine Arts.

## **Communication + Critical Thought**

### **CCT 2000 - Introduction to Speech Communication**

Credits: 3

In this sophomore-level course, students explore the medium of speech and the basics of public speaking within oral communication. Lectures, presentations, readings, discussions, exercises, written essays, and speeches explore the major theories, concepts, and skills of public speaking. Upon successful completion of this course, students will demonstrate critical thinking and strategic planning in the process, delivery, and assessment of public speaking. Furthermore, they will demonstrate the ability to speak in a variety of communication contexts, exhibit proficient listening and writing skills, and display the ability to identify communication theory and concepts.

Prerequisites: EN 1110 - Composition I

#### *Course Learning Outcomes:*

- Understand critical thinking and strategic planning in the process, delivery, and assessment of public speaking.
- Demonstrate the ability to speak in a variety of communication contexts.
- Understand communication theories and concepts.
- Demonstrate proficient listening and writing skills.

### **CCT 2100 - Interpersonal Communication**

Credits: 3

In this sophomore-level course, students explore human interaction and processes by which emotions, information, and meaning are exchanged through both verbal and nonverbal communication through various interpersonal relationships, problems, and situations. Lectures, presentations, readings, discussions, exercises, and written essays analyze the theoretical issues of self-concept and perception as they are affected by verbal and nonverbal communication. Upon successful completion of this course, students will demonstrate an understanding of the basic theory, ethics, principles, practices, and skills of interpersonal communication. Furthermore, they will comprehend the role human communication plays in the development and maintenance of social structures.

Prerequisites: EN 1110 - Composition I

#### *Course Learning Outcomes:*

- Understand the basic theories, ethics, principles, practices, and skills of interpersonal communication.
- Understand the role human communication plays in the development and maintenance of social structures.

### **CCT 2200 - Sound Studies**

Credits: 3

In this sophomore-level critical studies course, students explore ideas central to the emerging field of Sound Studies—a range of histories, archaeologies, and ethnographies of sound making and listening that intersects with topics in media studies, science and technology, political economy, composition, deaf studies, and musicology. As sound (re)production technologies continue to change, the cultural dimensions of sonic experience change too and reflexively impact our aural sensitivities, media communications, and development of those very same technologies. How do we listen differently to the phonograph, the piano, the vinyl record, the mp3, the EDM concert, an immersive IMAX or VR experience? How have these differences shaped our experience of nature or the imagined soundscapes of distant planets? By drawing connections between historical, biological, technological, ethnographic, and phenomenological methods of inquiry, students learn to reevaluate and interpret how political, commercial, and social forces shape, and are shaped by, what we listen to and how. Ultimately, the course asks foundational questions about the reproduction, circulation, and experience of sound and equips students to think critically about how sound, technology, culture, and environment interact.

Prerequisites: HU 1110 - Humanities I: World Thought I

*Course Learning Outcomes:*

- Explain using historical evidence how our experience of sound changes in relation to technological reproduction, cultural context, and physical environment.
- Produce written arguments about how audio and media technologies affect how we listen and communicate using sound.

## **Creative Writing**

### **CW 2110 - Creative Writing Multi-Genre**

Credits: 3

This sophomore-level course examines a wide variety of texts in three genres: poetry, the short story, and creative nonfiction. After analyzing the structure and language of published works, students will apply their analysis to their own writing. Class format will include discussion of published material, writing exercises, and writing workshops. Upon successful completion of this course students will analyze structure, style, and content of literary works; understand how structure and style work together in the service of content, obtain a strong understanding of basic literary terms, provide constructive criticism and apply received critique efficiently in their own work, and work creatively in an environment that involves deadlines, critiques, and collaborative decision-making.

Prerequisites: EN 1111 - Composition II

*Course Learning Outcomes:*

- Understand structure, style, and content of literary works.
- Understand how structure and style work together in the service of content.
- Understand basic literary terms.
- Provide constructive criticism and apply received critique efficiently in their own work.
- Work creatively in an environment that involves deadlines, critiques, and collaborative decision-making.

## **Education Media Design + Technology**

### **EMDT 5010 - Social Learning Spaces**

Credits: 3

In this course students develop skills in accessing, analyzing, evaluating, and creating with a variety of emergent social technologies. Students expand their use of social media outlets to include innovative communication and collaborative strategies for today and tomorrow. This course also addresses how to leverage online spaces and new media tools to manage information and relationships. While social media tools are critical to the learning of today, students will also examine the foundation of social learning through communities of practice. Students begin to establish their professional network and create the framework for an educational portfolio using online tools. Upon successful completion of this course, students will have an expanded awareness of social learning and the impact on teaching with the ability to identify and create appropriate approaches for specific scenarios.

Prerequisites: None

*Course Learning Outcomes:*

- Demonstrate an understanding of participatory communities of practice.
- Engage in hands-on activities centered around social learning.
- Create educational content for multiple platforms.
- Develop the framework for an educational portfolio.

## **EMDT 5020 - Multiple Learning Theories**

Credits: 3

In this course popular learning theories and educational paradigms are examined to inform the design of academic strategies and the development of curricula. Students learn how to create personalized learning environments that respect different learning styles and facilitate deeper comprehension. Students engage in project-based learning activities to produce content and assets for their educational portfolio, which serves as an applied demonstration of their knowledge and skill in various learning pedagogy. Upon successful completion of this course, students will have a deeper understanding of different learning theories, such as brain-based, constructivist, and multiple intelligence, and how these play a role in curriculum development for various learners and environments.

Prerequisites: None

*Course Learning Outcomes:*

- Explain current learning theories utilizing supporting research.
- Apply strategic implementation of best practices for personalized learning.
- Develop communication and collaboration skills.

## **EMDT 5030 - Presentation Design + Delivery**

Credits: 3

In this course students examine education methodologies and media design techniques used in lecturing, training, and classroom facilitation, both in face-to-face and virtual settings. Students explore best practices for presentation design and evaluate their unique delivery style and the impact it has on their audience. Students engage in project-based learning activities to produce content and assets for their educational portfolio, which serves as an applied demonstration of their knowledge and skill in delivery and audience presentation methodologies. Upon successful completion of this course, students will have applied their knowledge of presentation design and delivery for a deeper understanding of audience engagement.

*Course Learning Outcomes:*

- Create impactful content in a variety of presentation formats.
- Analyze and evaluate content delivery style.
- Apply audience engagement tactics.
- Evaluate audience follow-up and assessment measures.

## **EMDT 5040 - Education Design + Evaluation**

Credits: 3

In this course students explore various instructional design strategies to effectively define learning outcomes, convey them to learners, and help learners achieve the outcomes. Students analyze instructional strategies and various assessment types to determine which approach fits best for each learning scenario. Students engage in project-based learning activities to produce content for their educational portfolio, which serves as an applied demonstration of their knowledge and skill in evaluating different educational models in relation to instructional design practice. Upon successful completion of this course, students will have an expanded awareness of instructional design and evaluation measures for deeper learning approaches.

Prerequisites: EMDT 5020 - Multiple Learning Theories

*Course Learning Outcomes:*

- Explore instructional design and assessment types.
- Analyze design systems for applicability to a given scenario.

- Implement instructional design models in coursework.
- Evaluate strategy for effectiveness.

## **EMDT 5050 - Instructional Media Design**

Credits: 3

In this course students examine digital media and how it can be leveraged in educational applications. Along with understanding the mechanisms of digital content, students explore various software and technologies used to create instructional media and how to support their designs with established academic theories. Students engage in project-based learning activities to produce content and assets for their educational portfolio, which serves as an applied demonstration of their knowledge and skill in understanding media design as it relates to instruction. Upon successful completion of this course, students will produce content that showcase sound instructional design practices to enhance overall instruction

Prerequisites: EMDT 5020 - Multiple Learning Theories and EMDT 5040 - Education Design + Evaluation

*Course Learning Outcomes:*

- Understand the cognitive process involved in sensory encoding.
- Identify media formats that support learning objectives.
- Design effective visuals to enhance instruction.
- Combine media elements to maximize message.

## **EMDT 5060 - UX for Educators**

Credits: 3

In this course students will explore basic user experience (UX) design principles and how to apply them in the creation of digital instructional materials. This course poses the question - What if teachers began to look at their learners as users or consumers of educational content? Course topics include when and how to use static content versus interactive media and the importance of understanding how a user navigates, searches, and consumes digital content. Students engage in project-based learning activities to produce content and assets for their educational portfolio, which serves as an applied demonstration of their knowledge and skill of user experience and instructional media. Upon successful completion of this course, students will have an expanded awareness of the UX design principles and how they apply to their current practice. Students will utilize UX best practices to enhance instructional materials.

Prerequisites: None

*Course Learning Outcomes:*

- Analyze target audience of learners.
- Understand user (student) behavior in online environments.
- Identify usability considerations with digital content.
- Employ fundamental UX principles in the design of instructional media.

## **EMDT 5100 - Portfolio Project Planning**

Credits: 2

In this course, students identify an issue in their personal practice or workplace to examine and solve through Action Research. Students reflect on their professional environment and identify an area to make a positive impact. Students explore their chosen topic, conduct a literature review, formulate research questions and strategize a plan to focus their efforts on actionable change. Students execute their plan over several months and present it in the final course of the program. Upon successful completion of this course, students will create a literature review, research questions and plan for the Action Research project and portfolio capstone project.

Prerequisites: EMDT 5040 - Education Design + Evaluation

Notes: Required textbook from this course also used in EMDT 5200.

*Course Learning Outcomes:*

- Conduct topic-driven research.
- Compile a literature review to inform their project.
- Formulate research questions.
- Create a multimedia research proposal.

## **EMDT 5110 - Digital Storytelling**

Credits: 3

This course explores the elements of digital storytelling and the concept of visual literacy. Students are introduced to a variety of content creation techniques that enhance the meaning and message of instructional materials. In addition to basic production considerations, students focus on crafting a compelling narrative, with a strong, consistent visual aesthetic and auditory experience. Students will also focus on best practices for engaging learners in digital storytelling to demonstrate their understanding of content. Students engage in project-based learning activities to produce content and assets for their educational portfolio, which serves as an applied demonstration of their knowledge and skill in visual storytelling and the storytelling process. Upon successful completion of this course, students will demonstrate expertise in creating digital stories and using digital storytelling with learners.

Prerequisites: None

*Course Learning Outcomes:*

- Identify key elements in a film or visual story.
- Utilize pre-production writing tools and planning resources.
- Employ proper production and editing techniques.
- Create a compelling digital story with rich visuals and sound.
- Apply strategies for creating digital stories with learners.

## **EMDT 5120 - Game Strategies + Motivation**

Credits: 3

In this course students are introduced to game-theory techniques and strategies that motivate learners. Students examine a variety of gaming models and methods, along with the academic theories and psychological methods that support the game design process. Students design their own games to increase learner engagement and explore how such games can be evaluated for assessment goals. Students also explore best practices in having learners create their own games as part of the learning process. Students engage in project-based learning activities to produce content and assets for their educational portfolio, which serves as an applied demonstration of their knowledge and skill in using games in learning and evaluation within various learning environments. Upon successful completion of this course, students will have a deeper understanding of game theory, creating educational games, and developing games with learners.

Prerequisites: EMDT 5020 - Multiple Learning Theories and EMDT 5040 - Education Design + Evaluation

*Course Learning Outcomes:*

- Examine the relationship between education, gaming, and entertainment.
- Create a game to be utilized in their educational environment.
- Evaluate the proper application of their game for assessment in a learning environment.
- Apply strategies for having learners create games



## **EMDT 5130 - Branding for Educators**

Credits: 3

In this course, students will learn the fundamentals of establishing a professional educational identity. Students construct a brand strategy that details their educational philosophy, subject matter expertise, areas of applied interest, published works, and professional associations. Students explore their professional identity and how that translates into their unique instructional style and media content. Students engage in project learning activities to produce content and assets for their educational portfolio, which serves as an applied demonstration of their knowledge and skill in creating a professional identity and brand awareness. Upon successful completion of this course, students will create a brand strategy incorporating authentic work in their areas of interest to develop a professional identity in the field of education.

Prerequisites: None

### *Course Learning Outcomes:*

- Understand branding fundamentals.
- Explore and analyze other professional educator brands.
- Construct professional identity.
- Create portfolio assets that are on-brand.

## **EMDT 5140 - Ubiquitous Learning**

Credits: 3

This course explores what it means to learn anytime, anywhere. Students examine the tools that enable 24/7 learning, interconnectedness, and various forms of ubiquity using concepts of augmented reality, virtual reality, and mobile technology. During the hands-on application use of these tools, students also evaluate these curriculum delivery methods for a variety of learning scenarios. Students engage in project-based learning activities to produce artifacts and assets for their educational portfolio, which serves as an applied demonstration of their knowledge and skill in anytime, anywhere learning and how to foster this environment. Upon successful completion of this course, students will have explored and constructed ubiquitous learning experiences to impact curriculum for various environments.

Prerequisites: None

### *Course Learning Outcomes:*

- Identify elements of ubiquitous learning.
- Utilize a variety tools and technology that allow for 24/7 learning.
- Explore augmented reality, virtual reality, and mobile technology as a means of content delivery
- Design engaging educational media for myriad learning styles and environments.

## **EMDT 5150 - Instructional Technology Practicum**

Credits: 3

This course requires students to demonstrate their understanding of instructional technology in practice. Students participate in an 80-hour supervised practicum at their workplace or another educational site arranged with their practicum supervisor. During the practicum, students lead professional development and coaching cycles with other educators focusing on the application of technology to learning. At the conclusion of this course, students will have demonstrated their skills in applying educational technology trends and research in a professional setting.

Prerequisites: EMDT 5030 - Presentation Design + Delivery, EMDT 5040 - Education Design + Evaluation, EMDT 5050 - Instructional Media Design, EMDT 5100 - Portfolio Project Planning

Notes: Course learning outcomes are from CDE standards for Instructional Technology Specialist

See the CDE website at <https://www.cde.state.co.us/cdeprof/instructionaltechnologyspecialistendorsementrules> for details.

*Course Learning Outcomes:*

- Demonstrate strategies to educators about how to incorporate effective research findings in the instructional delivery of required content and in support of technology and information-literacy standards.
- Assist learners in overcoming barriers to using technology for learning.
- Organize instructional technology for student or instructor use.
- Model legal, ethical, and safe practices related to technology use.

## **EMDT 5200 - Portfolio Project Presentation**

Credits: 2

In this course students' package and promote the results of their Portfolio Project Planning course in combination with developed content throughout the program. This course should be taken in the student's last term in the EMDT program. Students analyze and reflect upon collected data and content within their Action Research. This information is combined with previously completed work into a polished product that includes multimedia assets in an online, shareable format. Upon successful completion of this course, students have completed the Portfolio Project along with the Action Research Project and presented the results as the capstone to the program.

Prerequisites: EMDT 5040 - Education Design + Evaluation, EMDT 5050 - Instructional Media Design and EMDT 5100 - Portfolio Project Planning

This course should be completed in the final term.

Notes: Required textbook from this course also used in EMDT 5100.

*Course Learning Outcomes:*

- Curate coursework artifacts and assets.
- Report findings of Action Research.
- Create multimedia program reflection.
- Share results globally via online platform.

## **English**

### **EN 1110 - Composition I**

Credits: 3

This is the first course in the English Composition sequence and serves as an introduction to college-level reading, writing, discussion, and critical thinking. Students engage in a variety of academic texts and literature, as well as literary, aesthetic, and social criticism. By exploring a variety of writing styles, analyzing elements of form and mechanics, and engaging all aspects of the writing process, students find and demonstrate their writing voice to write with greater authority, clarity, and insight. Upon successful completion of this course, students will develop their writing and critical thinking skills through critical reading, class discussion, and their own writing.

Prerequisites: none

Notes: (Formerly CCT 1020)

Required textbook from this course also used in EN1111.

*Course Learning Outcomes:*

- Understand strategies relevant to each of the stages of the writing process: generating material, shaping a first draft, revising, and editing the final draft.

- Identify, describe and correct grammatical errors.
- Understand writing as a process involving multiple drafts and thorough revision.
- Understand the uses of tone and style in both personal and academic genres.

## **EN 1111 - Composition II**

Credits: 3

Composition II emphasizes critical thinking, reading, and writing skills by engaging students in all aspects of the writing process. Upon successful completion of the course, students will have encountered a variety of academic texts; participated in critical discourses regarding the content, meaning, and function of these texts; and have developed their thinking through written responses to the readings. Students will also have been formally introduced to academic research and are expected to complete a formal research paper by the end of the semester.

Prerequisites: EN 1110 - Composition I

Notes: (Formerly CCT 1030)

Required textbook from this course also used in EN1110.

*Course Learning Outcomes:*

- Understand writing as a process of multiple drafts and thorough revision.
- Identify, describe and correct grammatical errors.
- Understand the academic research and writing processes.
- Understand elements of rhetoric.
- Understand social, political, and historical contexts through readings and analysis of various texts.

## **Foundations**

### **FD 1020 - 2D Design: Elements + Principles**

Credits: 3

This freshman-level studio course introduces students to compositional aspects of two-dimensional work as they pertain to art and design practices using digital media. Through a variety of projects, students explore the fundamentals of visual organization and investigate methodologies of visual communication that include form, content, and culture. Upon successful completion of this course, students will have a greater understanding of how to develop and analyze two-dimensional, digital visual compositions.

Prerequisites: FD 1600 - Studio Seminar: Methods of Inquiry

*Course Learning Outcomes:*

- Define compositional aspects of two-dimensional work as they pertain to art and design practices using digital media.
- Apply methodologies of visual communication through design and analysis.
- Perform design research and visual analysis.
- Create compositions with intentional consideration of the principles and elements of art and design.

### **FD 1120 - Topics in Color**

Credits: 3

This freshman-level course introduces students to the relationships between color, perception, and space as it pertains to art and design practices. Through hands-on studio projects, students investigate how color is utilized within design strategies, as it relates to properties of

color, color psychology, spatial perception, and cultural significance while studying the historic evolution of color systems. The study of additive and subtractive color is also learned through the use of paint and digital media. Upon successful completion of this course, students will recognize and demonstrate the impact of color in the compositional aspect of design and utilize color as a creative element in the design process.

Prerequisites: FD 1235 - Observational Drawing

*Course Learning Outcomes:*

- Identify, apply, and critique color strategies within works of art and design.
- Articulate color terminology as they apply art and design.
- Use color strategies to evoke a psychological (emotional response) response.
- Apply relationships between color, perception, and space as it pertains to art and design practices.
- Discuss the cultural significance of color and its impact on the evolution of historic color systems.

## **FD 1235 - Observational Drawing**

Credits: 3

This freshman-level course introduces students to methods of structural-based drawing through rigorous observational practices. With an emphasis on composition, ideas such as light, shade, value contrast, proportion, textural effects, mass, volume, and technique are introduced. Utilizing the study of natural and manufactured objects, students become familiar with principles of one and two-point perspective. Upon successful completion of this course, students demonstrate improved knowledge and skills in translating what is observed from life into a 2D picture plane.

Prerequisites: none

*Course Learning Outcomes:*

- Acquire fundamental drawing skills through project assignments.
- Apply structural drawing methods to compositions in the creation of two-dimensional works.
- Develop drawing specific vocabulary in relationship to the elements and principles of design.
- Engage in ideation by means of thumbnail sketches, composition layouts, and research.
- Employ one-point and two-point perspective in the creation of observed and imagined drawings.

## **FD 1370 - Life Drawing I**

Credits: 3

This freshman-level course introduces students to drawing the human figure. Emphasis on proportions, skeletal structure, foreshortening, value and color lead to comprehension of the human form. This will be developed through gesture sketches and extended poses. Upon successful completion of this course students observational drawing skills of the human figure will improve.

Prerequisites: FD 1235 - Observational Drawing

Notes: Required textbook from this course also used in FD1380.

*Course Learning Outcomes:*

- Demonstrate skills to effectively draw the human figure at an introductory level.
- Apply drawing skills with an emphasis on proportions, skeletal structure, foreshortening, value and color.
- Understand structure through skeletal anatomy and figure studies.

## **FD 1380 - Life Drawing II**

Credits: 3

This freshman-level course is a continuation of Life Drawing I with the inclusion of more concept-oriented issues in drawing the human figure. Students will experiment with matters of expression and further their skills in analyzing forms of the nude body. Emphasis on proportions, muscular structure, foreshortening, value and color, lead to comprehension of the human form. Upon successful completion of the course students will have extensive practice in individualizing compositional strategies with the human figure.

Prerequisites: FD 1370 - Life Drawing I

Notes: Required textbook from this course also used in FD1370.

*Course Learning Outcomes:*

- Demonstrate life drawing skills through continued practice drawing from gesture and sustained poses.
- Apply drawing skills with an emphasis on proportions, muscle structure, foreshortening, value and color.
- Apply conceptual studies that encourage individualized approaches to drawing the human form.

## **FD 1600 - Studio Seminar: Methods of Inquiry**

Credits: 3

This required entry-level seminar combines ideation methodologies and studio practice as a holistic introduction to the visual arts. This early interdisciplinary experience lays the foundation for active and critical reflection and engagement. The course focuses on critical thinking, problem solving, and visual strategies utilized in studio practices. These methods and processes are supported by lectures, class discussions, research, and writing. Additionally, the course is complemented by hands-on studio projects that draw on creative and critical skills and critiques, which are executed both individually and collaboratively. Lectures and discussions will be the springboard for creative manifestations. Essential to core studio work, students will have an enhanced understanding of conceptual thinking, problem solving and culture as it relates to the visual arts.

Prerequisites: none

*Course Learning Outcomes:*

- Apply ideation strategies and methodologies within studio work.
- Apply, interpret, reflect and discuss ideation approaches within art and design at an introductory level.
- Solve visual problems related to studio practice.
- Connect culture, art and design as key aspects of visual works.
- Identify the multiple methods tied to the creative process.

## **FD 2130 - 3D Design: Space + Materiality**

Credits: 3

This sophomore-level course explores theories and practices of three-dimensional design. Students use a variety of materials, processes, and techniques to explore the elements and principles of 3D Design.

Prerequisites: FD 1020 - 2D Design: Elements + Principles

*Course Learning Outcomes:*

- Identify major concepts and visual characteristics fundamental to 3D design through exercises, projects and readings specific to the course.

- Demonstrate the following processes – addition, subtraction, substitution, assemblage and fabrication as they relate to 3D design practices through class projects.
- Analyze the multiple ways three-dimensional forms function within a visual language by discussing the vocabulary and terms related to 3D forms through verbal and written assignments.

## **FD 2220 - Time-based Media**

Credits: 3

This sophomore-level studio course introduces students to key concepts and practices of time-based works. Through a variety of projects, students explore the elements of moving image through serial, sequential, and narrative ordering of objects and images. Additionally, students will examine the relationships between sound and image, historic contexts, and approaches and advancements within the field of time-based works. Upon successful completion of the course, students will have a greater understanding of visual language pertaining to both the creation and analysis of time-based works.

Prerequisites: FD 1020 - 2D Design: Elements + Principles, FD 1600 - Studio Seminar: Methods of Inquiry

### *Course Learning Outcomes:*

- Understand and apply tools, concepts, and methods relating to time-based media by manipulating, assembling and integrating processes to create original works at an introductory level.
- Understand and apply strategies of movement, design elements, and time-based concepts within finished projects.
- Apply an introductory understanding of narrative communication in sequential and moving images.
- Analyze historic time-based media works and texts that inform creative problem solving, critical thinking, and connections to culture through research and project application.

## **FD 2300 - Foundations Sophomore Portfolio Review**

Credits: 0

Students who have completed 45-60 credit hours are required to participate in a sophomore portfolio review. Students will present original art and design work from Foundations courses where faculty evaluate mastery of foundational skills and identify strengths and areas of improvement. Art and design work will illustrate competency in visual elements and principles of design, drawing, color theory, and three-dimensional fundamentals. Upon successful completion of the Sophomore Portfolio Review, students transition into their major course of study. Students who fail either Sophomore Portfolio Review or the Major-Specific Portfolio Review must schedule and retake the portfolio review the next term it is offered.

Prerequisites: Completion of 45+ credit hours.

Notes: This course is Pass/Fail.

### *Course Learning Outcomes:*

- Learn how to compose a portfolio of work for the sophomore level

## **FD 2510 - Special Topics**

Credits: 3

This elective course is open to all levels of students and examines specific topics not otherwise covered in the campus curriculum. Specific topics and faculty will be announced prior to registration. Students will develop projects that encompass the topic at hand.

Prerequisites: none

### *Course Learning Outcomes:*

- Create work that represents knowledge of the special topic and appreciation of methods or materials introduced during the term.

## **Fashion Design**

### **FS 1000 - Fashion Industry Survey**

Credits: 3

This lecture course provides an introduction and overview of the operations of the fashion industry from concept to consumption. Students explore topics such as the vocabulary of fashion, the process of product development, marketing, and business practices. Upon successful completion of this course, students will demonstrate an understanding of foundational aspects of the fashion industry.

Prerequisites: none

Notes: (Formerly FS 1210 Fashion Industry Survey)

The textbook the Ultimate Fashion Design Study Guide is also used in FS1110.

*Course Learning Outcomes:*

- Recognize the vocabulary of the fashion industry.
- Comprehend the timeline involved in product development from design concept to reach retail sales.
- Explain the constant cycle of change inherent in the fashion industry and its effect on marketing principles.
- Complete market research and target market summary.

### **FS 1080 - Introduction to Sustainable Fashion Design**

Credits: 3

This introductory course focuses on the philosophy of sustainable design by teaching design approaches and methods that comply with the principles of social, economic, and ecological sustainability in design of textiles and products. Upon successful completion of this course, students will have developed a basic understanding of how to minimize negative environmental impacts and encourage social consciousness and responsibility.

Prerequisites: FS 1000 - Fashion Industry Survey

*Course Learning Outcomes:*

- Examine the challenges of sustainable apparel design and environmentally responsible apparel production practices.
- Assess the environmental impact of material production and resource selection through lifecycle analysis.
- Research and explain social change strategies for designing 'green' including sustainable textile development.
- Demonstrate basic social consciousness and responsibility in their apparel design and development practices.

### **FS 1110 - Fashion Design I**

Credits: 3

This course is an introduction to the fundamental creative process of fashion design, while applying foundational skills and techniques from previous courses into project work. Students will conduct primary research within the context of thematic concepts, develop elements that define a collection through aesthetic ideation and experimentation, and explore personal and unique approaches to fashion communication.

Prerequisites: FS 1000 - Fashion Industry Survey and FD 1235 - Observational Drawing

Notes: The textbook the Ultimate Fashion Design Study Guide is also used in FS1000.

The textbook Fashion Illustration: Inspiration and Technique is also used in FS3110.

*Course Learning Outcomes:*

- Conduct primary concept research to develop themes.
- Interpret design themes into components of a collection including but not limited to mood, inspiration, color and fabric/trim boards.
- Design fashion lineups in both hand flats and full color croquis that are thematically cohesive.
- Present projects in a verbal, written and visual perspective that is unique and personal.

## **FS 1200 - Introduction to Textiles + Materials**

Credits: 3

This course will introduce students to identifying raw materials and fibers, how they are processed and what they are used for. Students will learn fabric names for industry communication and the hand-feel and material qualities in order to understand their seasonal end uses and strategies for design and merchandising. They will learn the differences between woven, knit and non-woven techniques, aesthetics and end uses. The variety of dyeing, and printing processes will be covered as well as manipulated fabrics and embellishments such as embroidery, beading, distressing etc. And finally, they will preview some alternative, innovative and sustainable developments in the materials of the future.

Prerequisites: FS 1000 - Fashion Industry Survey

*Course Learning Outcomes:*

- Demonstrate an understanding of raw materials natural and synthetic - their differences, where they come from and how they are processed.
- Understand the technical and aesthetic differences between a woven, knit and non-woven material.
- Learn material names, hand-feel and their possible end uses.
- Understand the variety of dyeing, printing and embellishment techniques.
- Gain an awareness of innovations in the materials of the future.

## **FS 1310 - Construction I: Industry Sewing Basics**

Credits: 3

This freshman-level course introduces students to basic garment construction techniques used in the apparel industry. Students will learn proper machine maintenance, threading, and care. Various machine and hand sewing techniques and seam types will be discussed and applied. Students will work with woven and knitted fabrics in order to understand the requirements of each fabric type. Industrial sewing machines will be used to construct a complete garment, and assembly instructions will be documented.

Prerequisites: none

Notes: Required textbooks for this course are also used in FS1350 and FS2310.

The textbooks Patternmaking for Fashion Design, 5th Edition and Draping for Fashion Design are also used in FS3150.

*Course Learning Outcomes:*

- Demonstrate knowledge of proper industrial sewing machine maintenance, threading, care, and use.
- Demonstrate basic garment design concepts and construction techniques including both machine and hand sewing standard stitches and seams.
- Complete assembly instructions for garment prototype.
- Identify fabrication choices and fabric type requirements.
- Construct a garment prototype using appropriate construction details and industry standards.



## **FS 1350 - Construction II: Draping + Drafting**

Credits: 3

This freshman-level course introduces the process of creating garments through draping. Students will learn to drape garments in order to create patterns through drafting and trueing. Upon successful completion of this course, students will have basic sloper/blocks for the purpose of creating patterns for their original fashion design concepts.

Prerequisites: FS 1310 - Construction I: Industry Sewing Basics

Notes: Required textbooks for this course are also used in FS1310 and FS2310.

The textbooks Patternmaking for Fashion Design, 5th Edition and Draping for Fashion Design are also used in FS3150.

*Course Learning Outcomes:*

- Demonstrate basic design elements and fabric draping techniques resulting in a basic sloper set for flat pattern original designs.
- Transfer draped garments to flat patterns with the sloper pattern-drafting process.
- Complete assembly instructions and specifications for garment construction.
- Discuss fabrication choices and fabric type requirements.

## **FS 2130 - Apparel**

Credits: 3

This sophomore-level course explores distinctions between genres of apparel design, along with a variety of subcategories for advanced study. Form and function will be researched and analyzed from a historical and contemporary design perspective. Upon successful completion of this course, students will demonstrate an understanding of a product category within the apparel industry.

Prerequisites: completion of 30+ credit hours

*Course Learning Outcomes:*

- Recognize distinctions between product category and subcategories.
- Discuss clothing subcategories in regard to form and function.
- Examine a preferred genre of apparel and its specific fit and fashion.

## **FS 2150 - Accessories**

Credits: 3

This sophomore-level course focuses on three distinct categories of fashion accessory: footwear, handbags, and headgear/millinery. Students will examine the design and technical aspects of creating fashion accessories for complementing apparel. Form and function will be researched and analyzed from a historical and contemporary design perspective. Materials will be investigated for accessory fabrication and construction including leather, plastics, felts, and novelties. Upon successful completion of this course, students will have a broad understanding of the design knowledge and technical skills associated with fashion accessory development.

Prerequisites: completion of 30+ credit hours

*Course Learning Outcomes:*

- Recognize three distinct categories of fashion accessory: footwear, handbags, and headgear/millinery.
- Explain the historical and contemporary design perspectives associated with fashion accessory development.
- Examine and evaluate the design and technical aspects of creating fashion accessories for complementing apparel.
- Experiment with materials used in accessory fabrication and construction for footwear, handbags, and headgear/millinery.

- Demonstrate a broad understanding of the design knowledge and technical skills associated with fashion accessory development.

## **FS 2280 - Ethical Fashion Practices**

Credits: 3

This course continues to develop and refine ethical fashion practices addressing circularity in the fashion supply chain. Students will gain comprehensive and measurable insights into the industry's impacts on human rights, labor conditions, environmental responsibility, animal welfare, supply chain transparency, and the effects of consumer behavior. Upon successful completion of this course, students will have the knowledge to question their production and design choices, an awareness of the impacts of those choices, and a mindfulness to address ways to improve the fashion industry.

Students must enroll in this course to meet the requirements of the Sustainable Design Specialization.

Prerequisites: FS 1080 - Introduction to Sustainable Fashion Design

Notes: Students must enroll in this course to meet the requirements of the Sustainable Design Specialization. This course may be applied as an elective for the Fashion Design Program.

*Course Learning Outcomes:*

- Recognize the challenges of greenwashing in relation to lifestyle and consumer behavior.
- Discuss the range of social and environmental impacts of the global fashion industry.
- Learn supply chain efficiencies and how to sustainably source, manufacture and design.
- Understand the ethical responsibility behind sourcing, manufacturing and design choices to foster change.

## **FS 2310 - Construction III: Flat Pattern Techniques**

Credits: 3

This sophomore-level course teaches students the process of flat pattern techniques. Students will learn to manipulate basic slopers to create complete garments, as well as drafting flat patterns from measurements. Upon successful completion of this course, students will advance their skill to create patterns for their original designs, including the documentation and specifications needed for sample makers to construct the garment.

Prerequisites: FS 1350 - Construction II: Draping + Drafting

Notes: Required textbooks for this course are also used in FS13010 and FS1350.

The textbooks Patternmaking for Fashion Design, 5th Edition and Draping for Fashion Design are also used in FS3150.

*Course Learning Outcomes:*

- Apply flat pattern technique to create garment accuracy and fit.
- Demonstrate construction skills and basic pattern manipulation to draft accurate flat patterns from measurements.
- Create patterns for an original design, including the documentation and specifications needed for sample makers to construct the garment.

## **FS 2320 - Methods of Industry Sewing**

Credits: 3

The Methods of Industry Sewing program provides students the opportunity to acquire and apply classroom learning with established professionals. Under the direction of the Department Chair, students would arrange an approved placement in an industry cut and sew operation, students will complete 66 clock hours of intensive training of an array of hand sewing and machine sewing techniques on a

variety of industry-standard equipment. Students will model and demonstrate skills inherent to garment construction, patternmaking, draping, self-assessment, communication, and an understanding of the professional environment. Upon successful completion of this course, students will have real-world work experience, preparing them for a career in the fashion industry's production and manufacturing aspects.

Prerequisites: FS 2310

*Course Learning Outcomes:*

- Develop sewing skills through experimentation with a variety of industrial sewing equipment unique to the cut and sew facility.
- Evaluate the interconnection between classroom studies, independent contract work, and cut and sew operations to integrate specific construction skills and techniques used in industrial production and manufacturing.
- Determine appropriate industrial sewing, draping, or patternmaking techniques based on client projects and explain how projects informed technique choices.
- Demonstrate professionalism and effective communication in the production environment.
- Complete a self-assessment of garment construction skills, draping and patternmaking techniques, and their understanding of the fast-paced, real-world industrial manufacturing and production operations.

## **FS 2350 - Sustainable Construction Techniques**

Credits: 3

Students in this course will gain the technical skills necessary to repair, reinvent, and construct garments sustainably for longevity and circularity. Emphasis is on understanding efficient sourcing, pattern making, and professional practice techniques in creating minimal waste in the construction process. This course will teach students how and when to apply a range of techniques such as zero waste, upcycling, tailoring and mending, design for disassembly, and minimal seam construction. Upon successful completion of the course, students will learn to plan and design efficiently with an understanding of the importance that classic design, sustainable fabrication choices, and good fit will extend the garment lifecycle.

Students must enroll in this course to meet the requirements of the Sustainable Design Specialization.

Prerequisites: FS 1080 - Introduction to Sustainable Fashion Design and FS 2310 - Construction III: Flat Pattern Techniques

Notes: Students must enroll in this course to meet the requirements of the Sustainable Design Specialization. This course may be applied as an elective for the Fashion Design Program.

*Course Learning Outcomes:*

- Demonstrate a range of sustainable construction techniques.
- Understand pattern marking for fabric efficiency and zero waste pattern cutting to eliminate textile waste.
- Learn to make, tailor or mend quality garments that are long-lasting.
- Create an original design and apply two or more sustainable construction methods.
- Discuss how to choose which sustainable construction methods to use based on the project.

## **FS 2410 - Design Technologies**

Credits: 3

This course introduces students to the fundamentals of computer-aided design (CAD) used by leading apparel companies for technical flat and technical package development. Students will build their digital libraries to create detailed flats. In this course, beginner professional practice skills in brand development and presentation are introduced. Upon successful completion of this course, students will have a comprehensive scope of the CAD technologies available to them for documenting, translating, and engineering their design intentions for market presentation.

Prerequisites: FS 1110 - Fashion Design I and FD 1020 - 2D Design: Elements + Principles

*Course Learning Outcomes:*

- Demonstrate technical drawing methods in apparel for the manufacturing process.
- Learn to use industry standard technology to deliver detailed technical packages.
- Employ computer aided design in the development of digital libraries, line planning, flats, and branding for market presentation.
- Recognize the role of technology in the manufacturing process.

## **FS 2610 - Textile Design**

Credits: 3

This course will cover surface design, fabric manipulation and knit design in both traditional techniques as well as with digital imaging technology such as Photoshop and Illustrator. This course will also explore new materials. Students will learn about fibers, textures and fabric substrates appropriate for each process and develop creative and unique personal approaches to their design projects.

Prerequisites: FS 1110 - Fashion Design I and FS 1200 - Introduction to Textiles + Materials

*Course Learning Outcomes:*

- Understand the quality of fibers and materials and their effect on design choices.
- Develop prints and patterns based on fashion theme.
- Learn a variety of textile manipulation techniques for unique design approaches.
- Develop knit collections based on a fashion theme and with the understanding of knit techniques and design aesthetics.
- Demonstrate digital techniques used in the apparel industry.

## **FS 3000 - Fashion Design Junior Portfolio Review**

Credits: 0

Students who have completed 60 – 90 credit hours present a cumulative portfolio of work from Fashion courses in a portfolio review to ensure they are progressing adequately in the Fashion program. This review is designed to identify students' strengths and weaknesses so that they may address both in their upcoming major coursework.

Prerequisites: completion of 60+ credit hours and must complete this course before completing 90 credits, FD 2300 - Foundations Sophomore Portfolio Review.

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Prepare and present a portfolio demonstrating mastery of cumulative fashion design skills.

## **FS 3110 - Fashion Design II**

Credits: 3

In this advanced design course, students continue to develop and refine their skills in concept development and fashion design with an emphasis on global fashion trends. Students will complete presentations for a full collection that include trend forecasting and originality of design, fabric, color, and silhouette. Upon successful completion of this course, students will have developed an understanding of professional presentation in the apparel market.

Prerequisites: FS 1110 - Fashion Design I and FS 2410 - Design Technologies

Notes: (Formerly FS 2110 Fashion Design II)

The textbook Fashion Illustration: Inspiration and Technique is also used in FS1110.

*Course Learning Outcomes:*

- Prepare trend forecasting, and research and coordination of fabrics and colors.
- Complete silhouettes and technical drawings with consideration of suitable fabric choices.
- Develop original fashion apparel with consideration of market positioning within the broader marketplace.
- Demonstrate advanced skills in the elements and principles of design and apparel industry practices.
- Demonstrated professional presentation skills required by fashion industry standards.

## **FS 3150 - High Fashion Construction Techniques**

Credits: 3

This advanced-level course introduces special tailoring techniques and garment construction associated with high end apparel drape and design. Students will examine high fashion construction and practice various duplicating methods to develop a sophisticated sample library of design structure and creation. Upon successful completion of this course, students will understand the complexity of high-end construction and the special handling of one of a kind production.

Prerequisites: FS 2310 - Construction III: Flat Pattern Techniques

Notes: (Formerly FS 2170 Couture Construction) (Formerly FS 3170 Couture Construction)

The textbooks Patternmaking for Fashion Design, 5th Edition and Draping for Fashion Design are also used in FS1310, FS1350, and FS2310.

The textbook a Guide to Fashion Sewing, 6th Edition is also used in FS3310.

*Course Learning Outcomes:*

- Discuss special tailoring techniques and garment construction associated with individual drape and design.
- Demonstrate high fashion construction techniques and duplicating methods.
- Develop a sophisticated sample library of design structure and creation.
- Examine the complexity of one of a kind design construction.

## **FS 3210 - Product Development + Management**

Credits: 3

This advanced-level course focuses on the tools and concepts of product design and development with a focus on mass production planning techniques. The course will emphasize design management, coordination and editing, sourcing and contracting, scheduling for manufacturing, marketing, and merchandising. Students apply knowledge through the development of technical packages for an entire collection. Upon successful completion of this course, students will have a working knowledge of how to manage the development of a complete line of products from concept to wholesale release.

Prerequisites: FS 2410 - Design Technologies.

*Course Learning Outcomes:*

- Explain the tools and concepts of product design and development.
- Create a product development plan that includes design, development, manufacturing, and launch.
- Organize and source required materials and services to determine resource, availability and costs.
- Develop line prototyping with fit and quality standards.
- Produce accurate technical packages with accurate costs of goods and wholesale prices.
- Demonstrate the development of a complete line from concept to wholesale release.

## **FS 3280 - Sustainable Material + Design Strategies**

Credits: 3

This course positions fashion design through the lens of sustainability using multidisciplinary methods and uncommon design strategies. Students are empowered to apply fiber knowledge with sustainable principles by exploring material origins and challenging existing methods to think beyond traditional design. This course will explore biomaterials such as cellulosic and bio-nylon and their current use among industry-leading sustainable brands. Students are introduced to an innovative approach to materials such as synthetic leather from mushroom roots, nylon processed from castor oil, or fabrics spun from spider silk. Students will learn how to experiment and innovate new textiles and design strategies to decrease environmental impacts without sacrificing form and function. Sketchbooks will be used for brainstorming, experimentation and process development.

Students must enroll in this course to meet the requirements of the Sustainable Design Specialization.

Prerequisites: FS 1110 - Fashion Design I

Notes: Students must enroll in this course to meet the requirements of the Sustainable Design Specialization. This course may be applied as an elective for the Fashion Design Program.

### *Course Learning Outcomes:*

- Apply sustainable principles to fundamental design principles from a holistic standpoint.
- Experiment with new and existing materials creatively to discover long term industry solutions to fiber waste and environmental safety.
- Discuss the importance of sustainable design strategies and their impact on the environment and fashion.
- Recognize the importance of questioning industry deemed standard processes and challenging those processes from a sustainable design perspective.
- Demonstrate innovative design strategies with minimal environmental impact.
- Learn to use a sketchbook effectively for collection building.

## **FS 3310 - Production Construction**

Credits: 3

This senior-level course focuses on product construction beyond sample making techniques. Students will learn and apply the theory of assembly line construction and production materials for manufacturing. Upon successful completion of this course, students will have completed the order of production assembly and have the knowledge to direct product construction in a manufacturing plant.

Prerequisites: FS 2310 - Construction III: Flat Pattern Techniques

Notes: (Formerly FS 3310 Construction III)

The textbook a Guide to Fashion Sewing, 6th Edition is also used in FS3150.

### *Course Learning Outcomes:*

- Explain the theory of assembly line construction, industrial construction technique, and production materials for manufacturing.
- Demonstrate assembly construction processes with appropriate thread weights, stitch lengths and configurations for industrial construction specifications.
- Apply product development knowledge by planning the process of mass production in an industrial manufacturing plant.
- Demonstrate the complete order of production assembly and direct product construction techniques in manufacturing.

## **FS 3470 - CAD Production Patternmaking**

Credits: 3

This advanced-level course expands the knowledge of CAD design technologies used in manufacturing production to include the development of production patterns, pattern grading, zero waste markers, laser cutting, and inventory control. Students will experience the full capacity of pattern design software systems to understand the process of a product's mass production cycle along with the skills to make decisions of cost efficiency. Upon successful completion of this course, students will have the knowledge to develop and supervise the engineering of mass pattern parts prepared for construction in production manufacturing.

Prerequisites: FS 2410 - Design Technologies and FS 1350 - Construction II: Draping + Drafting

### *Course Learning Outcomes:*

- Discuss CAD design technologies with a focus on creative potential and industry-standard techniques.
- Develop production patterns, pattern grading, efficient markers, and inventory control.
- Calculate actual and estimated costs of garment construction and identify opportunities for cost efficiency.
- Develop skills in mass pattern engineering for construction in production manufacturing.

## **FS 3570 - Textiles: Knits + High Tech**

Credits: 3

The emphasis of this course is to advance knowledge in textiles specific to high performance and knitting novelties. Students will experiment with a variety of knitting techniques using software and will examine and test various high-tech synthetic fiber qualities to determine durability, utility, and function relevant to fashion implementation of performance apparel and products. Upon successful completion of this course, students will have a working knowledge of the potential to engineer performance apparel and specialized knitting applications in fashion and product design.

Prerequisites: FS 1200 - Introduction to Textiles + Materials

Notes: The textbook J.J. Pizzuto's Fabric Science, 11th Edition is also used in FS2510.

### *Course Learning Outcomes:*

- Discuss high performance and knitting novelties to build a strong foundation for contemporary practice in fibers.
- Explain the genetic chemical quality of various man-made fibers and textile constructions.
- Compare high-tech synthetic fibers for durability, utility, and function relevant to fashion performance apparel products.
- Analyze high tech fabrics and knitting applications in performance apparel and specialized fashion and product design.

## **FS 3601 - Fashion Design Internship Part I**

Credits: 1.5

The Fashion Internship program enables students to work with established professionals, specifically related to their academic and career interests. Under the direction of the Department Chair, Department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in the fashion industry.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

### *Course Learning Outcomes:*

- Discuss and document real-world work experience for a career in the fashion industry.

## **FS 3602 - Fashion Design Internship Part II**

Credits: 1.5

The Fashion Internship program enables students to work with established professionals, specifically related to their academic and career interests. Under the direction of the Department Chair, Department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in the fashion industry.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Discuss and document real-world work experience for a career in the fashion industry.

## **FS 4000 - Senior Portfolio + Fashion Show**

Credits: 0

This portfolio review begins the student's preparation for the graduation fashion show and for transition from the academic environment to the professional world. The student's portfolio is critiqued by department faculty and post-graduation plans are discussed.

Prerequisites: FS 3150 - High Fashion Construction Techniques

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Complete a self-assessment and synthesize what has been learned in the fashion design program.
- Produce a portfolio representing academic and professional achievements.
- Produce a graduation fashion collection that is suitable for runway presentation.

## **FS 4001 - Graduation Portfolio + Fashion Show Development**

Credits: 3

In this senior-level course students prepare for the transition from the academic environment to the professional world. Students will devote time to honing their portfolio and presentation skills and complete the production of their graduation collection. In the portfolio review students will share post-graduation plans and receive a portfolio critique by department faculty. Students are explicitly required to accomplish the goals of this course demonstrating maturity, motivation, and professionalism.

Prerequisites: FS 3150 - High Fashion Construction Techniques and FS 3110 - Fashion Design II

*Course Learning Outcomes:*

- Complete a self-assessment and synthesize what has been earned in the fashion design program.
- Produce a portfolio representing academic and professional achievements.
- Produce a graduation fashion collection that is suitable for runway presentation.

## **FS 4002 - Fashion Design III + Graduate Portfolio**

Credits: 3

In this third Fashion Design course, students will focus on designing and editing their thesis collection, leading to the construction of their



Senior Capstone Collection course in the final year. Extensive research, experimentation, and process will be expected for creating a compelling and unique theme that showcases the student's creativity, thought process, and execution of the collection concepts. Sketchbook process and experimentation, 3D Sampling, and presentation will be highlighted.

Prerequisites: FS 3110 - Fashion Design II

*Course Learning Outcomes:*

- Design a compelling collection for Senior Capstone.
- Conduct deep-dive research into concept and theme development.
- Develop personal approaches to the design process and ideas.
- Document experimentations and design process through chosen media such as photography, video, and sketchbooking.
- Develop 3D samples for the collection of textiles designs, manipulations, design details, and construction techniques.

## **FS 4010 - Senior Capstone Collection**

Credits: 3

In this senior-level course students pick up where they left off in Fashion Design III. In this course their personal aesthetic is refined as they revisit designs, develop patterns, and realize in final fabric their senior capstone collection. Senior collections have the option to be featured on the runway in RMCAD's annual Senior Fashion Show. Upon successful completion of this course, students will present their final collections, including all research and development, to department faculty and external industry professionals.

Prerequisites: FS 4002 - Fashion Design III + Graduate Portfolio

*Course Learning Outcomes:*

- Produce a capstone collection representing creativity, ingenuity, research, design, construction, with an attention to detail that is suitable for runway presentation.
- Present a final collection verbally, in writing and visually in a professional manner to faculty and industry professionals.
- Synthesize what has been learned in the fashion design program into a senior collection.

## **FS 4210 - Fashion Professional Practices**

Credits: 3

This advanced-level course prepares the Fashion major with essential knowledge and practical strategies necessary to market product design from the original concept through merchandising, financing, sourcing, contracting, quality control, and sales to include exposure to global international trade and e-commerce. Upon successful completion of this course, students will have fundamental knowledge of how a fashion industry business functions and how to oversee productivity to include the venture of entrepreneurship.

Prerequisites: completion of 90+ credit hours

*Course Learning Outcomes:*

- Identify approaches to take an idea to market.
- Prepare detailed product development plans to support financial planning.
- Prepare financial documents to support fashion business planning.
- Explore marketing and sales with consideration of international trade and e-commerce.
- Demonstrate fundamental knowledge of how a fashion industry business functions and how to oversee productivity in a venture of entrepreneurship.

## **Game Art**

### **GA 2220 - Game Creation Fundamentals**

Credits: 3

This sophomore-level, studio-based course is an introduction to game design and development. Students will learn the fundamentals of how a game engine works, how to differentiate between various genres (such as FPS, Action, Side Scroller etc), modify and import custom assets, and use basic scripting to influence game play. Upon successful completion of this course, students will have demonstrated familiarity and proficiency with an engine through the creation of test assets and simple level prototypes.

Prerequisites: AN3D 1210 - 3D Computer Fundamentals

Notes: (Formerly GA 1120 and GA 2010)

#### *Course Learning Outcomes:*

- Plan and create small, functional levels utilizing a combination of static meshes and brushes.
- Demonstrate knowledge of triggered events for gameplay.
- Apply materials to static and brush surfaces.
- Sculpt exterior environments using terrain editing tools.

### **GA 2710 - Strategy + Psychology in Games**

Credits: 3

This sophomore-level course studies why we play video games; what makes game play engaging or educational; as well as topics such as immersion, social components, and addiction in video games. The class explores the use of games for art, story, and the place of story in our culture, as well as discussing games of the past and future directions for games. Through discussions, video, and writing essays, the student investigates the relationship between games, psychology, and human culture and its expression in games and interactive media. At the conclusion of the course, students gain an understanding of the psychological, ethical, and social aspects of games through storyboarding, essays, and discussions.

Prerequisites: Completion of 60+ credit hours

#### *Course Learning Outcomes:*

- Identify and apply game design theories and principles in narrative assignments.
- Recognize and implement psychological theories and principles that operate in game design in narrative assignments.
- Use narrative design writing methods to develop a story world for a game.
- Create an interactive fiction game using software.
- Revise own interactive fiction game's design by applying psychological theories and principles.

### **GA 3000 - Game Art Junior Portfolio Review**

Credits: 0

This junior Portfolio Review bridges the gap between Foundations studies and the student's chosen major discipline. The review requires students to showcase their major-specific skillsets. Works will be assessed based on evidence of comprehension in motion studies, design fundamentals, and technical prowess. The ability to speak clearly and concisely about their design process and creative approaches to problem solving is essential.

Prerequisites: Completion of 84+ credits

Notes: Must be completed within the 84-90 credit hour completed range.

This course is Pass/Fail.

*Course Learning Outcomes:*

- Assemble a portfolio of in-process or completed artwork that best demonstrates the student's achievement in chosen major.
- Explain their design process and creative approaches to problem solving.
- Discuss path for future growth and development as a professional artist.

## **GA 3120 - 3D Modeling**

Credits: 3

In this junior-level studio class, students will apply a variety of modeling strategies to solve technique-specific tasks, such as modular environment modeling, LOD creation, and hero mesh development. Additional methods of optimizing UVs based on project constraints will also be explored. Upon successful completion of this course, students will have created an engine-ready environment that is prepared for sculpting and refinement.

Prerequisites: AN3D 1210 - 3D Computer Fundamentals or AN2D 3620 - 2D + Z

*Course Learning Outcomes:*

- Model hard-surface, modular assets for use in the creation of detailed environments.
- Model and export custom created collision for meshes.
- Create basic materials that have tiling textures in both Maya and Unreal.
- Apply techniques for UV unwrapping modular and non-modular assets.

## **GA 3220 - Game Shader Development**

Credits: 3

In this junior-level course students will be using 2D and 3D painting, as well as photo-editing techniques to expand their personal texture library and build complex shader systems utilizing a game engine. This studio-based course will explore advanced shader systems including those for animated, intelligent, reactive, and scripted materials. Upon successful completion of this course, students will have produced a fully textured environment utilizing a variety of animated and/or intelligent shader systems.

Prerequisites: AN3D 2320 - 3D Computer Lighting + Materials and GA 2220 - Game Creation Fundamentals

Notes: (Formerly GA 3220)

*Course Learning Outcomes:*

- Create custom material networks utilizing native software tools.
- Apply real-world surface detail observation to objects and translate their surface properties into shader attributes.
- Demonstrate hand-painting textures, derived from photographs or procedurally generated in software.
- Produce clean, functional light maps.

## **GA 3330 - Character + Level Design**

Credits: 3

This junior-level, studio-based course focuses on exploring techniques that lead to quality design for games. Upon successful completion of the course, students will have created a functional Design Document comprised of concept art covering subjects such as characters, vehicles, props, creatures, level maps, GUI overlays, and environments.

Prerequisites: AN 2270 - Digital Painting for Film + Games or IL 3850 - Digital Illustration I

*Course Learning Outcomes:*

- Demonstrate experimentation with designs for characters, props, environments, vehicles and creatures.
- Develop a written story world as the foundation of a design document.
- Create iterative concepts by way of thumbnails, design variants, color studies and expression sheets.
- Assemble designs into a comprehensive design document.

**GA 3601 - Game Art Internship Part I**

Credits: 1.5

The Game Art Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the Department Chair, Department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Develop a learning experience that provides application of coursework concepts in a real-world context.
- Practice applying relevant skills in your chosen field.
- Discuss your internship experience with an instructor.

**GA 3602 - Game Art Internship Part II**

Credits: 1.5

The Game Art Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the Department Chair, Department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Develop a learning experience that provides application of coursework concepts in a real-world context.
- Practice applying relevant skills in your chosen field.
- Discuss your internship experience with an instructor.

**GA 3860 - Digital Sculpting**

Credits: 3

In this junior-level class, students gain skills to create 3D assets using digital sculpting software. This class focuses on sculpting both inside and outside the constraints of subdivided geometry. The final assignment emphasizes creating clean topology and edge flow, enabling students to create high-quality assets that are ready for the next phase of production within a video game studio. Upon successful

completion of this course, students will have gained competency with digital sculpting tools, as well as learned the process and importance of creating various texture maps for use in a game engine.

Prerequisites: none

*Course Learning Outcomes:*

- Model and refine production quality assets utilizing industry-standard tools and techniques.
- Utilize sculpting tools to add high-level detail to low-poly meshes.
- Bake normal and height maps from high-resolution sculpted meshes.

## **GA 4110 - Game Animation + Motion Capture**

Credits: 3

In this senior-level studio course, students will learn the techniques used in the production of animation for games. Students will film reference footage for character motion/performance and animate character loops, cut scenes and dialogue using a combination of key-frame animation and motion-capture data. Upon successful completion of the course, students will have developed a series of looping and transitional character animations as well as a dialog cut scene.

Prerequisites: AN3D 3230 - 3D Computer Animation Motion Studies

Notes: (Formerly GA 3110)

*Course Learning Outcomes:*

- Create key frame animation for a pre-rigged character.
- Create a series of looping or non-looping animation for game character animation.

## **GA 4350 - Character Rigging**

Credits: 3

In this senior-level studio course, students will learn the fundamentals of building character rigs for animation. Topics include constructing joint chains, building control hierarchies, and techniques for facial manipulation. Naming conventions and hierarchical systems will be reinforced. Upon successful completion of this course, students will have created a fully functional rigged character suitable for animation.

Prerequisites: AN3D 3230 - 3D Computer Animation Motion Studies and; AN3D 3330 - 3D Character + Production Design or GA 3120 - 3D Modeling

Notes: (Formerly GA 3350)

*Course Learning Outcomes:*

- Create a rig with the controls necessary for animation.
- Apply FK and IK rigging solutions.
- Apply skinning tools to the character resulting in proper deformations.
- Demonstrate proper naming conventions in relation to rigging.

## Graphic Design

### GD 1000 - Typography

Credits: 3

This freshman-level course is an in-depth examination of the elements and principles of typography via hand-assembled and digital studio projects. Reader and audience demographics are also thoroughly covered. Upon successful completion of this course, students demonstrate conceptual and technical proficiencies with letterform structures, legibility, readability, text manipulation, typographic space, and communication hierarchies as well as an introduction to page layout applications.

Prerequisites: FD 1020 - 2D Design: Elements + Principles

#### *Course Learning Outcomes:*

- Explain the anatomy and aesthetics of typography.
- Compose type using fundamental aesthetic principles and skills.
- Communicate visually using letters, words and paragraphs.
- Discuss the history, theory and ideas behind typography.
- Implement the fundamentals of page layout and basic grid systems.
- Illustrate the importance of hierarchy and emphasis within typography.
- Describe typographic personality, and its use in appealing to a defined target market.
- Compare relationships between typography and effective communication.
- Identify line and letter spacing, readability and legibility.
- Apply knowledge of classifications, type families, fonts and pairing type.

### GD 2100 - Layout Design

Credits: 3

In this sophomore-level course, students will continue to develop their knowledge regarding letterforms, legibility, organization, hierarchy, grid systems, and multi-page layouts. Students will demonstrate the ability to solve communication problems through effective design. Upon successful completion of this course, students demonstrate an understanding of intermediate typography as it relates to electronic page layout through multiple real-world projects.

Prerequisites: GD 1000 - Typography

#### *Course Learning Outcomes:*

- Demonstrate an intermediate level of page design and layout using industry-standard software.
- Determine typeface classifications, type families, type styles, and font selection within a page layout.
- Construct page layouts using visual hierarchy and the organization of visual components including text, graphics and imagery.
- Use single-column, multi-column and modular grid formations in page structure.
- Analyze and implement paragraph formatting through line and letter spacing, readability and legibility.
- Show intermediate knowledge and use of page layout software.
- Demonstrate research and information gathering, analysis, and generation of alternative solutions.
- Apply knowledge of classifications, type families, typestyles, fonts, type selection.

## **GD 2210 - Vector Illustration**

Credits: 3

This sophomore-level course introduces students to the concept of semiotics and vector-based art. Through demonstrations and exploration of tools and techniques in Adobe Illustrator, students create icons, symbols, and illustrations in conjunction with typographic forms. Upon successful completion of this course, students demonstrate vector-based drawing tools to create meaning in graphic and typographic messages through multiple projects.

Prerequisites: FD 1020 - 2D Design: Elements + Principles

*Course Learning Outcomes:*

- Use vector-based text, graphics and imagery to deliver an effective message.
- Understand the tools used in creating vector-based shapes, graphics and text.
- Apply grids to page layouts.

## **GD 2220 - Raster Image Processing**

Credits: 3

This sophomore-level course introduces digital photo manipulation and imaging techniques for visual communication. Through demonstrations and exploration of concepts that make for effective communication, students learn tools and techniques available in Adobe Photoshop. Upon successful completion of this course, students demonstrate an understanding of photo manipulation software and its uses for the visual communicator.

Prerequisites: FD 1020 - 2D Design: Elements + Principles

*Course Learning Outcomes:*

- Use raster-based text, graphics and imagery to deliver an effective message.
- Understand the tools used in creating raster-based shapes, graphics and text.

## **GD 2410 - Information Visualization**

Credits: 3

This sophomore course focuses on information design, information architecture, and information visualization. Students learn strategies to organize and display data from tabular data to graphs, charts, and infographics. Storytelling will be utilized to make data more accessible and relatable. New technologies will be exercised for dynamic data displays. Upon successful completion of this course, students demonstrate a responsible use of data, molding it into information that enhances knowledge and understanding.

Prerequisites: GD 1000 - Typography, GD 2210 - Vector Illustration and GD 2220 - Raster Image Processing

*Course Learning Outcomes:*

- Translate data into a relevant visual form.
- Assess why information design and data visualization is successful.
- Articulate why information design and data visualization is successful.
- Organize, analyze and present information.

## **GD 2510 - Sign + Symbol**

Credits: 3

This sophomore-level course develops the principles of semiotics and visual communication. Three principles are addressed in this course: Semantics, Syntactics, and Pragmatics. Students working as individuals and in teams will complete studio projects that address the nature of signs, symbols, pictograms, and logotypes. Upon successful completion of this course, students demonstrate an understanding of basic visual communication theory and practice.

Prerequisites: GD 2100 - Layout Design, GD 2210 - Vector Illustration, GD 2220 - Raster Image Processing

Notes: (Formerly GD 2120 Sign + Symbol)

The textbook *Designing Brand Identity: An Essential Guide for the Whole Branding Team* 5th Edition is also used in GD3040.

*Course Learning Outcomes:*

- Execute complex brand identity systems.
- Apply brainstorming techniques, as well as peer review practices as part of the ideation process.
- Analyze the differences and similarities between identity and brand.

## **GD 3000 - Graphic Design Junior Portfolio Review**

Credits: 0

Students who have completed more than 60 credit hours are required to participate in a mid-career portfolio review before reaching 90 credits. This review is designed to identify students' strengths and weaknesses so that they may address both in their upcoming major coursework.

Prerequisites: Completion of 60+ credits or approval of department Chair

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- The ability to solve communication problems.
- Research and information gathering, analysis, generation of alternative solutions.
- Prototyping, user testing, and evaluation of outcomes.
- The ability to describe and respond to the audiences and contexts which communication solutions must address. Recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
- The ability to create and develop visual form in response to communication problems.
- Understand principles of visual organization/composition and information hierarchy.
- Understand symbolic representation.
- Understanding the proper use of Typography and its various applications.
- An understanding of tools and technology, including the creation, reproduction, and distribution of visual messages.
- An understanding of design history, theory and criticism.
- An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.

## **GD 3010 - Photography for Graphic Designers**

Credits: 3

This course prepares students to utilize photography with the primary purpose of creating dynamic and compelling images of products and people for advertising. Students become adept at using technology including the digital SLR (standard settings, manual overrides, and



experimentation); understand lighting (both interior studio settings and exterior outdoor settings); facilitate between lens options (macro, specialty filters and wide angle); and learn the importance of a dynamic portfolio stage setting through appropriate documentation. Modest digital post production will be explored including industry standard software.

Prerequisites: GD 2220 - Raster Image Processing

*Course Learning Outcomes:*

- Identify the essential grammar of photography.
- Compose meaningful images using framing, balance, negative space and the rule of thirds.
- Use manual settings, priority settings, ISO settings and white balance options on a DSLR Camera.
- Identify how aperture impacts both the light and depth of field.
- Identify how shutter speed freezes action or creates motion blur.
- Compose photographs using window light, shadow light, reflectors and strobe lights.
- Utilize industry-based software as a means to edit photographic imagery for graphic design.

## **GD 3040 - Design Systems**

Credits: 3

This intensive course focuses on the principles and elements of brands and identity systems. Students engage in long-term projects that address the significance of brand design, applications, and identity management. Company mission, goals, and objectives are researched, investigated, and presented in detail. Content hierarchy, complex grid systems, typographic hierarchy, text/image integration, and color identification are explored in depth. Students also examine 20th century and contemporary branding systems. Upon successful completion of this course via long-term projects, students demonstrate the conceptual and technical ability to understand, establish, define, and create a complex design system.

Prerequisites: GD 2510 - Sign + Symbol

Notes: The required textbook for this course is also used in GD2510.

*Course Learning Outcomes:*

- The ability to solve communication problems.
- Research and information gathering, analysis, generation of alternative solutions.
- Prototyping, user testing, and evaluation of outcomes.
- The ability to describe and respond to the audiences and contexts which communication solutions must address. Recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
- The ability to create and develop visual form in response to communication problems.
- Translate customer experience into recommended design deliverables.
- Interpret the stakeholder's needs and objectives.
- Translate brand attributes into original design concepts.
- Research the stakeholder's needs and objectives.
- Exploring the differences and similarities between identity and brand.

## **GD 3105 - User Prototyping**

Credits: 3

This is a foundational design course that establishes a set of best practices allowing the student to approach digital media through a user-centered lens. Students research and explore a variety of pre-visualization methods that are inherent in the online digital environment, merging new tools like user interface, interactivity, visual sequencing, and storytelling into their final projects. Upon successful completion of this course, students will gain a thorough understanding of paper prototyping, user testing, and pre-visualization methods for on-screen environments creating a user-centered design foundation for digital media.

Prerequisites: GD 2210 - Vector Illustration and GD 2220 - Raster Image Processing

*Course Learning Outcomes:*

- Understand prototyping, user testing, and pre-visualization methods for onscreen environments through a user-centered lens.
- Apply strategies in planning, creating, and testing prototypes.
- Evaluate a design problem from a contextual, conceptual, as well as a functional point of view.
- Analyze user testing and communicate critical thinking processes.

## **GD 3115 - Web Design I**

Credits: 3

This intermediate course uses the knowledge from GD 3105 - User Prototyping and focuses on taking the principles from traditional graphic design and applying them to the online environment. Students are introduced to site architecture, concept mapping, and digital code. Websites will be tested and used for optimal browser display, information architecture, and user needs. Upon successful completion of this course, students will have gained an understanding of the common challenges of creating and designing interactive media through prototyping, flow charting, pre-production, production, and execution of a final website design.

Prerequisites: GD 3105 - User Prototyping

*Course Learning Outcomes:*

- Understand the lexicon terms surrounding the modern online environment.
- Analyze basic solutions to the challenges of creating and designing web content.
- Apply a process for the development and implementation of web design.
- Apply basic web-based code languages to create and modify digital content.

## **GD 3120 - Visual Sequencing**

Credits: 3

The significance of design research, analysis, and demographics is addressed in this advanced course. Using concepts and principles from the previous courses, students research and explore more complex multi-page visual communication problems. Principles and elements include: conceptual development, grid systems, sequencing, typographic hierarchy, and text/image integration. Working in teams and as individuals, students are introduced to written, verbal, and visual presentation techniques in order to articulate why specific solutions have been employed to solve Graphic Design problems. Upon successful completion of this course, students demonstrate the ability to conceptualize, design, and execute more complex communication projects.

Prerequisites: GD 2100 - Layout Design, GD 2210 - Vector Illustration and GD 2220 - Raster Image Processing

*Course Learning Outcomes:*

- Understand sequential art and design and apply it to an effective narrative.
- Create a conceptually driven, narrative-based think piece.
- Utilize grid systems, sequencing, typographic hierarchy, and text/image integration.

## **GD 3230 - Storytelling + Video I**

Credits: 3

In this junior-level course, students create several original compositions using video and editing in post-production. Students research filmmakers and their artistic craft applying this knowledge to their own creative projects. Students experiment with a variety of film

making forms ranging from documentary to narrative and poetic to comedic. Upon successful completion of the course, students demonstrate a beginning level of digital video production skills.

Prerequisites: GD 2220 - Raster Image Processing

*Course Learning Outcomes:*

- Create original narrative-based compositions primarily using video and post production.
- Organize an effective video narrative with an awareness of aesthetics.
- Navigate technological capabilities in video narratives.
- Understand and utilize resources as it relates to video creation.

## **GD 3240 - Motion Design**

Credits: 3

This junior-level course introduces students to time and motion-based graphic communication. Students will use tools and techniques to juxtapose imagery and audio, as well as apply a sequence of graphical elements using shape, color, composition, texture, and typography. Upon successful completion of this course students will demonstrate an understanding of time-based graphic communication.

Prerequisites: GD 2210 - Vector Illustration and GD 2220 - Raster Image Processing

Notes: (Formerly GD 4230 Motion Design)

*Course Learning Outcomes:*

- Understand the tools and features of industry standard software in relation to Motion Design.
- Create time-based works that utilize principles of animation and graphic design.
- Understand and create narrative content using the principles of storytelling.
- Analyze the graphic elements of motion design.
- Apply effects and motion to content within a timeline.

## **GD 3440 - Experimental Typography**

Credits: 3

This advanced course addresses in-depth relationships between form and content in typographic communication. Elements and principles such as contrast, scale, space, rhythm, and sound are fully examined. Students work as individuals and in teams with a wide range of hand-assembled and digital media. Contemporary typographers are studied and inform the studio projects. Upon successful completion of this course, students understand both abstract and objective forms of typography.

Prerequisites: GD 2100 - Layout Design

*Course Learning Outcomes:*

- Explore and manipulate type in visual communication.
- Analyze environments, objects, and forms.
- Design an original typeface.
- Demonstrate the use of a typeface through word and paragraph formation, typographic hierarchies, relationship to imagery, scale, and typographic weights.

## **GD 3470 - 3D Packaging**

Credits: 3

Students utilize both traditional and digital media as an introduction to the skills necessary for designing packaging graphics and preparing accurate mock-ups as practiced within the Graphic Design industry. Content includes basic concept rendering, developing die-cut patterns, model-making, mock-up techniques, and both visual and verbal presentation skills. The course includes visits to package design and fabrication facilities in the Denver area.

Prerequisites: GD 2210 - Vector Illustration and GD 2220 - Raster Image Processing

### *Course Learning Outcomes:*

- Research and analyze experience-based problems in packaging through a user-centered lens.
- Discuss packaging design solutions.
- Integrate historical, social and cultural perspectives into packaging designs.
- Produce packaging based on user-centered design principles.
- Practice concept rendering and fabricate die-cut packaging, models, and mock-ups.

## **GD 3601 - Graphic Design Internship Part I**

Credits: 1.5

The GD Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

### *Course Learning Outcomes:*

- Compare and differentiate between desirable and non-desirable clients.
- Show basic business practices, including the ability to organize and work productively as a member of a team.
- Describe the experience and how it advances an understanding of coursework concepts.
- Illustrate an ability to enter a career in the design field.

## **GD 3602 - Graphic Design Internship Part II**

Credits: 1.5

The GD Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

### *Course Learning Outcomes:*

- Compare and differentiate between desirable and non-desirable clients.
- Show basic business practices, including the ability to organize and work productively as a member of a team.
- Describe the experience and how it advances an understanding of coursework concepts.
- Illustrate an ability to enter a career in the design field.

### **GD 3900 - Special Topics in Graphic Design**

Credits: 3

This elective course open to juniors and seniors examines specific topics not otherwise covered in the Graphic Design curriculum. Specific topics and faculty will be announced prior to registration. Students will work towards a keystone project that encompasses the topic at hand.

Prerequisites: Completion of 60+ credits and approval of department Chair

*Course Learning Outcomes:*

- Create visual form in response to communication problems.
- Apply principles of visual organization/composition and information hierarchy.
- Use industry-based tools in the creation, reproduction, and distribution of visual messages.
- Solve communication problems through visual design.
- Apply research, information gathering and analysis to generate alternative solutions.

### **GD 3985 - Professional Practices in Graphic Design**

Credits: 3

The course in Professional Practices will introduce students into freelancing and self-employment along with the business and ethical practices of the Graphic Design Profession. Students will learn what freelancing is, the benefits and drawbacks to being creatively self-employed, and plan for their futures. Students will work through projects geared toward learning real-world skills they can then use when they start freelancing including learning how much to charge, how to market their services, working with clients, and legal matters. Upon successful completion of this course, students will have developed a business plan and marketing materials geared towards self-employment.

Prerequisites: GD 3000 - Graphic Design Junior Portfolio Review, GD 3040 - Design Systems

*Course Learning Outcomes:*

- Identify the most important parts of freelancing, and state them in a business plan.
- Create and revise a working contract that students can use with clients.
- Create a portfolio that showcases marketable skills and are aligned with the list of services offered.
- Compare and differentiate between desirable and non-desirable clients.
- Formulate an hourly/project-based pricing system for services.

### **GD 4020 - Experience Design**

Credits: 3

This integrated course fully explores the significance and impact of experience design. Moving beyond traditional Graphic Design concepts, this course strives to create experiences beyond products and services. Students work on multi-faceted projects that address: way-finding, environmental graphic design, information architecture, and fabrication connections and resources. Students address issues such as: product or service life cycles, user interfaces, and the creation of environments that connect on an emotional or value level to customers. As in previous courses, students sharpen analytical, verbal, written, and visual presentation techniques. Upon successful completion of this

course, students demonstrate a sound knowledge of research and user-centered design concepts via studio projects and client/user presentations.

Prerequisites: GD 3040 - Design Systems

*Course Learning Outcomes:*

- Articulate experience design.
- Understand the practice, process, and craft of designing a brand experience.
- Apply rapid ideation and visualization techniques in experience design.
- Apply human-centered design tools and research methods.

## **GD 4210 - Web Design II**

Credits: 3

In this senior-level course, students will continue upon the topics learned in GD 3115 - Web Design I. Exploration of web technologies such as content management systems, dynamic content and JavaScript will be covered along with designing across multiple devices and screens. Upon successful completion of this course, students will combine the skills into a final website design.

Prerequisites: GD 3115 - Web Design I

*Course Learning Outcomes:*

- Utilize a process for design development and execution.
- Use the lexicon of terms surrounding the modern online environment.
- Examine intermediate solutions to the challenges of creating and designing web content.
- Employ the current trends in the development and implementation of web design.
- Utilize intermediate web-based code languages to create and modify digital content.

## **GD 4220 - Storytelling + Video II**

Credits: 3

This senior-level course builds on the storytelling and research methodologies used in GD 3230 - Storytelling + Video I. Students transform their previous research and print media into real-time non-linear editing for video and sound. Technical proficiencies include script refinements, interviewing methods, story boarding, editing, and the poetics of time. Upon successful completion of this course, students demonstrate high-level skills in storytelling via digital pre and post-production techniques.

Prerequisites: GD 3230 - Storytelling + Video I

Notes: (Formerly GD 3130)

*Course Learning Outcomes:*

- Create original narrative-based compositions.
- Create a video narrative with an awareness of aesthetics.
- Develop advanced technological capabilities in executing concepts.
- Utilize resources as they relate to video creation.

## **GD 4410 - Environmental Graphic Design**

Credits: 3

In this senior-level course, students explore the human-centered experience with signage as it relates to branding, identification and

direction within the built environment. In group and individual projects, students learn strategies in wayfinding, ADA (American with Disabilities Act), sign design, fabrication techniques and sustainable materials use. Innovations and new technologies will be studied to advance user interaction in public and private spaces. Upon successful completion of this course, students demonstrate a greater understanding of communication within the built/branded environment.

Prerequisites: GD 2100 - Layout Design and GD 2220 - Raster Image Processing

*Course Learning Outcomes:*

- Apply Environmental Graphic Design industry standards to create a user-friendly experience.
- Research and create prototypes of wayfinding and experiential graphics to test initial assumptions.
- Propose an environmental design plan for a large scale-built environment.

## **GD 4520 - Interaction Design**

Credits: 3

In this senior-level course, students hone their digital interactive design skills. Students study interaction design, industrial design, and cognitive science in order to focus on the mental models and specific gestures that allow humans to interact with the designed world. Interface conventions are deconstructed and rebuilt. Interaction models are built and tested. The future of interface as invisible computing is explored and prototyped. Upon successful completion of the course, students demonstrate an understanding of how and why some digital products "feel good" to use, and how to use those findings within a user-centered design process to better their design solutions.

Prerequisites: GD 3115 - Web Design I

*Course Learning Outcomes:*

- Understand the historical context of interactive design as a field of practice.
- Articulate a personal philosophy of interaction design.
- Practice the principles, patterns, process and craft of user centered design.
- Portray a complete picture of user-centered design methods.
- Understand and demonstrate the role of the customer journey in the user-centered design process.
- Document the process of user-centered design.

## **GD 4900 - Graphic Design BFA Capstone I**

Credits: 3

The designer's portfolio is the employer's primary tool for assessing the skills and talents of a prospective employee. With that in mind, it is essentially the most important asset in successfully gaining employment upon graduation. This portfolio class begins a two-part sequence of courses that explores what constitutes a professional-looking portfolio, who should see it, and how to cater it to intended employers. Instructors assist the students in selecting artwork for refinement and inclusion in the portfolio and in assembling the portfolio for maximum effect. Additionally, students will develop a plan for a thesis project to be completed before their final Graphic Design Senior Portfolio Review.

Prerequisites: Must be a senior in their last semester.

*Course Learning Outcomes:*

- Create a professional portfolio book and website layout.
- Create a personal brand and identity system.
- Develop a thesis project plan for graduation.

## **GD 4950 - Graphic Design BFA Capstone II**

Credits: 3

This course completes the Graphic Design BFA Program and will explore the changing role of the Graphic Designer in contemporary culture, conflicts between commercial practice and social responsibility, and practical issues as they relate to securing a professional position in the field. Upon successful completion of this course, students will have successfully completed a thesis project, print/web portfolios, a personal brand identity system, and professional marketing materials. Additionally, designers will present their work in their final portfolio review.

Prerequisites: GD 4900 - Graphic Design BFA Capstone I and Senior in their last semester.

### *Course Learning Outcomes:*

- Apply aesthetic theories to contemporary design problems.
- Demonstrate the ability to present a professional portfolio with career intent.
- Produce print and web portfolios with subsequent marketing materials and a cohesive personal brand identity system.

## **Humanities**

### **HU 1110 - Humanities I: World Thought I**

Credits: 3

This sophomore-level course explores significant developments in the ancient and middle periods (from the start of human history through the end of the fifteenth century) through engagement with important primary texts and their contextualization within history, geography, and civilizations. The first of two such core humanities courses, this is intended to provide students with an intellectual vocabulary; exposure to various worldviews and religions; ethical thought; and mythology through literature and drama, philosophical, and religious writings. Emphasis is placed on honing scholarly research skills and further development of critical-thinking skills. Through course readings and research-based writing, students gain broad exposure to the development of thought in Asia, Asia Minor, the Mediterranean world, and Europe.

Prerequisites: EN 1110 - Composition I

### *Course Learning Outcomes:*

- Define the concepts and terminology of World Thought.
- Describe the development of culture, geography, history, and intellectual thought of Africa, the Indian Subcontinent, the Fertile Crescent, the Mediterranean world, East Asia, the Americas, and Early Europe from the early history to 1485 or the end of the 15th Century.
- Compare diverse worldviews through the study of oral traditions, history, literature, mythology, and philosophy into scholarly writing.
- Apply religious, political, and social history through the contemporary understandings of human dignity and social justice.
- Distinguish at least seven distinct cultural regions of the world from the identified cultural regions of Sub-Saharan Africa, North Africa, the Fertile Crescent, the Mediterranean, Europe, Central Asia, the Indian Subcontinent, Oceania, East Asia, and the Americas.

### **HU 1111 - Humanities II: World Thought II**

Credits: 3

This sophomore-level course explores significant developments from the 16th through 19th centuries, with an emphasis on European expansion and the rise of colonialism. The second of two such core humanities requirements, this course is intended to provide students



with an intellectual vocabulary; exposure to various worldviews and religions; ethical thought; and philosophy through literature and drama, philosophical, and religious writings. Emphasis is placed on honing scholarly research skills and further development of critical thinking skills. Through course readings and research-based writing, students gain broad exposure to the development of thought—especially in Asia, Asia Minor, the Mediterranean world, Europe, and the New World.

Prerequisites: HU 1110 - Humanities I: World Thought I

*Course Learning Outcomes:*

- Understand the development of thought in Asia, Asia Minor, the Mediterranean world, and Europe from the 16th through 19th centuries.
- Understand the development of European expansion and the rise of colonialism.
- Understand the intellectual vocabulary of social studies

## **HU 1120 - Introduction to Philosophy**

Credits: 3

This class offers an introduction to Western Philosophy that examines topics such as knowledge formation; the nature of existence; and the foundations of morality, free will, subjectivity, and consciousness. Students explore these topics through primary readings, lectures, and class discussions. By the end of the course students increase their understanding of Philosophy as a field of study, improve their critical thinking skills, and will have engaged a variety of philosophical texts.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Students understand the historical development of key philosophical concepts.
- Students understand a variety of philosophical texts.
- Students understand basic philosophical theories and methodologies.

## **HU 1130 - Introduction to World Religions**

Credits: 3

This class provides students with an introduction to the major Western religions: Judaism, Islam, and Christianity, and the major Eastern religions: Hinduism, Buddhism, Taoism, and Confucianism. Students explore the origins, history, practices, cultural contexts, and meanings of each religious tradition. Students demonstrate a deeper understanding and appreciation for the varieties of religious thought, belief, practices, and meanings.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand the study of religion, comparative religious studies, and the major critiques of religious studies.
- Understands the basic rhetoric of religious studies to discuss religion and non-Western worldviews in an empathetically objective manner.
- Understands the basic knowledge of each of the world's major religious traditions.
- Understand academic methodology in the analysis of religious tradition or world belief system.
- Understands non-Western cultures in a manner that respects and validates the uniqueness and sophistication of the peoples examined.

## **HU 1140 - History of American Capitalism**

Credits: 3

In this survey course, students explore the economic development and history of American capitalism beginning in the 19<sup>th</sup> century. Lectures, presentations, readings, and discussions examine ways in which American capitalism grew from its small industrial beginnings to a dominant global economic force. The course considers various subtopics related to the political and social developments affecting American economic development in the 20<sup>th</sup> and 21<sup>st</sup> centuries, such as the fiscal consequences of external and internal warfare; gender and race relations; the altering structures of businesses in the United States; and the role of American capitalism within the world economy in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Upon successful completion of this course, students will contextualize American economic development within the global political and social framework.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand political and social structures and their influence on capitalism's economic development.
- Understand the role of American capitalism within the world economy in the 20<sup>th</sup> and 21<sup>st</sup> centuries.
- Understand American economic development within the global political and social framework.

## **HU 2212 - Modern + Contemporary World History**

Credits: 3

Modern and Contemporary World History explores the shape and identity of western culture in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Lectures and readings examine developments in technology, economics, political structures, religious institutions and faith, and social ideals. Upon successful completion of this course, students will recognize the major historical achievements of western culture in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

Prerequisites: HU 1110 - Humanities I: World Thought I

*Course Learning Outcomes:*

- Students understand major historical achievements of western culture in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

## **HU 2320 - Ethics**

Credits: 3

This class examines ethical theories and their application towards ethical/philosophical problems. The course also examines the history and evolution of ethics as a major branch of western philosophy. Students explore ethical topics through primary readings, lectures, and class discussions. Upon successful completion of the course, students improve their capacity to think ethically about their lives and the world and will have engaged a variety of philosophical texts.

Prerequisites: HU 1110 - Humanities I: World Thought I

*Course Learning Outcomes:*

- Understand key ethical concepts within the context of Western Philosophy.
- Understand a variety of philosophical texts.
- Understand core ethical problems.

## **HU 3310 - Topics in History**

Credits: 3

This junior-level course explores various aspects of history as a field of study. The course content varies, allowing students to explore specific aspects of history with greater depth and mastery.

Prerequisites: EN 1110 - Composition I

### *Course Learning Outcomes:*

- List and define major terms within the scope of the Topic in History
- Utilize historical methodologies for research, writing, and discussions.
- Apply appropriate terminology to the exploration of historical and current events.
- Summarize the significant readings in the field of history.
- Analyze scholarly writings by evaluating the point of view of academic sources.

## **HU 3320 - Topics in Philosophy**

Credits: 3

This junior-level course explores various philosophical texts, movements, debates, and important figures. Students increase their understanding of philosophy as a field of study, improve their critical thinking skills, and improve their capacity to read and comprehend philosophical texts. Upon successful completion of the course, students demonstrate greater understanding of philosophy and a greater capacity to engage philosophical texts.

Prerequisites: EN 1110 - Composition I

### *Course Learning Outcomes:*

- Understand key ethical concepts within the context of Western Philosophy.
- Understand a variety of philosophical texts.
- Understand core ethical problems.

## **HU 3342 - Topics in Contemporary Thought: Theater Studies**

Credits: 3

This junior-level course examines various approaches to the study of theater. The goal of the course is to engage students in the study of theater from a variety of perspectives. Through the study of relevant theoretical approaches and significant aesthetic, political, and social movements, students learn to analyze theater performances within larger historical and cultural contexts. Upon successful completion of the course, students have improved their capacity to think critically about performance from a variety of perspectives.

Prerequisites: EN 1110 - Composition I

Notes: (Formerly HU 4020)

### *Course Learning Outcomes:*

- Understand design principles relating to the craft of theatre and production.
- Understand of the principles of dramaturgy in production.
- Understand components relating to theatre production in design and directorial concept.

## **HU 3350 - Film Studies**

Credits: 3

This junior-level class will explore the scope of American cinema and its impact on culture, race, gender, and technology. By studying various social, political, artistic, and philosophical perspectives, students will form a deeper understanding of how the art of film reinforces, re-imagines, and constructs our collective self-identity. During the semester, students will view and dissect films from Hollywood's silent era to more recent films produced in the 21st century. Upon successful completion of the course students will be able to discuss and dissect how the American film industry has shaped and informed our cultural identity.

Prerequisites: HU 1111 - Humanities II: World Thought II

### *Course Learning Outcomes:*

- Understand aspects of modern filmmaking and directorial techniques through mise-en-scene.
- Understand how modern society, social behavior, morality and culture are reflected in film narrative.
- Understand various elements in lighting and cinematography.
- Understand the importance of sound/musical score and define how it influences cinema.

## **Interior Design**

### **ID 1230 - Introduction to Sustainable Design**

Credits: 3

This freshman-level course provides an overview of the core philosophical and practical principles of sustainable design and introduces students to sustainability as an environmental and social issue. Students explore the interrelated concepts, standards, materials, and systems of sustainable design through research analysis and apply that knowledge to inform the integrated decision-making process as it relates to ecological responsibility, the built environment, and human well-being. Upon successful completion of this course, students will have an understanding of sustainable design concepts, as well as their implications and approaches in preparation for future design courses and projects.

Prerequisites: none

### *Course Learning Outcomes:*

- Recognize current and relevant events that are shaping contemporary society and the world.
- Define the breadth and depth of interior design's impact and value.
- Understand professional ethics and conduct.
- Engage with role models who are qualified by education and experience in interior design.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, well-being, behavior, and performance.
- Apply knowledge and skills learned to explore and iterate multiple ideas.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Understand the social, political and physical influences affecting historical changes in design of the built environment.

- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand the principles of natural and artificial lighting design.
- Understand strategies for using and modulating natural light.
- Understand how light and color in the interior environment impact health, safety, and well-being.
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- Understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human well-being and the environment.
- Understand the principles of indoor air quality.
- Understand how the selection and application of products and systems impact indoor air quality.
- Understand standards and guidelines related to sustainability and wellness.

## **ID 1510 - Survey of Interior Design**

Credits: 3

This freshman-level course is an introduction to the interior design profession and practice. The course introduces students to the principles, theories, and practices related to the interior environment and human behavior within a variety of contexts. Students learn terminology and fundamental skills related to interior design and architecture and apply that knowledge using a variety of communication methods and constructs. Upon successful completion of this course, students will have broad perspective awareness of the processes, practices, terminology, and basic skills necessary for continued study; and a foundation for the ethical approach to creating interior environments in the 21st century.

Prerequisites: none

### *Course Learning Outcomes:*

- Understand how social, economic, cultural, and physical contexts inform interior design.
- Recognize a variety of cultural norms.
- Demonstrate multi-cultural awareness.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.

## **ID 1550 - Interior Materials**

Credits: 3

This freshman-level course is an in-depth study of the materials and finishes used in interior design. Students learn to evaluate materials and their applications based on their inherent functional, environmental, and aesthetic qualities. Emphasis is on the appropriate selection of interior materials within the constraints of environmental stewardship and life safety standards for both residential and commercial use. Upon successful completion of this course, students will be able to analyze interior finish materials according to functional, responsible, aesthetic and regulatory criteria and specify them for appropriate use in the built environment.

Prerequisites: ID 1230 - Introduction to Sustainable Design, ID 1510 - Survey of Interior Design, and ID 1710 - Drafting

### *Course Learning Outcomes:*

- Understand how systems thinking informs the practice of interior design.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand typical fabrication, installation methods, and maintenance requirements.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental wellbeing.
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- Design and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.
- Recognize the origins and intent of laws, codes, and standards.
- Understand standards and guidelines related to sustainability and wellness.
- Understand sector-specific regulations and guidelines related to construction, products, and materials.

## **ID 1710 - Drafting**

Credits: 3

This freshman-level course covers the principles and elements of drafting as applied to interior design, architecture, and environmental graphic design. Utilizing relevant industry tools and techniques, students learn the basic techniques and methods of manual drafting as well as architectural graphic standards within the context of both presentation and construction drawing types. Upon successful completion of the course, students will have acquired the necessary manual drafting skills and understanding of drawing conventions to apply to future studies in interior design.

Prerequisites: none

Notes: (Formerly ID 1820)

### *Course Learning Outcomes:*

- Engage in career opportunities an interior design education can afford and the options for advanced study.
- Recognize evolving communication technologies.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Understand how design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes.

- Understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.
- Read and interpret base- building construction documents.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.
- Apply federal, state/provincial, and local codes including fire and life safety.

## **ID 2000 - Interior Design Sophomore Portfolio Review**

Credits: 0

Students who have completed 45-60 credit hours are required to participate in a sophomore portfolio review. Students will present original art and design work from Foundations courses where faculty evaluate mastery of foundational skills and identify strengths and areas of improvement. Art and design work will illustrate competency in visual elements and principles of design, drawing, color theory, and three-dimensional fundamentals. Upon successful completion of the Sophomore Portfolio Review, students transition into their major course of study.

Prerequisites: Completion of 45 credits.

Notes: This course is Pass/Fail.

### *Course Learning Outcomes:*

- **GLOBAL CONTEXT** Apply a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.
- **COLLABORATION** Collaborate and participate in interdisciplinary teams.
- **BUSINESS PRACTICES + PROFESSIONALISM** Understand the principles and processes that define the profession and the value of interior design to society.
- **HUMAN-CENTERED DESIGN** Apply knowledge of human experience and behavior to designing the built environment.
- **DESIGN PROCESS** Apply all aspects of the design process to creatively solve a design problem.
- **COMMUNICATION** Demonstrate effective and polished written and oral communication skills.
- **HISTORY + THEORY** Apply knowledge of the history of interiors, architecture, decorative arts, and art to design work.
- **DESIGN ELEMENTS + PRINCIPLES** Apply elements and principles of design.
- **LIGHT + COLOR** Apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.
- **PRODUCTS + MATERIALS** Create design solutions that integrate furnishings, products, materials, and finishes.
- **ENVIRONMENTAL SYSTEMS + HUMAN WELLBEING** Apply the principles of acoustics, thermal comfort, indoor air quality and water and waste management in relation to environmental impact and human well-being.
- **CONSTRUCTION** Understand interior construction and its interrelationship with base building construction and systems.
- **REGULATIONS + GUIDELINES** Apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

## **ID 2530 - Building Codes + Regulations**

Credits: 3

This sophomore-level course provides students with an in-depth study of the laws, codes, regulations, and standards for interior design practice. Emphasis is on understanding the relationship between interior construction and building systems and occupants' health, welfare, and safety. Students also learn the importance of specification types and how they impact code compliance. Upon successful completion of the course, students will be able to interpret and apply relevant jurisdictional requirements to a variety of design project types.

Prerequisites: ID 1710 – Drafting and ID 1510 - Survey of Interior Design

### *Course Learning Outcomes:*

- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.
- Understand how design solutions affect and are impacted by interior systems, construction, and installation methods.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Recognize the origins and intent of laws, codes, and standards.
- Understand standards and guidelines related to sustainability and wellness.
- Understand sector-specific regulations and guidelines related to construction, products, and materials.
- Apply federal, state/provincial, and local codes including fire and life safety.
- Apply barrier-free and accessibility regulations and guidelines.

### **ID 2710 - Introduction to Computer Aided Design (CAD)**

Credits: 3

This sophomore-level course introduces students to the use of CAD systems as a drafting/design tool for interior design. Areas of study include CAD systems (hardware, software, procedures, and standards) and terminology as applied to architectural drawing types. Emphasis is on proper use of software commands; layer organization and strategies; efficient drawing practices; and the production of scaled two-dimensional drawings. Upon successful completion of this course, students will understand the terminology and use of CAD systems and commands following acceptable standards and procedures and utilize appropriate file management methods for the creation of two-dimensional CAD drawings.

Prerequisites: FD 1020 - 2D Design: Elements + Principles, ID 1510 - Survey of Interior Design and ID 1710 - Drafting

Notes: (Formerly ID 2010)

#### *Course Learning Outcomes:*

- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.

### **ID 2750 - Architectural Perspective + Rendering Techniques**

Credits: 3

This sophomore-level course introduces the artistic and presentation techniques of perspective and rendering for the interior design profession. Students develop skills in both the conceptual and technical process of manually constructing one, two, and three-point perspective drawings, as well as professional rendering techniques that include color palette use, light sources and shading, surface and detail indications, and entourage. Upon successful completion of this course, students will understand and demonstrate the free-hand and mechanical drawing and rendering skills necessary to successfully illustrate their design solutions in presentation drawings.

Prerequisites: FD 1235 - Observational Drawing and ID 1710 - Drafting

Notes: (Formerly ID 2830)

#### *Course Learning Outcomes:*



- Apply knowledge and skills learned to explore and iterate multiple ideas.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Recognize innovation and risk taking.
- Recognize methods of idea generation and design thinking.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Recognize a range of sources for information and research about color.
- Understand color principles, theories, and systems.
- Understand color in relation to materials, textures, light, and form.
- Appropriately use color solutions across different modes of design communication.

## **ID 2840 - Design Process + Planning**

Credits: 3

This sophomore-level course introduces students to the design process as it relates to programming and spatial development. Emphasis is on programming methodology, problem-solving strategies, and the role of space planning for residential and small commercial spaces within the context of the relationship between human beings and their environment. Upon successful completion of this course, students will have the ability to plan common residential and commercial spaces with considerations for physical and psychological factors, spatial relationships, functionality, safety, accessibility, and specific need.

Prerequisites: ID 1510 - Survey of Interior Design and ID 1710 - Drafting

Notes: (Formerly ID 2850)

### *Course Learning Outcomes:*

- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Gather and apply human- centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize a range of problem identification and problem-solving methods.
- Recognize innovation and risk taking.
- Recognize methods of idea generation and design thinking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Recognize the origins and intent of laws, codes, and standards.

### **ID 3000 - Interior Design Junior Portfolio Review**

Credits: 0

Students who have completed 72-90 credit hours are required to participate in a Junior portfolio review. Students will present original art and design work from Interior design courses where faculty evaluate mastery of Interior Design skills and identify strengths and areas of improvement. Art and design work will illustrate competency in programming methodology, problem-solving strategies, Building codes and regulations, two-dimensional and three-dimensional fundamentals. Upon successful completion of the Junior Portfolio Review, students will have a working portfolio that illustrates their individual skills and knowledge of Interior Design through completed projects in a professional format. Students must pass the junior portfolio review prior to moving into senior course work and the completion of 90 credits.

Prerequisites: IDSD 3870 - Sustainable Office Design and completion of 72+ credits.

Notes: This course is Pass/Fail.

#### *Course Learning Outcomes:*

- **GLOBAL CONTEXT** Apply a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.
- **COLLABORATION** Collaborate and participate in interdisciplinary teams.
- **BUSINESS PRACTICES + PROFESSIONALISM** Understand the principles and processes that define the profession and the value of interior design to society.
- **HUMAN-CENTERED DESIGN** Apply knowledge of human experience and behavior to designing the built environment.
- **DESIGN PROCESS** Apply all aspects of the design process to creatively solve a design problem.
- **COMMUNICATION** Demonstrate effective and polished written and oral communication skills.
- **HISTORY + THEORY** Apply knowledge of the history of interiors, architecture, decorative arts, and art to design work.
- **DESIGN ELEMENTS + PRINCIPLES** Apply elements and principles of design.
- **LIGHT + COLOR** Apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.
- **PRODUCTS + MATERIALS** Create design solutions that integrate furnishings, products, materials, and finishes.
- **ENVIRONMENTAL SYSTEMS + HUMAN WELLBEING** Apply the principles of acoustics, thermal comfort, indoor air quality and water and waste management in relation to environmental impact and human well-being.
- **CONSTRUCTION** Understand interior construction and its interrelationship with base building construction and systems.
- **REGULATIONS + GUIDELINES** Apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

### **ID 3510 - Building Structures + Systems**

Credits: 3

This junior-level course examines the integration of building structural methods and materials with building and environmental systems as they relate to interior design practice. Emphasis is on understanding and illustrating building construction in compliance with building and life safety codes. Upon successful completion of this course, students will understand typical construction materials, methods, and systems, as well as experimental and sustainable alternatives; utilize primary reference sources for specific building systems and materials; and produce a set of residential construction documents within the context of graphic standards in the industry.

Prerequisites: ID 2530 - Building Codes + Regulations, ID 2710 - Introduction to Computer Aided Design (CAD) and ID 3715 - Building Information Modeling; Revit

Notes: (Formerly ID 3750)

*Course Learning Outcomes:*

- Understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.
- Understand how systems thinking informs the practice of interior design.
- Recognize the integration of multi-disciplinary collaboration in design practice.
- Understand the terminology and language necessary to communicate effectively with members of allied disciplines.
- Understand technologically- based collaboration methods specific to the problem-solving process for built environment disciplines.
- Understand the dynamics of team collaboration and the distribution and structure of team responsibilities.
- Demonstrate the ability to effectively collaborate with multiple disciplines in developing design solutions.
- Recognize evolving communication technologies.
- Understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human well-being and the environment.
- Understand the principles of acoustical design.
- Understand appropriate strategies for acoustical control.
- Understand the principles of thermal design.
- Understand how active and passive thermal systems and components impact interior design solutions.
- Recognize the environmental impact of construction.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.
- Understand how design solutions affect and are impacted by interior systems, construction, and installation methods.
- Understand how design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes.
- Understand how design solutions affect and are impacted by the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).
- Understand how design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building controls systems.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.
- Read and interpret base- building construction documents.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

## **ID 3530 - Lighting Layout + Design**

Credits: 3

This junior-level course introduces students to the theoretical, technical, and practical application of lighting strategies within the built environment. Students learn to specify light sources and systems based on functionality, aesthetics, and the physical and psychological relationship between humans and their environment. Emphasis is on the understanding and application of lighting criteria through the use of source calculations, lighting and reflected ceiling plans, energy efficiency strategies, and building system integration. Upon successful completion of this course, students will be able to determine and design appropriate lighting solutions within the context of design standards for human well-being for both residential and commercial spaces.

Prerequisites: ID 2710 - Introduction to Computer Aided Design (CAD), IDSD 2860 - Sustainable Residential Design, and ID 2530 - Building Codes + Regulations

Notes: (Formerly ID 3970)

*Course Learning Outcomes:*

- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Recognize innovation and risk taking.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Understand the principles of natural and artificial lighting design.
- Understand strategies for using and modulating natural light.
- Competently select and apply luminaires and light sources.
- Recognize a range of sources for information and research about color.
- Understand color principles, theories, and systems.
- Understand color in relation to materials, textures, light, and form.
- Understand the principles of thermal design.
- Understand how active and passive thermal systems and components impact interior design solutions.
- Understand the principles of indoor air quality.
- Understand how the selection and application of products and systems impact indoor air quality.
- Understand how design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building controls systems.

## **ID 3550 - Custom Furnishings**

Credits: 3

This junior-level course emphasizes innovation and creativity in the design of functional furniture pieces. Students investigate appropriate materials, including sustainable alternatives, and apply relevant assembly and construction techniques for their designs. Upon successfully completing this course, students will understand and implement the creative, technical, and practical processes involved in the design and construction of custom furniture for specific uses.

Prerequisites: FD 2130 - 3D Design: Space + Materiality

Notes: (Formerly ID 4850)

*Course Learning Outcomes:*

- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.
- Gather and apply human-centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply wayfinding techniques to design solutions.
- ID5 DESIGN PROCESS - Apply all aspects of the design process to creatively solve a design problem.
- Apply space planning techniques throughout the design process.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand typical fabrication, installation methods, and maintenance requirements.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental wellbeing.
- Recognize the environmental impact of construction.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.
- Understand how design solutions affect and are impacted by interior systems, construction, and installation methods.
- Understand how design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes.

## **ID 3610 - Interior Design Professional Practices**

Credits: 3

This junior-level course introduces students to the fundamental considerations and processes involved in creating and running a professional interior design business including the legal, ethical, practical, and professional requirements involved in interior design practice. Students investigate types of business structures and practices; documents and contracts; professional working relationships with related disciplines; principles of job-cost estimating; and project management methods. Students also investigate and develop effective marketing techniques for themselves in anticipation of their internship in addition to job placement upon graduation. Upon successful completion of this course, students will have the ability to successfully assess their interior design career options, demonstrate the necessary skills to enter professional practice, and understand the principles and practices of the interior design profession.

Prerequisites: ID 3530 - Lighting Layout + Design, IDSD 2870 - Sustainable Holistic Design

### *Course Learning Outcomes:*

- Recognize current and relevant events that are shaping contemporary society and the world.
- Define the contexts for interior design practice.
- Define the impact of a global market on design practices.
- Define the breadth and depth of interior design's impact and value.
- Define the components of business practice.
- Understand types of professional business formations.
- Understand elements of project management.
- Understand the instruments of service such as contract documents, transmittals, schedules, budgets, and specifications.
- Understand professional ethics and conduct.
- Engage in career opportunities an interior design education can afford and the options for advanced study.
- Engage with role models who are qualified by education and experience in interior design.
- Recognize the role and value of legal recognition for the profession.
- Recognize the role and value of professional organizations.
- Recognize the role and value of life-long learning.
- Recognize the role and value of public service.

## **ID 3630 - Interior Design Portfolio Development**

Credits: 3

This junior-level course provides students with direction and guidance for the development of their interior design portfolio. Emphasis is on the format and presentation of coursework completed to date to create a visual representation of skill development and progression. Students investigate a variety of manual and digital methods to enhance their portfolios and market their abilities. Upon successful completion of this course, students will have a working portfolio that illustrates their individual skills and knowledge of interior design through completed projects in a professional format.

Prerequisites: ID 3715 - Building Information Modeling: Revit, IDSD 3845 - Sustainable Hospitality Design and completion of 60+ credit hours.

Notes: (Formerly ID 3300)

### *Course Learning Outcomes:*

- **GLOBAL CONTEXT** Apply a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.
- **COLLABORATION** Collaborate and participate in interdisciplinary teams.
- **BUSINESS PRACTICES + PROFESSIONALISM** Understand the principles and processes that define the profession and the value of interior design to society.
- **HUMAN-CENTERED DESIGN** Apply knowledge of human experience and behavior to designing the built environment.
- **DESIGN PROCESS** Apply all aspects of the design process to creatively solve a design problem.
- **COMMUNICATION** Demonstrate effective and polished written and oral communication skills.
- **HISTORY + THEORY** Apply knowledge of the history of interiors, architecture, decorative arts, and art to design work.
- **DESIGN ELEMENTS + PRINCIPLES** Apply elements and principles of design.
- **LIGHT + COLOR** Apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.
- **PRODUCTS + MATERIALS** Create design solutions that integrate furnishings, products, materials, and finishes.
- **ENVIRONMENTAL SYSTEMS + HUMAN WELLBEING** Apply the principles of acoustics, thermal comfort, indoor air quality and water and waste management in relation to environmental impact and human well-being.
- **CONSTRUCTION** Understand interior construction and its interrelationship with base building construction and systems.
- **REGULATIONS + GUIDELINES** Apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

## **ID 3715 - Building Information Modeling: Revit**

Credits: 3

This junior-level course introduces students to Building Information Modeling (BIM) and Revit software and its use for three-dimensional modeling and rendering for design development, presentation, and construction drawings. Emphasis is on the appropriate use of commands, routines, operations, and settings for studying and presenting designs for the built environment. Upon successful completion of this course, students understand the software and systems studies and use those systems to develop three-dimensional computer models to represent design solutions.

Prerequisites: ID 2530 - Building Codes + Regulations and ID 2710 - Introduction to Computer Aided Design (CAD)

Notes: (Formerly ID 3715 Building Information Modeling, ID 4750 Building Information Modeling)

### *Course Learning Outcomes:*

- Apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.

- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Understand color in relation to materials, textures, light, and form.
- Appropriately use color solutions across different modes of design communication.

## **ID 4000 - Interior Design Senior Portfolio Review**

Credits: 0

All seniors who are ready to graduate are required to participate in their departmental senior portfolio review. This pre-graduation portfolio review is an initial step in preparing students to move from the academic environment into the professional world. Specific portfolio requirements and schedules vary by department. Upon successful completion of this review, students will be able to further develop their individual portfolios for entrance into the design profession and/or graduate school.

Prerequisites: ID 2000 - Interior Design Sophomore Portfolio Review, IDSD 4881 - Senior Project I: Sustainable Design Research, and IDSD 4870 - Sustainable Special Use Design.

Corequisites: IDSD 4882 - Senior Project II: Sustainable Design Project

Notes: This course is Pass/Fail.

The textbook *Portfolios for Interior Designers: A Guide to Portfolios, Creative Resumes, + the Job Search* is also used in IDSD4250.

### *Course Learning Outcomes:*

- **GLOBAL CONTEXT** Apply a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.
- **COLLABORATION** Collaborate and participate in interdisciplinary teams.
- **BUSINESS PRACTICES + PROFESSIONALISM** Understand the principles and processes that define the profession and the value of interior design to society.
- **HUMAN-CENTERED DESIGN** Apply knowledge of human experience and behavior to designing the built environment.
- **DESIGN PROCESS** Apply all aspects of the design process to creatively solve a design problem.
- **COMMUNICATION** Demonstrate effective and polished written and oral communication skills.
- **HISTORY + THEORY** Apply knowledge of the history of interiors, architecture, decorative arts, and art to design work.
- **DESIGN ELEMENTS + PRINCIPLES** Apply elements and principles of design.
- **LIGHT + COLOR** Apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.
- **PRODUCTS + MATERIALS** Create design solutions that integrate furnishings, products, materials, and finishes.
- **ENVIRONMENTAL SYSTEMS + HUMAN WELLBEING** Apply the principles of acoustics, thermal comfort, indoor air quality and water and waste management in relation to environmental impact and human well-being.
- **CONSTRUCTION** Understand interior construction and its interrelationship with base building construction and systems.
- **REGULATIONS + GUIDELINES** Apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

## **ID 4611 - Interior Design Internship Program Part I**

Credits: 1.5

Students will enroll in this part I version of the course to meet the requirements of the internship. This senior-level program enables students to work with established design professionals specifically related to their career interests. Under the direction of the Department Chair and the Director of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Students are exposed to a variety of on-the-job experiences such as space planning, drafting, showroom use, presentation boards, installation supervision, and client

and manufacturer interaction. Students must participate in a scheduled pre-internship seminar prior to enrolling in the internship program. Upon successful completion of the internship program, students will have real-world experience working with a design, architectural, or related firm that prepares them to successfully enter the design profession.

Prerequisites: ID 3610 - Interior Design Professional Practices and department approval

Notes: This course is Pass/Fail.

Required textbooks from this course are also used in ID4612.

*Course Learning Outcomes:*

- Recognize the role and value of life-long learning.
- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.
- Gather and apply human-centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply wayfinding techniques to design solutions.

## **ID 4612 - Interior Design Internship Program Part II**

Credits: 1.5

Students will enroll in this part II version of the course to meet the requirements of the internship. This senior-level course enables students to work with established design professionals specifically related to their career interests. Under the direction of the Department Chair and the Director of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection. A planned program of activities is then coordinated with the professional internship sponsor. Students are exposed to a variety of on-the-job experiences such as space planning, drafting, showroom use, presentation boards, installation supervision, and client and manufacturer interaction. Students must participate in a scheduled pre-internship seminar prior to enrolling in the internship program. Upon successful completion of the internship program, students will have real-world experience working with a design, architectural, or related firm that prepares them to successfully enter the design profession.

Prerequisites: ID 4611 - Interior Design Internship Program Part I

Notes: This course is Pass/Fail.

Required textbooks from this course are also used in ID4611.

*Course Learning Outcomes:*

- Recognize the role and value of legal recognition for the profession.
- Define the contexts for interior design practice.
- Define the impact of a global market on design practices.
- Define the breadth and depth of interior design's impact and value.
- Define the components of business practice.
- Understand types of professional business formations.
- Engage with role models who are qualified by education and experience in interior design.
- Recognize the role and value of life-long learning.
- Recognize the role and value of public service.



## **ID 4715 - Advanced Building Information Modeling: Revit**

Credits: 3

This senior-level course provides in-depth application of industry Revit standards and procedures using advanced application and utility functions. Emphasis is on two-dimensional drafting and design as they relate to the interior design industry through the development of detailed Revit drawings using protocols and management/distribution systems and their manipulation for different drawing types. Also, students are introduced to three-dimensional computer modeling as a design development and presentation tool. Upon successful completion of this course, students will demonstrate competence with advanced Revit standards and procedures through the development, management and distribution of Revit documents, as well as the use of three-dimensional modeling software for design investigation and presentation.

Prerequisites: ID 3715 - Building Information Modeling: Revit

### *Course Learning Outcomes:*

- Understand professional ethics and conduct.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Read and interpret base- building construction documents.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

## **ID 4883 - Senior Project III: Construction Documents**

Credits: 3

This senior-level course builds upon the skills and knowledge acquired throughout the program to complete a set of construction documents defending their senior project and all spaces. Students apply in-depth knowledge of the codes, laws, and standards governing interior design practice for the preparation of a valid set of constructions, specification, and cost estimations. Upon successful completion of this course, students will have the ability to create and assemble a set of code compliant construction documents for their three term senior project.

Prerequisites: IDSD 4882 - Senior Project II: Sustainable Design Project

Notes: (Formerly ID 4995 Construction Documents, ID 3780 Construction Documents)

### *Course Learning Outcomes:*

- Recognize the environmental impact of construction.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.
- Understand how design solutions affect and are impacted by interior systems, construction, and installation methods.
- Understand how design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes.
- Understand how design solutions affect and are impacted by the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).
- Understand how design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building controls systems.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

- Read and interpret base- building construction documents.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.
- Apply federal, state/provincial, and local codes including fire and life safety.
- Apply barrier-free and accessibility regulations and guidelines.

## **Interior Design - Sustainable Design**

### **IDSD 2860 - Sustainable Residential Design**

Credits: 3

This sophomore-level course examines the functional and aesthetic elements and considerations for residential environments within the context of current design philosophies, contemporary issues impacting housing and shelter, and best practices. Students investigate and apply design solutions for diverse client populations through projects that include appropriate space planning and spatial definition, furniture and finish selections, and presentation methods. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have the ability to recognize, evaluate, apply, and present different residential design alternatives using problem-solving strategies based on socio-cultural needs, contemporary issues for human function, and behavior specifically for safe and supportive residential environments.

Prerequisites: ID 2710 - Introduction to Computer Aided Design (CAD), ID 2750 - Architectural Perspective + Rendering Techniques and ID 2840 - Design Process + Planning

Notes: (Formerly IDSD 2860 Residential Design - Sustainable Design)

The textbook *Designing for Privacy + Related Needs* is also used in IDSD 2870 and IDSD 4870.

#### *Course Learning Outcomes:*

- Understand how social, economic, cultural, and physical contexts inform interior design.
- Understand how systems thinking informs the practice of interior design.
- Recognize current and relevant events that are shaping contemporary society and the world.
- Recognize a variety of cultural norms.
- Demonstrate multi-cultural awareness.
- Demonstrate the ability to effectively collaborate with multiple disciplines in developing design solutions.
- Define the breadth and depth of interior design's impact and value.
- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.
- Gather and apply human- centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply wayfinding techniques to design solutions.
- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize a range of problem identification and problem-solving methods.

- Recognize innovation and risk taking.
- Recognize methods of idea generation and design thinking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Recognize evolving communication technologies.
- Competently select and apply luminaires and light sources.
- Understand color terminology.
- Understand color principles, theories, and systems.
- Understand color in relation to materials, textures, light, and form.
- Appropriately select and apply color to support design concepts.
- Appropriately select and apply color to multiple design functions.
- Appropriately use color solutions across different modes of design communication.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand typical fabrication, installation methods, and maintenance requirements.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental wellbeing.
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Recognize the origins and intent of laws, codes, and standards.

## **IDSD 2870 - Sustainable Holistic Design**

Credits: 3

This sophomore-level course provides students with an in-depth understanding and working application of the theoretical principles and issues related to environmental behavior and sustainability as a part of ethical design practice. Emphasis is on industry-specific research methods and problem-solving strategies using conceptual iterations and collaborative charrettes to apply design theories within the context of critical solution-based project presentations. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will be able to demonstrate their knowledge of human behavioral theory as it applies to a variety of healthy, sustainable, and supportive design types.

Prerequisites: ID 1230 - Introduction to Sustainable Design and ID 2840 - Design Process + Planning

Notes: (Formerly IDSD 2870 Holistic Design - Sustainable Design)

The textbook *Designing for Privacy + Related Needs* is also used in IDSD 2860 and IDSD 4870.

*Course Learning Outcomes:*

- Understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.
- Understand how social, economic, cultural, and physical contexts inform interior design.
- Understand how systems thinking informs the practice of interior design.
- Recognize current and relevant events that are shaping contemporary society and the world.
- Recognize a variety of cultural norms.
- Demonstrate multi-cultural awareness.

- Recognize the integration of multi-disciplinary collaboration in design practice.
- Understand the dynamics of team collaboration and the distribution and structure of team responsibilities.
- Demonstrate the ability to effectively collaborate with multiple disciplines in developing design solutions.
- Define the contexts for interior design practice.
- Define the components of business practice.
- Understand professional ethics and conduct.
- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, well-being, behavior, and performance.
- Gather and apply human-centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply way finding techniques to design solutions.
- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize a range of problem identification and problem-solving methods.
- Recognize innovation and risk taking.
- Recognize methods of idea generation and design thinking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Demonstrate active listening skills in the context of professional collaboration.
- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Understand color terminology.
- Understand color principles, theories, and systems.
- Understand color in relation to materials, textures, light, and form.
- Appropriately select and apply color to support design concepts.
- Appropriately select and apply color to multiple design functions.
- Appropriately use color solutions across different modes of design communication.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand the principles of indoor air quality.
- Understand how the selection and application of products and systems impact indoor air quality.

## **IDSD 3200 - Sustainable Design Strategies + Technologies**

Credits: 3

Students must enroll in this course to meet the requirements of the Sustainable Design Specialization. This junior-level course builds upon the foundations of sustainable design principles and processes developed in previous courses by challenging students to further develop and apply their understanding of the environmental, social, and economical impacts of resource use; design strategies; and building technologies to a variety of design applications. Emphasis is on thinking critically about the interdependence of sustainability issues and strengthening problem-solving and communication skills through in-depth analysis of sustainable design procedures as they apply to high performance buildings using collaborative, research-based application of strategies and performance-based specifications, as well as a variety of third-party sustainable design rating systems. Coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will be able to analyze and apply industry recognized sustainable design strategies and approaches using appropriate LEED and other Sustainable Design rating systems within residential and commercial design projects.

Prerequisites: ID 2530 - Building Codes + Regulations, and IDS 2870 - Sustainable Holistic Design

Notes: (Formerly IDS 2870 Holistic Design - Sustainable Design)

The textbooks *Biophilic Design: The Theory, Science + Practice of Bringing Buildings to Life* and *Green Studio Handbook, 2nd Edition* are also used in IDS 4200.

### *Course Learning Outcomes:*

Interior Design learning outcomes are governed by the Council for Interior Design Accreditation (CIDA) Professional Standards found at <https://accredit-id.org/professional-standards/>. Each course in the RMCAD Interior Design program addresses multiple CIDA standards.

- Develop a comprehensive interior design project based on project intent, instructor guidance and in accordance with the CIDA indicators provided for this course.
- Conduct research and develop sustainable design strategies for existing spaces and new projects.
- Analyze and research-built projects that address sustainable design through high tech and low-tech strategies and budget parameters.
- Identify and qualify sustainable products and processes in order to develop effective design solutions.
- Conduct a "green analysis" of an existing commercial building and make recommendations for effective sustainable changes.
- Develop a working knowledge of how sustainable design principles, processes and products may be integrated effectively into the design of the built environment.
- Explore how Need for Nature Theories may be used as a premise for the design of the built environment in order to maintain optimum physical and emotional health and well-being.
- Analyze Green Design issues from all angles in an effort to increase the likelihood of making choices that are best for each individual project.

## **IDSD 3845 - Sustainable Hospitality Design**

Credits: 3

This junior-level studio course introduces students to the physical, psychological, cultural, and social considerations of designing hospitality spaces using collaborative approaches and research methods. Students integrate this knowledge with space planning strategies, brand development, life safety codes and standards; and furniture, finish, and equipment specifications from a design development and presentation perspective. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a hospitality environment based on research integration for human needs.

Prerequisites: ID 2530 - Building Codes + Regulations and IDS 2870 - Sustainable Holistic Design

Notes: (Formerly IDS 3845 Hospitality Design - Sustainable Design, ID 3860 Hospitality Design - Sustainable Design)

*Course Learning Outcomes:*

- Understand how social, economic, cultural, and physical contexts inform interior design.
- Understand how systems thinking informs the practice of interior design.
- Recognize current and relevant events that are shaping contemporary society and the world.
- Recognize a variety of cultural norms.
- Demonstrate multi-cultural awareness.
- Understand technologically- based collaboration methods specific to the problem-solving process for built environment disciplines.
- Understand the dynamics of team collaboration and the distribution and structure of team responsibilities.
- Demonstrate the ability to effectively collaborate with multiple disciplines in developing design solutions.
- Define the contexts for interior design practice.
- Define the impact of a global market on design practices.
- Understand the instruments of service such as contract documents, transmittals, schedules, budgets, and specifications.
- Engage in career opportunities an interior design education can afford and the options for advanced study.
- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, well-being, behavior, and performance.
- Gather and apply human- centered evidence.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize a range of problem identification and problem-solving methods.
- Recognize innovation and risk taking.
- Recognize methods of idea generation and design thinking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Recognize evolving communication technologies.
- Demonstrate active listening skills in the context of professional collaboration.
- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand the principles of natural and artificial lighting design.
- Recognize a range of sources for information and research about color.

- Understand how light and color in the interior environment impact health, safety, and well-being.
- Understand color terminology.
- Understand color principles, theories, and systems.
- Understand color in relation to materials, textures, light, and form.
- Appropriately select and apply color to support design concepts.
- Appropriately select and apply color to multiple design functions.
- Appropriately use color solutions across different modes of design communication.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental well-being.
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- Design and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.
- Understand the principles of acoustical design.
- Understand appropriate strategies for acoustical control.
- Recognize the environmental impact of construction.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.
- Recognize the origins and intent of laws, codes, and standards.
- Understand standards and guidelines related to sustainability and wellness.

## **IDSD 3870 - Sustainable Office Design**

Credits: 3

Students in this junior-level studio course gain the technical and practical knowledge and skills necessary to design large-scale work environments based on human productivity and business organizations and their goals. Emphasis is on advanced programming, space planning, furniture, finish and equipment specification, and building system integration while adhering to fire and safety codes and ADA requirements as part of design development and presentation. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a work environment based on research and advanced problem-solving strategies.

Prerequisites: ID 3715 - Building Information Modeling: Revit, ID 3530 - Lighting Layout + Design, IDSD 2870 - Sustainable Holistic Design

Notes: (Formerly IDSD 3870 Office Design - Sustainable Design, ID 3810 Office Design - Sustainable Design)

### *Course Learning Outcomes:*

- Define the contexts for interior design practice.
- Engage with role models who are qualified by education and experience in interior design.
- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- ID5 DESIGN PROCESS- Apply all aspects of the design process to creatively solve a design problem.
- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize a range of problem identification and problem-solving methods.
- Recognize innovation and risk taking.
- Recognize methods of idea generation and design thinking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand the principles of natural and artificial lighting design.
- Understand strategies for using and modulating natural light.
- Competently select and apply luminaires and light sources.
- Appropriately use color solutions across different modes of design communication.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- Design and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.
- Recognize the environmental impact of construction.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.
- Understand how design solutions affect and are impacted by interior systems, construction, and installation methods.
- Understand how design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes.
- Understand how design solutions affect and are impacted by the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).
- Understand how design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building controls systems.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.
- Read and interpret base- building construction documents.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.
- Recognize the origins and intent of laws, codes, and standards.
- Understand standards and guidelines related to sustainability and wellness.
- Understand sector-specific regulations and guidelines related to construction, products, and materials.
- Apply federal, state/provincial, and local codes including fire and life safety.
- Apply barrier-free and accessibility regulations and guidelines.



## **IDSD 4200 - Sustainable Design Studio**

Credits: 3

Students in this junior-level course gain the technical and practical knowledge and skills necessary to design large-scale work environments based on human productivity and business organizations and their goals. Emphasis is on advanced programming, space planning, furniture, finish and equipment specification, and building system integration while adhering to fire and safety codes and ADA requirements as part of design development and presentation. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a work environment based on research and advanced problem-solving strategies.

Prerequisites: IDSD 3200 - Sustainable Design Strategies + Technologies, and IDSD 3845 - Sustainable Hospitality Design

Notes: The textbooks *Biophilic Design: The Theory, Science + Practice of Bringing Buildings to Life* and *Green Studio Handbook*, 2nd Edition are also used in IDSD 3200.

### *Course Learning Outcomes:*

- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand how light and color in the interior environment impact health, safety, and wellbeing.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.
- Understand the principles of indoor air quality.
- Understand how the selection and application of products and systems impact indoor air quality.
- Recognize the environmental impact of construction.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.
- Understand how design solutions affect and are impacted by interior systems, construction, and installation methods.
- Understand how design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes.
- Understand how design solutions affect and are impacted by the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).
- Understand how design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building controls systems.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.

## **IDSD 4250 - Sustainable Design Senior Portfolio Review**

Credits: 0

Students in this senior-level course gain the technical and practical knowledge and skills necessary to design large-scale work environments based on human productivity and business organizations and their goals. Emphasis is on advanced programming, space planning, furniture, finish and equipment specification, and building system integration while adhering to fire and safety codes and ADA requirements as part of design development and presentation. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a work environment based on research and advanced problem-solving strategies.

Prerequisites: IDSD 4200 - Sustainable Design Studio

Corequisites: IDSD 4882 - Senior Project II: Sustainable Design Project

Notes: (Formerly ID 3810 Sustainable Design Senior Portfolio Review)

The textbook Portfolios for Interior Designers: A Guide to Portfolios, Creative Resumes, + the Job Search is also used in ID4000.

*Course Learning Outcomes:*

- GLOBAL CONTEXT Apply a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.
- COLLABORATION Collaborate and participate in interdisciplinary teams.
- BUSINESS PRACTICES + PROFESSIONALISM Understand the principles and processes that define the profession and the value of interior design to society.
- HUMAN-CENTERED DESIGN Apply knowledge of human experience and behavior to designing the built environment.
- DESIGN PROCESS Apply all aspects of the design process to creatively solve a design problem.
- COMMUNICATION Demonstrate effective and polished written and oral communication skills.
- HISTORY + THEORY Apply knowledge of the history of interiors, architecture, decorative arts, and art to design work.
- DESIGN ELEMENTS + PRINCIPLES Apply elements and principles of design.
- LIGHT + COLOR Apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.
- PRODUCTS + MATERIALS Create design solutions that integrate furnishings, products, materials, and finishes.
- ENVIRONMENTAL SYSTEMS + HUMAN WELLBEING Apply the principles of acoustics, thermal comfort, indoor air quality and water and waste management in relation to environmental impact and human well-being.
- CONSTRUCTION Understand interior construction and its interrelationship with base building construction and systems.
- REGULATIONS + GUIDELINES Apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

## **IDSD 4870 - Sustainable Special Use Design**

Credits: 3

This senior-level studio course emphasizes the development of complex building types and mixed-use occupancies for users with special needs. Students apply knowledge of contemporary issues in the built environment based on research strategies including human behavior, evidence-based design, socioeconomic, cultural, and age-related criteria. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will demonstrate advanced abilities to plan and implement design solutions for complex design problems using a variety of communication methods.

Prerequisites: IDSD 3870 - Sustainable Office Design

Notes: (Formerly IDSD 4870 Special Use Design - Sustainable Design)

The textbook Designing for Privacy + Related Needs is also used in IDSD 2860 and IDSD 2870.

*Course Learning Outcomes:*

- Understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.
- Understand how social, economic, cultural, and physical contexts inform interior design.
- Understand how systems thinking informs the practice of interior design.
- Recognize current and relevant events that are shaping contemporary society and the world.
- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Gather and apply human-centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply way-finding techniques to design solutions.

- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize innovation and risk taking.
- Recognize methods of idea generation and design thinking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand the principles of natural and artificial lighting design.
- Understand strategies for using and modulating natural light.
- Competently select and apply luminaires and light sources.
- Recognize a range of sources for information and research about color.
- Understand how light and color in the interior environment impact health, safety, and well-being.
- Understand color terminology.
- Appropriately select and apply color to support design concepts.
- Appropriately select and apply color to multiple design functions.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand typical fabrication, installation methods, and maintenance requirements.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental well-being.
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- Design and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.
- Understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human well-being and the environment.
- Understand the principles of acoustical design.
- Understand appropriate strategies for acoustical control.
- Understand the principles of thermal design.
- Understand the principles of indoor air quality.
- Understand how the selection and application of products and systems impact indoor air quality.
- Understand how design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building controls systems.

- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.
- Read and interpret base-building construction documents.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.
- Recognize the origins and intent of laws, codes, and standards.
- Understand standards and guidelines related to sustainability and wellness.
- Understand sector-specific regulations and guidelines related to construction, products, and materials.
- Apply federal, state/provincial, and local codes including fire and life safety.

## **IDSD 4881 - Senior Project I: Sustainable Design Research**

Credits: 2

In the first of the three-part senior project sequence, students will develop an understanding of research methodologies and information gathering for application to their senior design project. Emphasis is on the compilation and analysis of research critical to the identification of specific problems using evidence-based design strategies within sociocultural, behavioral, historical, and environmental systems contexts. Upon successful completion of this course, students will have researched, compiled, and analyzed all information relevant to their senior design project and developed preliminary design concepts for the beginning application of research for their commercial project. The students will complete an organized professional reference source that includes a detailed project proposal, programming analysis, and preliminary schematics defending the project proposal.

Prerequisites: IDSD 3845 - Sustainable Hospitality Design, IDSD 3870 - Sustainable Office Design, ID 3715 - Building Information Modeling: Revit

Notes: (Formerly IDSD 4840 Design Research - Sustainable Design)

The textbook Interior Designer's Portable Handbook is also used in IDSD 4882.

### *Course Learning Outcomes:*

- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Gather and apply human-centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Demonstrate active listening skills in the context of professional collaboration.
- Recognize a range of sources for information and research about color.
- Understand how light and color in the interior environment impact health, safety, and wellbeing.
- Understand color terminology.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental wellbeing.
- Design and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.
- Recognize the origins and intent of laws, codes, and standards.
- Understand standards and guidelines related to sustainability and wellness.
- Understand sector-specific regulations and guidelines related to construction, products, and materials.
- Apply federal, state/provincial, and local codes including fire and life safety.
- Apply barrier-free and accessibility regulations and guidelines.

## **IDSD 4882 - Senior Project II: Sustainable Design Project**

Credits: 3

In the second of the three-part senior project sequence, students develop and present a comprehensive design project of individual interest in this course. Emphasis is on the application of research completed in the Design Research course to a commercial project that entails all aspects of skill, knowledge, and creative problem solving acquired to date. The project must meet the program's guidelines and departmental approval. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will demonstrate the ability to complete a comprehensive design project illustrating all of their skills and knowledge as pre-professionals while taking ownership of their individual vision as designers.

Prerequisites: IDSD 4881 - Senior Project I: Sustainable Design Research

Corequisites: IDSD 4250 - Sustainable Design Senior Portfolio Review or ID 4000 - Interior Design Senior Portfolio Review

Notes: (Formerly IDSD 4990 Senior Design Project - Sustainable Design)

The textbook Interior Designer's Portable Handbook is also used in IDSD 4881.

### *Course Learning Outcomes:*

- Understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.
- Understand how social, economic, cultural, and physical contexts inform interior design.
- Understand how systems thinking informs the practice of interior design.
- Recognize current and relevant events that are shaping contemporary society and the world.
- Understand the terminology and language necessary to communicate effectively with members of allied disciplines.
- Define the breadth and depth of interior design's impact and value.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, well-being, behavior, and performance.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply way finding techniques to design solutions.
- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize a range of problem identification and problem-solving methods.
- Recognize innovation and risk taking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Recognize evolving communication technologies.
- Demonstrate active listening skills in the context of professional collaboration.
- Understand the basic context and framework of history as it relates to Interior Design.

- Understand the basic context and framework of history as it relates to furniture, decorative arts, and material culture
- Apply knowledge and skills learned to explore and iterate multiple ideas.
- Understand the basic context and framework of history as it relates to architecture.
- Understand the basic context and framework of history as it relates to art.
- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand the principles of natural and artificial lighting design.
- Understand strategies for using and modulating natural light.
- Competently select and apply luminaires and light sources.
- Understand color principles, theories, and systems.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand typical fabrication, installation methods, and maintenance requirements.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental well-being.

## Illustration

### IL 1000 - Freshman Drawing Portfolio for Illustrators

Credits: 0

The Illustration Department has a unique drawing requirement for first-year Illustration students. Beginning in their fourth term, each student will submit a drawing portfolio that demonstrates their technical control and drawing ability. This portfolio is composed of a sketchbook and a handful of drawings, that may include still life renderings, figure drawings, and/or perspective drawings. The department partners with the foundations program and offers course projects, activities, demos, and events to help students prepare their portfolio. Upon successful completion of this course, students will submit a portfolio that showcases their drawing skills, the ability to communicate realistic form and value within a composition, the ability to depict accurate human proportions, and an understanding of line and linear perspective.

Notes: This course is pass/fail. Students who do not pass the review must register for the course again, revise their work and resubmit their portfolio during their 5th or 6th terms.

#### *Course Learning Outcomes:*

- Communicate realistic form and value structure within a composition.
- Depict accurate human proportions.
- Use linear perspective to communicate an accurate sense of space and depth.

### IL 1225 - Fundamentals of Illustration

Credits: 3

This freshman-level course deepens and reinforces a student's understanding of the fundamentals of Illustration. Through a series of projects, research, and experiences students develop greater technical, creative, and visual abilities. This course is designed to challenge students as they develop high levels of technical ability in drawing, rendering, surface preparation, control of the medium, and presentation. Creative ability is increased as students develop extensive strategies for ideation, understand context and meaning, and go beyond reference

to create unique ideas and images. Finally, students expand their visual knowledge by developing the ability to write about visual work, employ visual thinking strategies, and recognize (and create) effective design. Upon successful conclusion of this course, students will have established a solid foundation of the technical, creative, and visual skills of an illustrator.

Prerequisites: None

*Course Learning Outcomes:*

- Develop technical ability in drawing, rendering, and presentation.
- Implement the design process and ideation strategies to develop well-designed ideas.
- Expand visual knowledge and the ability to recognize effective design.

## **IL 1510 - Perspective**

Credits: 3

This freshman-level course establishes the basic knowledge necessary for advanced perspective drawing through a series of lectures, demonstrations, exercises and studio projects. Upon successful completion of this course, students will have finished a series of drawing projects that show the application of one, two, and three-point perspective, and that require the student to substantiate their mastery of the principles involved in accurate three-dimensional construction from a particular viewpoint.

Prerequisites: FD 1235 - Observational Drawing

Notes: (Formerly FD1510 Perspective)

*Course Learning Outcomes:*

- Demonstrate the principles and tools involved in three-dimensional construction from a particular viewpoint.
- Define and use key terms in the study of perspective.
- Demonstrate an understanding of perspective through exercises and studio projects, using a combination of freehand drawings and digital applications.

## **IL 2520 - Illustration Media**

Credits: 3

Students explore a variety of media that are particularly effective for illustrators working with deadlines. The emphasis of this course is experimentation with innovative techniques using both water-based and oil media to discover new ways to express their ideas visually. Upon successful completion of this course, the student will have practical usage and application of various drawing and painting media. They will show a curiosity and openness to experimentation in nontraditional solutions. The student will understand efficient methods of creating images that require short deadlines.

Prerequisites: FD 1120 - Topics in Color

*Course Learning Outcomes:*

- Explore new media and experiment with alternative surfaces and tools, including digital media.
- Combine media and drawing styles to create innovative visual images.
- Apply various media techniques efficiently.

## **IL 2550 - Life Drawing III: Human Anatomy**

Credits: 3

This course focuses on the anatomy of the human figure. Students improve their understanding of figure drawing through nude studies of the human body and examination of skeletal structures and muscle masses. This figure-drawing course allows students to exercise and develop both observational and constructive drawing skills. Students continue their study of gesture, the effect of light and shade on form, planes, constructive anatomy techniques, and achieving effective proportion through daily drawings of the draped and undraped figure. Character development, pose, composition, and illustrative storytelling themes add interest to the studies. Students use charcoal, conté crayon, inks, and pastels on various drawing surfaces. Upon successful completion of this course students will, in a variety of media, have improved their ability to apply perceptual, geometric/constructive, and anatomical modes to the drawing of the clothed and unclothed human figure, and be able to place figures in a coherent storytelling setting.

Prerequisites: FD 1380 - Life Drawing II

### *Course Learning Outcomes:*

- Explore the expressive possibilities of the figure through gesture drawings.
- Apply advanced understanding of chiaroscuro, human proportion, and anatomy to accurate figurative & anatomical drawings.
- Demonstrate observation and constructive drawing methods.
- Identify all basic anatomical landmarks, structures, and muscles of the body.
- Apply the expressive possibilities of the figure to large scale drawings using dry media such as conté, pastels, and charcoal.

## **IL 2560 - Still Life Painting**

Credits: 3

This sophomore-level course introduces basic painting materials and methods, using the still life as inspiration to develop the student's perceptual abilities. Students will apply color theory and principles of pictorial composition, and learn methods used historically by artists with similar representational aims. Upon successful completion of this course, using still life methods the student will understand the basics of observational painting materials and methods.

Prerequisites: FD 1120 - Topics in Color

### *Course Learning Outcomes:*

- Demonstrate the basics of observational painting in acrylic paint, using still life as subject matter.
- Apply color theory and pictorial composition using materials such as acrylics or oil and methods used historically by artists with similar representational aims.
- Demonstrate the ability to accurately paint from observation and apply lighting to show texture

## **IL 2575 - Illustration I**

Credits: 3

This course is the foundation illustration course. Students learn to apply their problem-solving skills to make narrative illustrations in various media, such as pencil, pen and ink, scratchboard, charcoal, and watercolor. Students are challenged to develop finished illustrations through a series of preliminary drawings, which analyze and direct the meaning of the work. Projects challenge the student's ability to create pictures that communicate to a mass audience with impact and style. Upon successful completion of this course, students will have the knowledge of how professional quality illustrations are produced. They will have an understanding of how to produce preliminary sketches and to develop conceptual solutions. Students will comprehend the methods and steps required in successful compositional arrangements. They will be able to take their ideas and fully render them as a finished work of art.



Prerequisites: IL 1225 - Fundamentals of Illustration and FD 2300 - Foundations Sophomore Portfolio Review

Notes: (Formerly IL 2570 Basic Illustration)

The textbook Imaginative Realism: How to Paint What Doesn't Exist is also used in IL3250, IL3595, and IL4551.

*Course Learning Outcomes:*

- Apply problem-solving methodology such as the use of thumbnails, visual reference, research and ideation to convey a story to an audience.
- Demonstrate effective use of compositional devices and techniques in creating unique narrative illustrations.
- Demonstrate technical proficiency in various media.
- Analyze the visual style of contemporary professional illustrators.

## **IL 2710 - Sequential Art I**

Credits: 3

Students will explore aspects of sequential art, including narrative structure, storyboarding, panel layout, character design, the relationship of text and image, professional practices, and working with design, color, and composition. Upon successful completion of this class, the student will have an understanding of the process of sequential art as well as increased understanding of storytelling, character, and other basic illustration skills.

Prerequisites: IL 2575 - Illustration I

*Course Learning Outcomes:*

- Apply the basics processes of sequential illustration, i.e., a series of drawings that tell a story that takes place through time.
- Implement anatomy, gesture, costume, props, and background into the sequential illustration process.
- Integrate the basics of perspective into composition for sequential illustration.

## **IL 2715 - Sequential Art II**

Credits: 3

Sequential Art II is the second half of Sequential Art I. Individual assignments augment the earlier course and extend the practical methods. Upon successful completion of this class, the student should have an increased knowledge of the process needed to complete a comic book project, as well as an increased understanding of storytelling, design, character development, and other basic illustration principles.

Prerequisites: IL 2710 - Sequential Art I

*Course Learning Outcomes:*

- Develop a personal language of Sequential Illustration.
- Practice compositional skills in pencil and ink.
- Demonstrate advanced skills in sequential art.
- Research the uses of storytelling techniques in sequential media.
- Analyze the sequential art industry to identify trends and opportunities.

## **IL 2750 - Life Drawing IV**

Credits: 3

This course focuses on the anatomy of the human figure. Students improve their understanding of figure drawing through nude studies of the human body, examination of skeletal structures and muscle masses. This figure-drawing course utilizes pastels, watercolors, charcoal,

graphite, and conté crayon to exercise and develop the drawing skills of the student. Students study advanced concepts of storytelling, costumed drapery, pose, character development, composition, and continue their study of the anatomy with particular emphasis on the head and hands. Students also examine the effect of light on form. Upon successful completion of this course, students will have a portfolio of drawings in different media demonstrating an improvement in the essentials of figure drawing developed in Life Drawing I, II, and III, with special emphasis on the expressive possibilities of the head and hands, and in-form lighting through long poses of the clothed and unclothed figure.

Prerequisites: IL 2550 - Life Drawing III: Human Anatomy

Notes: (Formerly IL 3610 Life Drawing IV)

*Course Learning Outcomes:*

- Implement storytelling techniques in composition, using various media.
- Demonstrate advanced skills in drawing human anatomy from observation.
- Apply the expressive possibilities of the head and hands to large scale drawings.
- Analyze the commercial potential of drawing within the contemporary art market.

## **IL 2840 - Animal Anatomy + Drawing**

Credits: 3

Students of all abilities learn wildlife sketching and drawing techniques based on comparative anatomical studies of the principal families of animals. Various resources available to the artist are explored in order to create accurate environments for animal art. Sessions take place at the Denver Zoo and the Denver Museum of Nature and Science. Upon successful completion of this course, the student shall have a developed sketchbook of animal drawings that demonstrate knowledge of the various proportions, anatomical structure, and characteristic gestures of a wide variety of animals, and a final composition project placing various animals into a storytelling picture.

Prerequisites: IL 1510 - Perspective and FD 1380 - Life Drawing II

*Course Learning Outcomes:*

- Execute anatomical studies of wildlife skeletal and muscle structure and demonstrate the resulting knowledge in expressive and constructive animal drawings.
- Implement storytelling techniques in a final composition of an imaginary hybrid animal.

## **IL 2850 - Figurative Sculpture**

Credits: 3

In this sophomore-level course students will learn the basic tools, materials, and process for sculpting the human head. From armature to finish, students learn to measure proportions and utilize gesture, volume, and planes, and gain anatomical understanding as they hone their observational skills to create lifelike sculptures in W.E.D. clay. Upon successful completion of this course, students will have learned classical sculpting techniques and will have developed their own creative perception. Students also will have learned to master the technical accuracy of structure, volume, and plane, as well as the subtleties of constructing the human head and figure.

Prerequisites: FD 1380 - Life Drawing II

Notes: On Campus Only.

*Course Learning Outcomes:*

- Demonstrate the basic sculptural practices of three-dimensional structure, plane, anatomical proportion, volume, lighting and gesture.
- Develop an accurate portrait bust based on the model.

## **IL 3000 - Illustration Junior Portfolio Review**

Credits: 0

All juniors are required to participate in their departmental Junior Portfolio Review, which occurs at the completion of the junior year. This review enables the department to redirect students toward certain remedial tasks and helps them to focus on their professional objectives. At the end of this review, students and faculty have identified and discussed strengths and weaknesses in the student portfolios so that the students may address both in their upcoming major coursework. Must be completed between 75-90 credits.

Prerequisites: Completion of 75+ credits.

Notes: This course is Pass/Fail.

### *Course Learning Outcomes:*

- Organize and present a junior-level portfolio representing program outcomes, and evincing readiness to move into advanced courses in the major.

## **IL 3100 - Life Painting I**

Credits: 3

Students paint from live nude models to further develop artistic skills in this studio course. They explore the potential of the human figure as a vehicle for creative visual expression. The integration of drawing, painting, composition, color, and content are important. Upon successful completion of this course, the student will have created a portfolio of figure paintings demonstrating a command of color, form, gesture, and anatomy in rendering the clothed and unclothed figure.

Prerequisites: IL 2750 - Life Drawing IV and IL 2560 - Still Life Painting

Notes: (Formerly IL 2650 Life Painting I)

### *Course Learning Outcomes:*

- Demonstrate basic life painting skills.
- Students understand basic topics in life painting for Illustrators, i.e., understanding of tonal keys, light/dark, warm/cool, and chromatic color relationships, as well as a good grasp of gesture, anatomy, proportion, and composition.
- Develop a personal style while utilizing the above principles.

## **IL 3250 - Life Painting II**

Credits: 3

Students paint from live nude models to further develop artistic skills in this studio course. With emphasis on personal style, expressive approaches, and employing both the draped and undraped model, this course continues the anatomical, constructive, and compositional ideas introduced in IL 3100 - Life Painting I. Oils and acrylics are the primary materials used in this painting course. Upon successful completion of this course, the student will have a portfolio of paintings of the model in and out of costume, demonstrating a firm grasp of a variety of techniques in oil painting.

Prerequisites: IL 3100 - Life Painting I

Notes: The textbook *Imaginative Realism: How to Paint What Doesn't Exist* is also used in IL2575, IL3595, and IL4551.

### *Course Learning Outcomes:*

- Demonstrate the use of tone and color relationships: tonal keys, light/dark, warm/cool, saturation, and color schemes.
- Use oil paints to effectively portray the human figure.
- Express personal style using the principles of life painting.
- Apply advanced drawing/design skills in gesture, anatomy, proportion, and composition.

## **IL 3580 - Landscape Painting**

Credits: 3

Landscape painting continues the illustrator's study of basic oil painting materials and methods. Students further their understanding of representational painting through both studio and location work and employing plein-air studies that observe the landscape to master traditional compositional principles. Upon successful completion of the course, the student will understand the basics of observational painting in oils, using the landscape as subject matter.

Prerequisites: IL 2560 - Still Life Painting

### *Course Learning Outcomes:*

- Create well-composed landscapes
- Demonstrate thoughtful color application, designed for realism, atmosphere, and mood in landscape.
- Apply drawing principles of chiaroscuro, and atmospheric and linear perspective to landscape paintings.
- Implement storytelling techniques in composition.

## **IL 3595 - Illustration II**

Credits: 3

The information age demands that the illustrator must absorb complicated text and summarize it with a single image. In the areas of advertising, editorial, and institutional illustration, the artist does just that. This junior level course defines and develops the necessary methods required to successfully conceive and produce powerful single-image illustrations that quickly communicate to a mass audience. Studio projects will rely on the analytical method of thumbnail sketches, reference gathering, preliminary drawings, and color studies for the production of finished illustrations. Upon successful completion of this course, students will gain knowledge and skills in story analysis, compositional development, and the production of finished illustrations in a variety of techniques, including digital applications.

Prerequisites: IL 2575 - Illustration I

Notes: (Formerly IL 3590 Non-fiction Illustration)

The textbook *Imaginative Realism: How to Paint What Doesn't Exist* is also used in IL2575, IL3250, and IL4551.

### *Course Learning Outcomes:*

- Apply ideation methods to develop dynamic and original illustrations.
- Analyze non-fiction stories in illustrations which create unique visual solutions.
- Use visual metaphor in illustrations to communicate narrative to a specific audience.
- Implement visual and verbal problem-solving skills in illustrations to communicate to a specific, defined, audience.
- Experiment with digital media to create unique images.

## **IL 3601 - Illustration Internship Part I**

Credits: 1.5

The IL Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career+ Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

## **IL 3602 - Illustration Internship Part II**

Credits: 1.5

The IL Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career+ Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

## **IL 3650 - Children's Book Illustration I**

Credits: 3

Students are familiarized with the illustrator's role in the development and creation of a children's book. Assignments include breaking up manuscripts, designing characters, creating a storyboard, a wrap-around jacket, a 3D page dummy and several finished pieces. Other areas covered in class are story flow, consistency, age-appropriateness, professional practices, working with text, design, color, and composition. Upon successful completion of this class, the student will have an understanding of the process of illustrating a children's picture book as well as increased understanding of storytelling, character, and other basic illustration skills.

Prerequisites: IL 2575 - Illustration I

### *Course Learning Outcomes:*

- Apply the process of designing and illustrating a children's picture book from manuscript.
- Demonstrate an understanding of publisher expectations for illustrating a picture book.
- Refine drawing, design, color, composition and storytelling skills for children's books.
- Demonstrate an understanding of selected historic and current children's book illustrators.

## **IL 3655 - Character Design**

Credits: 3

Telling good stories involves creating memorable characters. How is this accomplished? What is the role of costume? How can the artist develop vivid personalities to inhabit the author's stories? How does knowing the audience help define the character? The answers to these questions are the basis for this advanced course in character design. Students develop a series of characters traditionally on paper (character sketches, turnarounds, sheets, and finished drawings) and with Sculpey or other clay 3D materials. Upon successful completion of this class, the student will have a better understanding of how to create a more fully developed drawn character.

Prerequisites: FD 1380 - Life Drawing II

### *Course Learning Outcomes:*

- Demonstrate professional character design and presentation skills used in film, video games and the comic book industry.
- Analyze and produce compelling and dynamic characters from written descriptions and stories using basic and advanced theories of design.

## **IL 3700 - Topics in Illustration**

Credits: 3

This junior-level course examines various aspects of Illustration. The course content varies, allowing students to explore specific aspects of the discipline with greater depth and mastery. Students will work on a series of projects that address the topic at hand. Upon successful completion of this course, students possess a deeper understanding of a specific aspect of Illustration.

Prerequisites: IL 2575 - Illustration I

## **IL 3850 - Digital Illustration I**

Credits: 3

In this junior-level course, students will combine traditional skills and materials with digital media to learn a variety of methods for creating their artwork digitally. Upon successful completion of this course, students will have applied the basic tools for raster and vector programs to various story-based projects.

Prerequisites: FD 1020 - 2D Design: Elements + Principles and IL 2575 - Illustration I

Notes: (Formerly IL 4550 Digital Illustration I)

*Course Learning Outcomes:*

- Apply the basic tools and techniques of digital media to various story-based projects.
- Combine traditional illustration skills and materials with digital media
- Cultivate the on-going ability to research and learn digital processes

## **IL 3895 - Illustration III**

Credits: 3

This senior-level course is about creative thinking, exploring story, and experimenting with visual processes and styles. Students are encouraged to innovate their ideation process and use of media to create unique, compelling, even experimental images. Throughout the course, the works of expressive, inventive artists and illustrators are discussed. Upon successful completion of this course, the student will have developed experimental ideas and novel approaches to create meaning and solve visual problems.

Prerequisites: IL 3595 - Illustration II and IL 3850 - Digital Illustration I; OR GD 2210 - Vector Illustration and GD 2220 - Raster Image Processing

*Course Learning Outcomes:*

- Create illustrations with a defined audience and industry purpose.
- Discuss ideas about creativity, visual thinking, ideation, innovation, and design.
- Analyze the work of expressive, inventive artists and illustrators.
- Demonstrate innovation in ideation processes and use of media to create experimental images.
- Develop experimental ideas and novel approaches to create meaning and solve visual problems.

## **IL 4450 - Illustration Marketing**

Credits: 3

This course enables students to create a professional marketing plan and brand identity that reflects their personal career goals through strategically advertising their services to clients using a range of new web technologies and traditional marketing modalities. Upon

successful completion of this course, students will be able to determine which marketing tools are most effective and know how to use them. Students will be able to demonstrate a solid understanding of how to leverage offline and online tools, like new media, to drive art buyers to an illustration portfolio website. Students will understand focused methods to present a portfolio online or in-person. Finally, students will be able to clearly communicate and implement actionable steps to competitively market their professional illustration services.

Prerequisites: Completion of 90+ credit hours

*Course Learning Outcomes:*

- Create a marketing plan and materials reflecting individual career goals and visual style.
- Employ digital and traditional marketing modalities to advertise the illustration brand.
- Research and analyze target audience for illustration services.

## **IL 4551 - Digital Illustration II**

Credits: 3

This course is the second half of Digital Illustration, a course meant for furthering the illustrator's ability to combine traditional art skills with the advantages inherent in the computer. Upon successful completion of this course, students will have continued their exploration of digital painting methods and learned advanced techniques for raster and vector programs that are used for digital drawing, painting, and composition.

Prerequisites: IL 3850 - Digital Illustration I OR; GD 2210 - Vector Illustration and GD 2220 - Raster Image Processing

Notes: The textbook Imaginative Realism: How to Paint What Doesn't Exist is also used in IL 2575, IL 3250, and IL3595.

*Course Learning Outcomes:*

- Demonstrate understanding of Photoshop for professional set-up and completion of full-color digital paintings.
- Experiment with digital media to create unique visual solutions.
- Apply advanced tools and techniques of digital media to various story-based projects.

## **IL 4600 - People, Places + Things: Elements of Concept Art I**

Credits: 3

This course focuses on the different elements that a concept artist will be expected to create for a project, whether it be a game or film (animated or live action). The course will focus on what is expected of a concept artist in the professional studio or freelance situation. This course will cover both traditional and digital media. Upon successful completion of this course the student will have a better understanding of what the expectations are of a concept artist and the process it takes to create work for this field on a professional level.

Prerequisites: IL 2575 - Illustration I

*Course Learning Outcomes:*

- Develop skills in both traditional and digital concept art.
- Investigate character, prop and environmental design.
- Demonstrate skills in preproduction art for animation, game art and film.

## **IL 4620 - People, Places + Things: Elements of Concept Art II**

Credits: 3

This course continues from where Elements of Concept Art I left off. Students will get the opportunity to create characters, environments, and objects for one single project or further explore one area of concept art such as character design or environmental design. This will aid

in bringing consistency and uniformity to the work. The student will also learn about business and industry standards and how to seek out and promote themselves to a studio. Upon successful completion of this course the student will have a deeper understanding of what it takes to complete a project in all areas of Concept Art and/or a deeper understanding and experience in a specific area of Concept Art. The student will also have an understanding of industry practices and expectations.

Prerequisites: IL 4600 - People, Places + Things: Elements of Concept Art I

*Course Learning Outcomes:*

- Develop advanced storytelling skills in digital concept art.
- Create innovative preproduction art for animation, game art and film.
- Research and analyze the concept art industry to identify standards, trends, and opportunities.

## **IL 4640 - Typography for Illustration**

Credits: 3

This course examines the relationship of typographic design to illustration. Students will learn to apply the basic elements and principles of graphic design to a range of typographic projects to learn how type works with images to communicate ideas. In addition, students will discuss historical and contemporary use, examining page layout and identifying crucial relationships, with special emphasis on creative typographic design solutions. Upon successful completion of this class, students will exhibit increased abilities to arrange, design, and manipulate typography as a visual tool in order to more effectively communicate ideas.

Prerequisites: IL 3850 - Digital Illustration I

Notes: (Formerly IL 2440 Typography for Illustration)

*Course Learning Outcomes:*

- Identify and implement Typography vocabulary.
- Demonstrate basic skills in the application of Typography within the field of graphic design.
- Demonstrate an aesthetic awareness of letterforms as well as techniques and process to achieve expressive typography.
- Implement strategies for creating clear and concise visual communication, ideas, and themes through the use of typography.

## **IL 4650 - Children's Book Illustration II**

Credits: 3

Children's Book Illustration II is the second half of Children's Book Illustration. Individual assignments augment the earlier course and extend the practical methods. Upon successful completion of this class, the student should have an increased knowledge of the process needed to complete a 32-page picture book project, as well as an increased understanding of storytelling, design, character development, and other basic illustration principles.

Prerequisites: IL 3650 - Children's Book Illustration I

*Course Learning Outcomes:*

- Consider the publisher expectations in the process of designing and illustrating a children's picture book from manuscript.
- Experiment with drawing style and media to create unique visual solutions for children's literature.
- Students will be expected to have a working knowledge of selected historic and current children's book illustrators.
- Apply advanced skills in illustration to create a children's book prototype.



## **IL 4900 - Illustration Graduation Portfolio I**

Credits: 3

In this senior-level course, students specialize in a single area of illustration and begin the development of their graduation portfolio. Projects and timetables are self-directed in consultation with the instructor. Upon successful completion of this course, the student will have created a series of related portfolio projects that demonstrate advanced thinking and storytelling abilities, continued improvement in illustration methods and materials, and a greater command of innovative style in their artwork.

Prerequisites: IL 4450 - Illustration Marketing

Notes: To be completed in the term prior to IL 4995 - Illustration Graduation Portfolio II

*Course Learning Outcomes:*

- Demonstrate advanced thinking, planning, and storytelling abilities.
- Show improvement in illustration methods and materials.
- Imagine and incorporate an innovative style to finished illustrative work.

## **IL 4995 - Illustration Graduation Portfolio II**

Credits: 3

In their final Illustration course, senior students finalize their marketing materials, website, and graduation portfolio. Projects and timetables are self-directed in consultation with the instructor and continue the portfolio work created in Illustration Graduation Portfolio I. Students will gain information on how to set up a small business focusing on self-promotion, pricing, contracts, and taxes. Upon successful completion of this course, students will create a professional-level display of new work for their graduation portfolio, including self-promotional materials.

Prerequisites: IL 4900 - Illustration Graduation Portfolio I

Notes: Must be a senior in their last term.

*Course Learning Outcomes:*

- Recognize the importance of individual style in the illustration marketplace.
- Create new work within their target market.
- Evaluate illustration business methodologies.
- Exercise time management and critical decision-making skills for multiple client-based projects.

## **Illustrative Design**

### **ILD 3000 - Illustrative Design Junior Portfolio Review**

Credits: 0

Students who have completed over 60 credit hours are required to participate in a mid-career portfolio review before reaching 90 credits. This review is designed to identify students' strengths and weaknesses so that they may address both in their upcoming major coursework.

Prerequisites: Completion of 60+ credits

*Course Learning Outcomes:*

- Students demonstrate cultural competencies in the ability to describe and respond to audiences and contexts that communication and design solutions must address.

- Students demonstrate cultural competencies in recognizing the physical, cognitive, cultural, and social human factors that shape design decisions.
- Students demonstrate communication competency in the ability to solve communication + design problems.
- Students demonstrate communication competency in their understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.
- Students demonstrate communication competency in a strong use and proficiency in storytelling & communication.
- Students demonstrate design competencies in understanding: symbolic representation, principles of visual organization/compositional theory and information hierarchy, and the proper use of typography and its various applications.
- Students demonstrate design competencies in understanding art and design history, theory and criticism.
- Students demonstrate design competencies in a strong use and proficiency in media and digital skills, and mechanical skills such as drawing and the use of value and color.
- Students demonstrate design competencies in the ability to create and develop visual form in response to communication problems.
- Students demonstrate design competencies in a strong sense of personal style.
- Students demonstrate critical thinking skills in research and information gathering, analysis, generation of alternative solutions.

### **ILD 3601 - Illustrative Design Internship Part I**

Credits: 1.5

The Illustrative Design Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator.

Notes: This is a pass/fail course.

#### *Course Learning Outcomes:*

- Compare and differentiate between desirable and non-desirable clients.
- Show basic business practices, including the ability to organize and work productively as a member of a team.
- Describe the experience and how it advances an understanding of coursework concepts.
- Demonstrate an ability to enter a career in the illustration and design field.

### **ILD 3602 - Illustrative Design Internship Part II**

Credits: 1.5

The Illustrative Design Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator.

Notes: This course is pass/fail.

#### *Course Learning Outcomes:*

- Compare and differentiate between desirable and non-desirable clients.
- Show basic business practices, including the ability to organize and work productively as a member of a team.

- Describe the experience and how it advances an understanding of coursework concepts.
- Demonstrate an ability to enter a career in the illustration and design field.

### **ILD 4980 - Senior Illustrative Design Seminar**

Credits: 3

This course investigates seminal issues and ideas in illustrative design. Topics include the changing role of the illustrator and designer in contemporary culture, conflicts between commercial practice and social responsibility, and practical issues as they relate to securing a professional position in the field. Visiting illustrators and designers contribute to a thought-provoking seminar environment. Upon successful completion of this course, students have successfully completed a thesis project, writing portfolio, and marketing materials.

Prerequisites: ILD 3000 - Illustrative Design Junior Portfolio Review

Notes: This course is open to seniors in their second to last term.

#### *Course Learning Outcomes:*

- Apply aesthetic theories to contemporary illustrative design problems.
- Develop an awareness of the power of visual materials, such as propaganda and advertising, within the sociocultural, political, philosophical and economic landscape.
- Synthesize the ethical implications of illustrative design and the associated responsibilities of the illustrative designer.
- Determine a contemporary issue that necessitates change, including requisite research methods and development of new ideas and strategies.
- Demonstrate the relationships between cultural, social, economic, and political policies and their impact on the contemporary challenges facing illustrative designers.

### **ILD 4990 - Illustrative Design Graduation Portfolio**

Credits: 3

The illustrative designer's portfolio of work is the employer's primary tool for assessing the skills and talents of a prospective employee. The portfolio is the art student's most important asset in successfully gaining employment upon graduation. Portfolio class explores these issues as well as what constitutes a professional-looking portfolio, who should see it, and how to arrange appointments. Instructors assist the students in selecting artwork for refinement and inclusion in the portfolio and in assembling the portfolio for maximum effect.

Prerequisites: ILD 4980 - Senior Illustrative Design Seminar

Notes: This course is open to seniors in their last term.

#### *Course Learning Outcomes:*

- Develop a complete personal branding system, a printed portfolio, an exhibition display of illustrative design work, a portfolio book and an online digital presence that includes social media.
- Exercise crucial time management and critical decision-making skills by planning and implementing the final presentation of design work.
- Solve communication problems through illustrative design.
- Apply research, information gathering and analysis to generate alternative solutions.
- Create prototypes, apply user testing and evaluate outcomes.
- Describe and respond to the audiences and contexts, which communication solutions must address.
- Recognize the physical, cognitive, cultural, and social human factors that shape human decisions.
- Create visual form in response to communication problems.
- Understand symbolic representation.
- Apply principles of visual organization/composition and information hierarchy.
- Apply typography properly in its various applications.

- Use industry-based tools in the creation, reproduction, and distribution of visual messages.
- Examine their position within illustration and design history, theory, and criticism.

## **Mathematics**

### **MA 1205 - College Algebra**

Credits: 3

This course provides students an integrated approach to algebraic topics through applications and visualizations. Topics include equations and inequalities; functions and their graphs; exponential and logarithmic functions; linear and non-linear systems; selection of topics from among graphing of the conic sections; introduction to sequences and series; permutations and combinations; the binomial theorem; and theory of equations. Upon successful completion of the course, students will show their mastery of the topics discussed through assignments and exams.

Prerequisites: none

*Course Learning Outcomes:*

- Understand algebra and functions in problem solving and modeling.
- Understand quantitative literacy skills.
- Understand examples of quantitative needs in other disciplines inside and outside the realm of academia.

### **MA 1215 - Applied Mathematics**

Credits: 3

This course introduces students to aspects of mathematics that are particularly relevant to art and design. A basic knowledge of mathematics is required (first year of high school level). Topics include: numeric and geometric patterns in art and nature (Fibonacci series, tiling); symmetry, perspective, polyhedra, equations, and graphs of trajectories; computer graphics; and fractals. Upon successful completion of this course, students will be able to apply mathematical equations to solve problems related to the topics listed above.

Prerequisites: none

*Course Learning Outcomes:*

- Understand real numbers, basic algebra, geometry, and trigonometry.
- Understand the philosophy of mathematics in the context of art and design.
- Understands basic math calculations.
- Understands the importance of mathematics for creative fields of study.

### **MA 1220 - Financial Principles + Practices**

Credits: 3

This freshman-level math course introduces students to the nature and purpose of financial principles. The goal is for students to develop mathematical skills in financial accounting and gain basic knowledge of the principles and practices needed to understand the contemporary business world. Through lecture presentations, demonstrations, practice exercises, case studies, and quizzes, students will demonstrate basic financial concepts and financial statement creation and analysis.

Prerequisites: none

*Course Learning Outcomes:*

- Understands Generally Accepted Accounting Principles (GAAP) to identify the difference between assets, liabilities and net worth, along with analyzing, recording and reporting financial information for service organizations using Microsoft Excel.
- Understands the chart of accounts in day-to-day transactions to record general journal transactions, post to the general ledger and create a trial balance.
- Understands accounting worksheets (incorporating adjustments) based on the company trial balance.
- Understands the difference between an income statement, statement of owner's equity, and balance sheet.
- Understands an income statement, statement of owner's equity and balance sheet from an adjusted trial balance or worksheet.
- Understands company closing entries to the general journal and general ledger, culminating with a post-closing trial balance.

## **MA 1221 - The Art of Math**

Credits: 3

This course will use the mathematical model of inquiry to pose and answer questions relating to art and design, music, nature, and history. The course will progress from ancient Egypt and Greece to the Renaissance and into the twenty-first century. Topics include Algebra, Geometry; ratios; abstract mathematical thinking through sequences, series, and patterns; modular arithmetic; and relations. The material is mathematical. However, its topics, as well as many of the examples and the work students do, will be drawn from the fields of art and design, dance, film, and music. Students will complete a significant project that applies mathematics to their area of interest.

Prerequisites: None

*Course Learning Outcomes:*

- Understand how to apply mathematics logically and critically to analysis.
- Understand mathematical patterns.
- Understand the different branches of mathematics.
- Understand mathematics as a problem-solving tool.
- Understand the importance of mathematics in society, nature, the arts and design.
- Understand the connect of mathematics to the student's field of study.

## **MA 1230 - Statistics**

Credits: 3

This is an introductory course in the fundamentals of modern statistical methods. The goal of this course is to provide students with the basic knowledge and skills for working with statistics. Topics include descriptive statistics, probability, random sampling, tests of hypotheses, estimation, simple linear regression, and correlation. Upon successful completion of the course, students will have increased their understanding of statistics and have improved their capacity for working with statistics.

Prerequisites: none

*Course Learning Outcomes:*

- Understand how data is collected, analyzed, and illustrated.
- Understand how to create graphs and charts using Excel.
- Understands descriptive statistics for sets of quantitative data.
- Understands fundamental inferential statistics for a set of data.
- Understands a variety of statistical analyses.

## Music History

### MH 2020 - History of Popular Music

Credits: 3

In this sophomore-level course, students learn how the popular music industry evolved— through the assimilation and hybridization of styles, and under the transformative catalysts of music technology and the media. Beginning with the rise of folk styles in the first half of the 20th century, the course explores how diverse musical influences, consumerism, technology, politics, and media formats all contribute to the explosion of Pop since the mid-1950s. By learning how electronic instruments and the development of modern recording studios multiplied the palette of available sounds and presentation methods, students will understand how record labels' saturation of the media converged with film, magazines, broadcasting technology, cable television, and the internet to drive sales and broaden cultural influence. By the conclusion of this course, students are able to identify key recordings and popular music milestones, based on facets of musical style, recording technique and distribution model, and cultural impact, and explain their significance in the development of broader aesthetics, music technologies, and cultural tensions that underlie the popular music of today.

Prerequisites: HU 1110 - Humanities I: World Thought I

#### *Course Learning Outcomes:*

- Explain the musical, technological, commercial, and cultural significance of key milestones in the history of popular music.
- Evaluate popular music of past decades.
- Formulate historical connections to music styles relevant today.
- Analyze how the development of new recording technologies and media influenced musical styles.
- Explain through example how different folk or underground musical cultures have been influenced, accepted, appropriated, or excluded by the popular music industry.

### MH 3120 - Musical Ethnography

Credits: 3

In this junior-level world music course, students engage in the theories, histories, and practices of music from the perspective of the cultures and societies that make it. This course explores notions of musical difference, expression, and value based on local practices and the rich history and research methods of ethnography. Through lectures, readings, listening assignments, and local community research, students will learn critical and comparative thinking skills that are central to understanding music as a trace, or artifact, of ethnic culture. The diverse and interdisciplinary nature of ethnomusicology will foster students' ability to integrate knowledge from other humanities disciplines, particularly historical musicology, anthropology, folklore, linguistics, communication, and cultural studies. Ultimately, this course is designed to cultivate students' broader awareness of musical difference and its connection to the rich social and cultural practices within specific communities of makers and listeners that ascribe meaning and value to sounds.

Prerequisites: HU 1110 - Humanities I: World Thought I

#### *Course Learning Outcomes:*

- Apply critical listening skills to diverse music traditions in consideration of their cultural and contextual significance.
- Create written critical responses to ethnographic studies and recordings and present them orally.
- Critique, explain, and defend arguments about the music of diverse cultures from a perspective informed by ethnographic research and aware of issues concerning systemic bias and marginalization.

## **MH 3710 - History of Electronic Music**

Credits: 3

In this junior-level music history course, students survey the development, experimental practices, and eventual proliferation of electronic music across the 20th and beginning of the 21st Century. The course will discuss both academic and popular electronic music trends, often addressing how the same technologies are used in significantly different ways. By outlining the historical context and global modes of influence between various works and composers involved in electronic music, students achieve a comprehensive understanding of the fruitful, ongoing discourse surrounding what, how, and why different technologies, ideas, and cultural practices shape electronic music today. Such a discourse provides a foundation for students to posit future artistic ramifications of the interaction between music and technology.

Prerequisites: HU 1110 - Humanities I: World Thought I

*Course Learning Outcomes:*

- Apply critical listening skills to diverse electronic music styles in consideration of technological, aesthetic, and cultural significance.
- Identify and explain the importance of key recordings and composers in electronic music history.
- Develop and defend arguments about the use of technology in making electronic music based on historical evidence and the contextual significance of specific works or artists.

## **Music Production**

### **MP 1000 - Music Production Styles + Analysis**

Credits: 3

In this freshman-level foundations course, students will explore the breadth of music production styles, techniques, and analysis skills that professional producers engage with daily to make successful recordings. Through analysis of different popular and electronic music forms, demonstrations of musical arrangements, critical listening exercises, and short applied creative projects in specific styles, students will learn to recognize characteristics of different music production styles, demonstrate basic critical listening skills for recording and production techniques, and acquire meaningful vocabulary to describe what they hear.

Prerequisites: None

*Course Learning Outcomes:*

- Formulate critical listening vocabulary.
- Evaluate instrumentation and musical arrangement for different production styles.
- Analyze and describe perception of audio spectrum and dynamics.
- Produce short recordings in specific musical styles.

### **MP 1100 - How Music Works**

Credits: 3

In this freshman-level foundations course, students will achieve foundational understanding of music's building blocks: pitch, scale, intervals, chords, and meter. Through both group and individual analysis of musical examples, arrangement exercises, and short tonal composition exercises, students will learn to identify basic time and pitch structures in context and evaluate how they function to create the experience of music.

Prerequisites: None

Notes: Exemption available through diagnostic exam.

*Course Learning Outcomes:*

- Identify musical scales, keys, meter, intervals, and cadences.
- Analyze song form and basic harmonic progressions.
- Identify chord inversions.
- Evaluate musical dynamics, articulation changes, and non-chord tones.

## **MP 1110 - Theories of Musical Practice I**

Credits: 3

In this freshman-level music theory course, students will learn to apply basic techniques of analysis to existing music and extend their toolkit for the creative manipulation of musical materials in composition and arrangement. Through instructor-led lecture, analysis, and demonstration of core musical concepts, including diatonic chord functions, basic 4-part voicing, rhythmic devices, dominant 7th chords, and dominant/tonic relationships in multiple key areas, students will gain fluency in recognizing and understanding the contextual importance of melodic, harmonic, and rhythmic decisions. The course will emphasize popular and classical music in the Western tradition with stylistic examples drawn from World Music to deepen students' connection to and understanding of core musical concepts.

Prerequisites: MP 1100 - How Music Works or diagnostic exemption.

*Course Learning Outcomes:*

- Demonstrate diatonic chord functions and basic counterpoint.
- Identify rhythmic styles, syncopation, and meter.
- Analyze cadential motion in any key area.
- Create melodies and tonal chord progressions.

## **MP 1140 - Musicianship**

Credits: 3

In this freshman-level foundations course, students will hone their ability to listen critically and accurately execute core musical competencies related to melody, rhythm, and harmony. Through conventional ear-training exercises, acquisition of beginner keyboard skills, and transcription tasks, students will grow their aural sensitivity to, understanding of, and confidence in presenting foundational musical knowledge through sound and notation. The course will result in students' basic proficiency in communicating musical ideas through voice, keyboard, and aural transcription.

Prerequisites: MP 1110 - Theories of Musical Practice I

*Course Learning Outcomes:*

- Identify pitch intervals and chord inversions.
- Perform notated diatonic melodies and chromatic intervals with voice.
- Perform notated diatonic melodies and chord progressions on keyboard.
- Identify diatonic melodies and chord changes by ear.
- Transcribe simple melodic, rhythmic, and harmonic passages of music.

## **MP 1230 - Music Composition I**

Credits: 3

In this freshman-level introduction to songwriting, students will learn how to align lyric, melody, harmony, and arrangement to craft songs. Through analysis of examples, creative demonstrations, and applied projects that address each of the above elements of song as primary,



students will learn to write songs in different ways while growing their technical understanding of song form, emotional tension and release, and reinforcement between words and music.

Prerequisites: MP 1110 - Theories of Musical Practice I

*Course Learning Outcomes:*

- Utilize melody and harmonic accompaniment to create tension, release, and musical form.
- Produce digital recordings of original music.
- Create lyrical/lexical meaning or programmatic narrative.

## **MP 1400 - How Digital Audio Works**

Credits: 3

In this freshman-level foundations course, students will be introduced to key concepts regarding the theory and applied practice of recording and manipulating digital audio signals. Students will learn basic field and studio recording technologies, how to edit and export digital audio files of various formats, create sound libraries of synthesized and recorded samples, and acquire basic understanding of Digital Audio Workstations, signal-flow, and key operations for manipulating sound.

Prerequisites: None

Notes: Exemption available through diagnostic exam.

*Course Learning Outcomes:*

- Record, edit, process, and export audio in alignment with digital audio theory.
- Produce libraries of recorded and synthesized sounds.
- Demonstrate basic Digital Audio Workstation (DAW) operations.

## **MP 1500 - How the Music Industry Works**

Credits: 3

In this freshman-level foundations course, students will acquire broad familiarity with music industry trends and the range of possible careers in music and sound production. Students will engage with professional skills required of content producers, pre- and post-production processes, and standard financial, legal, and organizational relationships. Through topical lectures and applied exercises addressing music industry operations, artist rights, accounting practices, and professional development, students will understand career options and begin to acquire the professional and communication skills needed to engage in the field.

Prerequisites: None

*Course Learning Outcomes:*

- Evaluate music industry career options and case studies.
- Evaluate copyright violation and fair-use standards.
- Demonstrate project management and budgeting.
- Create professional writing examples.
- Analyze industry trends and growth areas.

## **MP 2110 - Theories of Musical Practice II**

Credits: 3

In this sophomore-level music theory course, students develop a comprehensive view of tonal music and functional harmony based in the

Classical tradition, with significant exposure to Jazz, Popular, and World Music styles as well. Through both instructor-led and individual analysis projects, listening exercises, and short composition exercises, students will learn how chromatic pre-dominant chords, 7th chords, secondary chords, key modulations, and non-chord tones function in different styles of music. Students will also develop skills reading and writing traditional notation, figured-bass notation, and writing lead sheets.

Prerequisites: MP 1110 - Theories of Musical Practice I and MP 1140 - Musicianship

*Course Learning Outcomes:*

- Identify pivot chords & chromatic pre-dominant chords.
- Analyze modulations, secondary chord functions, 7th chords, and non-chord tones.
- Apply figured bass notation.
- Create 4-part harmony in multiple key areas.

## **MP 2140 - Critical Listening**

Credits: 3

In this sophomore-level musicianship skills and music cognition class, students learn to deconstruct sounds by isolating particular characteristics of aural perception. Students will acquire foundational knowledge about how the ear works, cognitive processes of aural perception, modes of listening, and particular psychoacoustic effects to develop sensitivity to aural phenomena. Through lectures, listening exercises, and analysis projects, this course will prepare students to engage in composition, production, and audio engineering coursework that requires advanced listening, analysis, and music communication skills.

Prerequisites: MP 1140 - Musicianship

*Course Learning Outcomes:*

- Demonstrate aural sensitivity to changes in pitch, loudness, timbre, and articulation.
- Justify critical listening and analysis of audible media using appropriate psychoacoustic descriptors.
- Explain basic mechanics, biology, and cognition processes involved in auditory perception.
- Evaluate and apply music production changes that reflect different modes of listening.

## **MP 2230 - Music Composition II**

Credits: 3

In this sophomore-level composition and portfolio review course, students will be introduced to the craft of contemporary tonal and atonal composition, with three key areas of focus: pitch structures, rhythmic and metrical devices, and approaches to orchestration. Through the guided exploration of historical examples, in-class exercises, score study and analysis, discussion, and applied composition work, students will use the tools, techniques, and creative insights of key historical practitioners to create engaging original music and begin to develop their own individual style. A sophomore-level portfolio review will be conducted at the end of the course. Students must pass the portfolio review to pass the course, and to advance in the degree program.

Prerequisites: MP 1230 - Music Composition I and MP 2110 - Theories of Musical Practice II

*Course Learning Outcomes:*

- Apply tonal and atonal contemporary composition techniques governing pitch, rhythm, and orchestration toward the creation of original electronic or acoustic compositions.
- Justify composition decisions based on historical examples.
- Produce a portfolio of creative work that highlights areas of musical focus and indicates an emerging individual style.

## **MP 2330 - Sound Design I: Synthesis**

Credits: 3

In this sophomore-level production course, students will apply critical listening skills to model existing and generate novel sounds using digital synthesis techniques. Through instructor demonstrations, technical lectures and readings about different sound synthesis techniques, applied creative exercises, and critical listening and analysis training, students will learn to distinguish between synthesis techniques, engage with stylistic conventions for sound design, and utilize the software tools necessary to synthesize sound. Students will design sounds using subtractive, frequency modulation, wave shaping, granular, sample-based, and physical-modeling synthesis techniques and demonstrate technical and creative skills through the production of sound libraries, virtual instrument presets, and short composition projects.

Prerequisites: MP 1400 - How Digital Audio Works and MP 2140 - Critical Listening

*Course Learning Outcomes:*

- Create sounds based on listening, analysis tools, and knowledge of synthesis types and control parameters.
- Evaluate historical conventions for sound design in various music styles.
- Create custom synthesized and sample-based instruments.

## **MP 2430 - Recording + Production I**

Credits: 3

In this sophomore-level music production course, students will gain competency using modern Digital Audio Workstation tools, techniques, and workflows. Through creative project work, technique-specific exercises, and instructor-led demonstrations, students will become fluent in MIDI sequencing, multi-track recording and comping, audio editing and arrangement, signal routing, gain staging, and automation. Upon successful completion of the course, students will navigate multi-track productions with a strong understanding of track and asset organization, signal integrity, mix and routing control, and timeline-based sequencing of MIDI and audio materials.

Prerequisites: MP 1400 - How Digital Audio Works or diagnostic exemption.

*Course Learning Outcomes:*

- Apply compositional skill to produce remixes and original musical arrangements in a DAW.
- Create programmed MIDI tracks to control virtual instruments and synthesized sounds.
- Demonstrate basic multi-track recording, sampling, editing, comping, and sequencing skills.
- Apply appropriate gain staging, signal routing, and automation changes to multi-track projects.

## **MP 2510 - Music Copyright + Ethics**

Credits: 3

In this sophomore-level music business course, students engage with legal and ethical issues concerning music sampling, licensing, ownership, royalties, and publication. Through lectures, case studies, discussions, contract reviews, and applied publishing projects, students will develop a foundational and actionable understanding of music as intellectual property. In addition to understanding and interpreting copyright law and best practices concerning fair use standards, music libraries, licensing, publication, and distribution of royalties, students will learn to identify clear and questionable ethical use violations, evaluate broader consequences of cultural appropriation, and cultivate ethical practices for social media use, file sharing, and music sampling.

Prerequisites: MP 1500 - How the Music Industry Works

*Course Learning Outcomes:*

- Utilize professional resources to establish, maintain, and defend artist rights and ownership of intellectual property.

- Formulate ethical guidelines concerning fair use, music sampling, music sharing, and cultural appropriation.
- Evaluate music recording and publishing contracts and music licensing agreements on the basis of intellectual property rights, royalty rates, and exclusivity.

### **MP 3150 - Reharmonization Techniques**

Credits: 3

In this junior-level theory and composition course, students extend their knowledge of harmony and learn techniques to re-harmonize existing melodies in different styles and towards different emotional effects. Through score study and analysis, demonstrations, and applied creative exercises, students learn to identify and explore vertical possibilities for the substitution, invention, and orchestration of chord progressions to accompany existing melodies. While the focus is on borrowed and chromatic chords, extended tonality, note spacing, and voice leading possibilities, the course also addresses issues of rhythm and pacing of harmonic changes and how they affect our perception of the harmonic accompaniment, texture, and overall style of music.

Prerequisites: MP 2110 - Theories of Musical Practice II

*Course Learning Outcomes:*

- Create new harmonic accompaniment for existing melodies in various musical styles.
- Demonstrate understanding of note spacing, voice leading, and non-chord tones.
- Apply borrowed, chromatic, and extended chords in accordance with specific music style.

### **MP 3220 - World Music Composition Resources**

Credits: 3

In this junior-level composition techniques course, students gain a foundational understanding of several styles, cultural contexts, and applied techniques that characterize the music of different cultures. Proceeding from the idea that music has no inherent value outside of the cultural context that values it, this course presents a comprehensive view of musical difference in relation to the communities of people who ascribe value to a particular style. Through recording and performance studies, secondary ethnographic research, and applied creative projects, students explore compositional resources that emerge in consideration of the environmental, socio-cultural, and sonic practices that inform music-making outside of established Western idioms. Key topics include: alternative tuning systems, harmonic structures, rhythmic and metrical structures, scales, instrumentation, and performance contexts.

Prerequisites: MP 2230 - Music Composition II

*Course Learning Outcomes:*

- Utilize research and knowledge about world music styles, composition and performance techniques, and cultural contexts to compose original music.
- Demonstrate thoughtful and creatively interesting applications of alternative tuning systems, scales, and rhythmic devices.
- Compose original music using instrumental sounds not commonly used in Western art, folk, or popular music traditions.

### **MP 3250 - Contemporary Styles: Arrangement + Orchestration**

Credits: 3

In this junior-level composition and theory course, students apply techniques of popular arrangement and classical orchestration to adapt and extend the timbral, structural, and formal possibilities of both existing and original compositions. Through the applied study of both traditional notation-based and modern DAW-based practices, students will develop connections and recognize creative possibilities for arranging that extend across technical competencies. The course will enable students to reproduce, hybridize, and creatively extend the distinctive sound qualities of specific styles of music, drawn from, but not limited to, the broader genres of Hip-Hop, R&B, Rock, EDM, Afro-Cuban, and Contemporary Classical music.

Prerequisites: MP 2230 - Music Composition II and MP 2140 - Critical Listening

*Course Learning Outcomes:*

- Evaluate and thoughtfully apply arrangement and orchestration conventions for different styles of music.
- Utilize different instrumentation, dynamics, and articulation changes to arrange existing pieces of music.
- Justify creative orchestration decisions that juxtapose or hybridize stylistic conventions.

### **MP 3330 - Sound Design II: Creative DSP**

Credits: 3

In this junior-level production course, students will apply critical listening skills to sculpt and transform sounds using digital signal processing (DSP) techniques. Through instructor demonstrations, technical lectures and readings about processing techniques, applied creative exercises, and critical listening and analysis training, students will learn to distinguish between processing effects, engage with stylistic conventions for applying effects, and utilize the software tools necessary to design sounds using DSP. Students will transform sounds using spectral, dynamic, modulation, granulation, and spatial processing techniques and demonstrate technical and creative skills through the production of sound libraries, audio effect software presets, and short composition projects.

Prerequisites: MP 2330 - Sound Design I: Synthesis

*Course Learning Outcomes:*

- Create sounds based on listening, analysis tools, and knowledge of DSP techniques and control parameters.
- Evaluate historical conventions for effects processing in various music styles.
- Justify musical application of particular audio effects.

### **MP 3430 - Recording + Production II**

Credits: 3

In this junior-level music production course, students will gain proficiency using modern Digital Audio Workstation tools, techniques, and workflows. Through creative project work, technique-specific exercises, and instructor-led demonstrations, students will learn how and when to apply different microphone techniques, phase alignment tools, automation and modulation control, spatial imaging effects, and advanced signal routing. Students will also explore non-linear sequencing paradigms and learn to create rhythmic grooves using advanced quantization and editing techniques. Upon successful completion of the course, students will be equipped to use DAWs in creative ways to complete advanced multi-track recording and production projects.

Prerequisites: MP 2430 - Recording + Production I and MP 2140 - Critical Listening

*Course Learning Outcomes:*

- Apply microphone techniques and phase alignment/correction tools.
- Demonstrate advanced automation, modulation, spatial imaging, and signal routing techniques.
- Produce non-linear musical structures for multitrack audio and MIDI projects.
- Apply advanced quantization and rhythmic grooves.

### **MP 3510 - Music Business Administration**

Credits: 3

In this sophomore-level music business course, students will learn best practices and acquire applied experience in business administration relevant to a career in the music industry. Through lecture, group project work, and individual assignments, students will demonstrate basic

accounting practices, develop music production schedules and budgets, evaluate and draft contractual agreements, and create a road map for future career growth focused on measurable benchmarks. This course will equip students with both the foundational financial, administrative, and leadership tools required of musicians, and the strategic planning ability to set and attain future career goals.

Prerequisites: MP 1500 - How the Music Industry Works

*Course Learning Outcomes:*

- Create budgets, production schedules, and contracts for collaborative music and recording industry projects.
- Apply basic accounting, business development, assessment, and project management skills.
- Demonstrate how to conduct market research, form business entities, and assess tax liability.
- Create a road map for career growth with specific and measurable goals.

## **MP 3630 - Film + Game Music Production**

Credits: 3

In this junior-level multimedia course, students learn to compose and produce incidental music for film and video games. Through the applied study of programmatic composition techniques, orchestration of instrumental and synthetic sounds, timing and pictorial cues, and industry-specific workflows, students acquire experience and a comprehensive understanding of both the craft and production process of composing music for multimedia.

Prerequisites: MP 2430 - Recording + Production I and MP 3330 - Sound Design II: Creative DSP

*Course Learning Outcomes:*

- Apply appropriate harmonic, melodic, rhythmic, and orchestrational devices for a variety of programmatic and visual cues.
- Create leitmotifs, themes, and variations for specific characters, locations, and emotions.
- Demonstrate ability to compose to specific timings, pictorial cues, and in balance with diegetic sound.
- Utilize film and game industry workflows to complete composition, orchestration, recording, and production.

## **MP 3650 - Sound for Media I**

Credits: 3

In this junior-level multimedia recording and production course, students develop the audio industry competency of producing diegetic sound for multimedia projects. Through applied project work focused on the integration of technical, organizational, and creative skills, students learn industry standard software and sound production practices for dialog, foley, automated dialog replacement (ADR), sound effects, and music sequencing.

Prerequisites: MP 3330 - Sound Design II: Creative DSP

*Course Learning Outcomes:*

- Apply foley techniques to record and sequence diegetic sound for visual media.
- Utilize synthesis, DSP, and sound effect library to achieve audio effects appropriate to visual context.
- Apply industry-specific workflows and technical standards in the recording, production, and delivery of audiovisual content.

## **MP 3750 - Computer Music Systems**

Credits: 3

In this junior-level music technology course, students learn to use music programming environments to create audio software systems that synthesize and control sound. Through demonstrations, technical exercises, creative experimentation, secondary research, and composition

projects, students learn to apply their existing knowledge of music and digital audio toward the development of custom software instruments, sequencers, audio effects, analysis tools, and interactive performance environments. The course focuses on the acquisition of visual programming skills, understanding of foundational computer science concepts, and creative application of computer programming to realize music beyond the scope of what's possible using conventional DAWs.

Prerequisites: MP 2230 - Music Composition II

*Course Learning Outcomes:*

- Create stable software instruments, audio effects, and interactive performance tools.
- Demonstrate understanding of abstraction, iteration, control messaging, and signal flow.
- Formulate programmatic structures to represent relevant musical concepts, including tuning and pitch relationships, rhythm, and dynamics.
- Apply music programming concepts and techniques toward the creation of novel sounds, musical patterns, or performance interactions.
- Utilize technical documentation and computer programming resources to debug code and solve implementation problems.

### **MP 3840 - Digital Performance I**

Credits: 3

In this junior-level music performance course, students learn to perform their original compositions and digital productions using a variety of music technologies. Through technical demonstrations, performance studies and analysis, and applied creative projects, students learn to accompany themselves using digital tools, adopt non-linear performance strategies, perform DJ sets, and create improvisational systems. Given the individualized nature of music performance, the course is designed to support experimentation, technical learning, and critical evaluation of performance paradigms to help students craft their own approach to technologically mediated performance. A junior-level performance portfolio review will be conducted at the end of the course. Students must pass the review to pass the course, and to advance in the degree program.

Prerequisites: MP 3430 - Recording + Production II and MP 2230 - Music Composition II

*Course Learning Outcomes:*

- Perform original music in engaging ways using a combination of hardware and software tools.
- Create live performance tech setups that enable control of multiple instruments, accompaniment strategies for composed music, and improvisation.
- Produce DJ sets.
- Produce a portfolio of music performances that highlights particular creative and technical competencies and shows growth toward an emerging individual style.

### **MP 4230 - Music Composition III**

Credits: 3

In this senior-level composition course, students extend their knowledge of advanced technological practices for composition. The course content delves into the variety of techniques found in canonic and emerging electronic music composition and sound art. Through score study, listening analysis, and performance viewings, students expand their creative and critical thinking skills toward the creation of interactive music, sound installations, generative music, audiovisual works, and other electroacoustic forms. In addition to being an exploration of electroacoustic forms and techniques, the course also connects music to ideas. Students learn to self-evaluate and justify how compositional technique reinforces interpretative meaning. This course is required as the penultimate course in the degree program. A senior portfolio review and graduation project proposal will be conducted at the end of the course. Students must pass both the portfolio review and have their graduation project proposal accepted to pass the course, and to enroll in MP 4570, Visual Branding + Music Promotion.

Prerequisites: MP 3840 - Digital Performance I

Notes: This is the penultimate course in the BFA program.

*Course Learning Outcomes:*

- Create original compositions in various electroacoustic forms.
- Demonstrate ability to integrate real time audio processes into composition and in support of concept.
- Justify the use of particular techniques in alignment with musical intent and interpretive listening.
- Produce a portfolio of that highlights advanced composition, production, and post-production skill sets and demonstrates an emerging individual style.

## **MP 4430 - Mixing + Mastering**

Credits: 3

In this senior-level music production and audio engineering course, students develop professional competencies in mixing and mastering music. Students will learn mixing techniques for a variety of musical styles and instrumentation, including a combination of acoustic and synthesized sound recordings. Through applied projects focused on the integration of technical, organizational, creative, and aural skills, students learn industry standard approaches to mixing and mastering audio based on style, sound material, and distribution format. Mixing and mastering are addressed from both practical and theoretical perspectives informed by music cognition, auditory scene analysis, and digital audio theory.

Prerequisites: MP 3430 - Recording + Production II

*Course Learning Outcomes:*

- Control audio spectrum, dynamics, and spatial imaging to produce balanced and emotionally engaging music.
- Justify mixing and mastering decisions based on reinforcement of creative priorities, psychoacoustic principles, and digital audio theory.
- Apply industry-specific workflows, style-appropriate techniques, and technical standards in the post-production and delivery of broadcast quality music.

## **MP 4450 - Advanced Audio Engineering**

Credits: 3

In this senior-level audio production and engineering course, students learn advanced production technologies, emerging techniques, and customized workflows relevant to the increasingly disparate, fluid, and agile ways in which audio industry professionals work. Through technique-oriented demonstrations, applied exercises, and creative projects, students learn to integrate outboard analog hardware, loudspeaker and room correction tools, advanced signal routing, and sound level management. Special attention is given to the production of spatial audio, including stereo, binaural, and ambisonic recording techniques, multi-channel production and mixing, and immersive sound reinforcement paradigms.

Prerequisites: MP 3430 - Recording + Production II

*Course Learning Outcomes:*

- Create immersive audio projects using multiple spatialization and multichannel sound reinforcement techniques.
- Produce audio utilizing analog and outboard signal processing hardware.
- Apply specialized hardware and software tools for loudspeaker and room correction, signal processing, and sound level management.



## **MP 4570 - Music Branding + Marketing**

Credits: 3

In this senior-level interdisciplinary course, students will work with their academic advisers to realize their graduation projects as proposed in MP 4230 - Composition III, while developing a brand and marketing plan for these projects in alignment with their career goals. Through brand audits, presentations, critiques, and applied writing and design exercises, students will develop a strategic brand platform and learn to communicate it through various marketing channels that align with both creative and professional objectives. Upon completion of the course, students will be able to articulate their brand positioning and share a cohesive digital brand presence that includes an online portfolio and the distribution of a completed graduation project through online music platforms or social media content as determined by their strategic marketing plan. Final graduation projects will be presented to and reviewed by a panel of faculty and/or external music experts.

Prerequisites: MP 4230 - Music Composition III

*Course Learning Outcomes:*

- Create a strategic brand positioning statement and a marketing plan for their music or audio projects.
- Demonstrate professional work through the curation and presentation of an online creative portfolio.
- Produce, master, and distribute original creative work in alignment with faculty approved graduation project proposal.
- Create a digital brand presence via the channels specified in a marketing plan.

## **MP 4650 - Sound for Media II**

Credits: 3

In this senior-level multimedia recording and production course, students develop professional competencies in sound mixing for multimedia projects. Priority is given to mixing for visual media, with additional exposure to radio and podcast production. Through applied projects focused on the integration of technical, organizational, creative, and research skills, students learn industry standard approaches to mixing diegetic and non-diegetic sound. Mixing is addressed from both practical and theoretical perspectives informed by music cognition, auditory scene analysis, and digital audio theory.

Prerequisites: MP 3650 - Sound for Media I

*Course Learning Outcomes:*

- Control audio spectrum, dynamics, and spatial imaging to produce balanced, realistic mixes.
- Justify mix decisions based on reinforcement of creative priorities, psychoacoustic principles, and digital audio theory.
- Apply industry-specific workflows and technical standards in the post-production and delivery of audiovisual content.

## **MP 4840 - Digital Performance II**

Credits: 3

In this senior-level music technology and performance course, students learn to use real-time audio and video processing tools to create, manipulate, structure, and deliver live musical performances. By focusing on the separation between audiovisual synthesis and effects processing and interactive control paradigms, students learn to use a variety of tools and technologies to create engaging performances that align with both the musical material and their individual performance skills and proclivities. The course is designed to encourage creative collaboration—to leverage individual technical or creative skill sets toward a cohesive performance—and to empower students to thoughtfully incorporate visual materials, environmental sound, multiple loudspeakers, or non-standard music controllers and performance interactions.

Prerequisites: MP 3840 - Digital Performance I

*Course Learning Outcomes:*

- Produce a musical performance using real-time audiovisual control systems.
- Identify performance strengths and weaknesses and work strategically and/or collaboratively to maximize audience engagement.
- Utilize a non-standard physical object or instrument to control digital music and/or video materials.

## **MP 4900 - Special Topics in Music Production**

Credits: 3

In this advanced music production seminar, students will explore concepts and practices beyond the scope of the core coursework and expand their awareness of the musical, cultural, and technological issues relevant to the field. Each Special Topics in Music Production class will be unique and proposed by RMCAD professors to reflect areas of personal expertise and advanced study. Standard and/or emerging music technologies, applied methods, and theoretical studies are introduced, including but not limited to: electronic composition, music programming, sound synthesis, sound installation, atonal music theory, experimental music, immersive audio, physical computing and human-computer interaction, audiovisual music, and sound for film, games, and mobile app development.

Prerequisites: MP 2230 - Music Composition II and completion of 45+ credits or approval of department chair.

*Course Learning Outcomes:*

- Create work that represents knowledge of the special topic and appreciation for the practical or creative applications of the technologies and methods discussed.

## **Physical + Natural Science**

### **NS 2030 - Biology**

Credits: 3

In this course, students will explore the basic aspects of life on earth. The course will cover cells, photosynthesis, DNA, genetics, evolution, natural selection, biodiversity, population dynamics, and global climate. Students will explore these topics through field trips, classroom activities, laboratory exercises, and lectures. Upon successful completion of this course, students will understand the biological, chemical, and physical processes living organisms utilize to sustain life.

Prerequisites: none

Notes: The textbook, Campbell Biology: Concepts & Connections, 7th Edition is also used in NS2040.

*Course Learning Outcomes:*

- Understand the nature of science to critically assess media reports of science, pseudoscience, and non-science.
- Understand the diversity of living things.
- Understand ecological environments local to the student and in a global context.
- Understand the relevance of these ecosystems, as well as the biotic and abiotic components of these ecosystems.
- Understand the structures and purposes of these structures in prokaryotic and eukaryotic cells.
- Understand cell structures to examples of changes in cell function.
- Understand basic structures of living things using concepts of homology.
- Understand the relationship of the structure of living things to its function.
- Understand the observations that lead to the theory of evolution by natural selection.
- Understand different types of selection.

## NS 2040 - Environmental Studies

Credits: 3

This course will examine major topics in environmental science, including human population growth, conservation, species extinction, pollution, water use, energy, and climate change. Students will explore these topics through field trips, classroom activities, laboratory exercises, and lectures. Upon successful completion of this course, students will not only understand current environmental issues from a scientific perspective, they will also be aware of the social and political conditions that influence environmental science.

Prerequisites: none

Notes: The Campbell Biology: Concepts & Connections, 7th Edition is also used in NS2030.

### *Course Learning Outcomes:*

- Understand the earth's natural environment and its relationships with human activities
- Understand and implement scientific research methods to address environmental issues
- Understand the Earth's major systems and how they function and are affected by human activities

## NS 3050 - Human Ecology

Credits: 3

Human Ecology examines the relationship of humans to the environment through an analysis of historical and theoretical understandings of the relationship between environment; biology and cultures; and a review of ecological principles and terms. Topics include: disease, sustainability, famine, and pollution at the local and global levels. Upon successful completion of the course, students are able to knowledgeably discuss and write about the key theories in ecological anthropology, including the historical contexts in which they arose and environmental issues within the contexts of politics, economics, culture, and the environment.

Prerequisites: none

### *Course Learning Outcomes:*

- Understand human ecology and environmental studies.
- Understand ecosystems and what is meant by human agency in an ecosystem.
- Understand the terminology of environmental studies.
- Understand various cultural practices and beliefs about nature.
- Understand ecosystems at local and global levels and feedback loops.
- Understand Geologic Cycles, Population Biology, and Evolution Theories.
- Understand sustainable and unsustainable human interactions in ecosystems dealing with specific human ecology topics.

## NS 3100 - Acoustics of Music

Credits: 3

In this junior-level science course, students learn the physical properties of sound waves— how sound travels through a medium, how objects emit and absorb sound, how sound waves are measured, transduced, and represented, and how musical objects and ideas work to shape acoustic reality. The course focuses on developing a physical understanding of musical phenomena, the characteristics of musical instruments, and sound reflection and absorption in rooms and listening spaces. Through lectures, demonstrations, technical exercises, and applied acoustic and digital audio experiments, students learn to describe, manipulate, and predict the behavior of sound waves in both real and computer modeled environments. Students learn the physical basis of particular acoustic phenomena in music, including resonance, echo, reverberation, complex spectra, filtering, phase cancellation, Doppler effect, and amplification. Students also develop a scientific understanding of key musical concepts, such as tuning, harmony, and instrument design based on acoustic principles. Upon completion of

the course, students will understand the basic science that governs musical practice and technology and be able to apply foundational knowledge of acoustics toward the creation of new instruments and sound manipulation tools.

*Course Learning Outcomes:*

- Explain how sound propagates through a medium and how musical instruments work to emit sound.
- Formulate sound absorption plans for different rooms and listening spaces.
- Demonstrate an acoustical understanding of tuning, scales, harmony, and common musical effects.
- Create a musical instrument.

## **Photography**

### **PH 1000 - Survey of Photography**

Credits: 3

In this freshman-level course, students will begin to explore the possibilities of the photographic industry. A variety of photographic career paths will be explored through lectures, research, writing, and photographic assignments. Students will begin to discover how each genre of photography might direct their work and affect their lifestyles.

Prerequisites: none.

*Course Learning Outcomes:*

- Demonstrate the ability to conduct academic research through the writing of research papers and essays.
- Apply an understanding of the photography industry through the creation of images that fit specific genres.
- Demonstrate the ability to critically evaluate images, and identify their genre and target audience, through written responses.

### **PH 1100 - Photography Principles**

Credits: 3

This freshman-level course introduces students to foundational camera operation techniques including proper exposure, composition, observation and use of available light. Additionally, students will be introduced to industry-standard software and digital workflow. Upon successful completion of this course, students will have gained technical understanding and insight into the medium through instructional lectures, research, and the completion of photographic assignments.

Prerequisites: None

*Course Learning Outcomes:*

- Use foundational camera settings with intention, including aperture, shutter speed, ISO, lens selection, dynamic range, and color space.
- Apply basic digital workflow, including importing, archiving, processing and exporting digital files.
- Apply the principles of photographic design to create compelling narratives.

### **PH 1150 - Color Management + Output**

Credits: 3

This freshman-level course covers the calibration of devices to produce consistent, predictable color for output of digital files onto physical media. Students will increase proficiency in their digital workflow including; file preparation, resolution selection, print-profiling, paper selection, soft-proofing techniques, and creating editions. Upon successful completion of this course, students will have gained a better understanding of how to format files based on client and vendor requirements when print output is required.

Prerequisites: PH 1100 - Photography Principles

*Course Learning Outcomes:*

- Apply color calibration standards across multiple devices and software.
- Demonstrate a working knowledge of ICC profiling and soft-proofing.
- Create photographic prints that illustrate a full range of tones with accurate color balance.

## **PH 1500 - Lighting I: Fundamentals**

Credits: 3

This freshman-level course serves as an introduction to the language of light, its characteristics, the interpretation of ideas, and how light is an integral tool in the making of photographs. Upon successful completion of this course, students will have a clear understanding of the qualities of light and their communicative power.

Prerequisites: PH 1100 - Photography Principles

Notes: The textbook *Lighting for Photographers*, 2nd ed is also used in PH2500 and PH3200.

*Course Learning Outcomes:*

- Apply lighting theory and methods to a variety of subjects.
- Explain the use of various lighting components and their impact on narrative images.
- Demonstrate the ability to intentionally apply the characteristics of light to images.

## **PH 2100 - Digital Post Production**

Credits: 3

In this sophomore-level course, students will explore digital post-production and image manipulation techniques. Upon successful completion of this course, students identify and apply industry-standard tools to refine photographic images.

Prerequisites: PH 1100 - Photography Principles

*Course Learning Outcomes:*

- Critically evaluate photographic images to identify opportunities for enhancement.
- Apply software tools to refine retouch and construct digital images.
- Apply digital tools to refine concepts, visual aesthetic, and narrative.

## **PH 2150 - Cinematography I**

Credits: 3

This sophomore-level course introduces students to the historical and theoretical concepts of film and motion. Included is instruction in camera techniques, storytelling, editing, and sound within documentary and short non-fiction formats. Upon successful completion of this course, students will have a baseline understanding of video processes including; production, creating and working with storyboards, script interpretation, and post-production editing software illustrated by the completion of a video narrative project.

Prerequisites: PH 2100 - Digital Post Production

*Course Learning Outcomes:*

- Demonstrate baseline skills in the technical components of video technology, including editing, audio capture, lighting.

- Demonstrate cinematic processes through video narratives.
- Apply evaluation methods as they pertain to video work.
- Research historical and theoretical reference points in film and video.

## **PH 2200 - Portraiture**

Credits: 3

This course is an exploration of photographing people, posing, expressions, gestures, and establishing subject rapport. Upon successful completion of this course, students will have used specific learned skills such as posing, lighting, and composition to create compelling portraits.

Prerequisites: PH 1500 - Lighting I: Fundamentals

Notes: The textbook *The Photographer's Guide to Posing: Techniques to Flatter Everyone* is also used in PH3750.

*Course Learning Outcomes:*

- Analyze and apply specific learned skills such as lighting, composition, and context, to create a portraiture portfolio.
- Demonstrate directorial skills in the areas of posing, body language, facial expressions, and gestures.
- Apply retouching techniques to modify the portrait image.
- Create photographs that illustrate the photographer's perspective of the subject's narrative.

## **PH 2300 - Darkroom I**

Credits: 3

This sophomore-level course explores the craft of traditional black and white film darkroom processes from a historical and contemporary fine-art perspective. Using 35mm SLR cameras, students will learn baseline camera controls and techniques to create narratives that communicate conceptual ideas. The class covers film types, camera formats, the Zone System of photographic tone control, film development and silver-based printing. Extensive lab and studio time is provided during the class. Upon successful completion of this course, students will have illustrated, through a portfolio of images, an understanding of the technical, creative, and darkroom components of the medium.

Prerequisites: None.

Notes: Photography students must complete PH 1100 - Photography Principles prior to registering for this course.

*Course Learning Outcomes:*

- Create photographs that demonstrate an understanding of analog film camera functions.
- Chemically develop film-based media and make darkroom prints.
- Use narrative and storytelling to create a portfolio of silver-based prints.

## **PH 2350 - Digital Black + White**

Credits: 3

This sophomore-level course will explore the craft of contemporary digital black and white image making. Through a series of projects students will apply the digital Zone System of photographic tone control, file processing, color tinting, cross-toning, and black and white digital printing. Upon successful completion of this course, students will have investigated the visual language associated with black and white photography and its connection with objective truth and creative expression.

Prerequisites: PH 2100 - Digital Post Production

*Course Learning Outcomes:*

- Create a portfolio of monochromatic images that applies visual communication and creative expression and is visually cohesive.
- Evaluate the values of a scene and make the appropriate technical decisions to create images that have a full range of tones.
- Create a digital workflow that produces consistent, predictable results from capture to the final edited image.

## **PH 2500 - Lighting II: Location**

Credits: 3

Photographers regularly face unique challenges when assigned to make powerful images of individuals in varied locations, often adding light sources and manipulating available light in their creative process. This course will instruct students in the area of creating compelling and clearly communicated photographs while on location assignments. Upon successful completion of this course, students create a portfolio of photographs that communicate a sense of place through their understanding of meaningful composition and effective use of lighting.

Prerequisites: PH 1500 - Lighting I: Fundamentals

Notes: The textbook *Lighting for Photographers*, 2nd ed is also used in PH1500 and PH3200.

*Course Learning Outcomes:*

- Read and evaluate existing interior light and apply supplemental techniques to create narratives.
- Discuss and debate the advantages of light and its role in creating multi and single-image narratives.
- Demonstrate the ability to balance daylight with electronic flash.
- Evaluate locations for lighting, composition, and visual narrative demonstrated by the creation of detailed location scouting reports.
- Create a portfolio of photographs that communicates a sense of place through meaningful composition and effective use of lighting.

## **PH 3000 - Junior Portfolio Review**

Credits: 0

All juniors are required to participate in their departmental Junior Portfolio Review, which occurs at the completion of the junior year. This review enables the department to direct students toward improving certain skills and tasks and helps them to focus on their professional objectives. At the end of this review, students and faculty have identified and discussed strengths and weaknesses in the student portfolios so that the students may address both in their upcoming major coursework.

Prerequisites: Students must have completed a total of at least 60 credit hours, of which 30 credits must be PH studio coursework.

Corequisites: PH 3150 - Professional Practices: Marketing

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Students will create well-developed visual aesthetics as they apply to photograph making.
- Students demonstrate competency in photographic craft and storytelling.
- Students demonstrate critical thinking and creative problem-solving skills through research and a body of work.
- Students demonstrate business, communication and marketing skills while meeting real world-expectations.
- Students evaluate and demonstrate industry ethics.
- Students demonstrate critical thinking through historical references and cultural context.

## **PH 3150 - Professional Practices: Marketing**

Credits: 3

This studio course prepares students with critical knowledge and practical strategies as they begin to identify their brand and work towards a targeted profession in the field of photography, video, or media arts. The central elements of these efforts are the processes of portfolio synthesis and the use of web-based media platforms supplemented by personal interactions with the organizations where marketing and photography professionals interact. This course will, through instructional processes and photographic project assignments, guide students through the stages of website development using templates, social media, direct marketing, effective marketing strategies, business branding, and a universal comprehension of the business of photography. Upon successful completion of this course, students will have created recent photographic work; a brand identity package including business cards; a professional website; utilized multiple social media methods; and involved themselves in client-based professional organizations.

Prerequisites: Completion of 90+ credit hours

Corequisites: PH 3000 - Junior Portfolio Review

Notes: The textbook ASMP Professional Business Practices in Photography is also used in PH4100.

### *Course Learning Outcomes:*

- Create a business brand and image.
- Evaluate and research potential business markets to create a career development path.
- Create collateral material that reinforces an established brand identity.
- Develop an online and social media strategy that effectively markets each student's business to a target audience.
- Demonstrate business professionalism in client relationships.

## **PH 3200 - Lighting III: Studio**

Credits: 3

This course prepares students in the area of studio lighting as it pertains to photographing products and people for advertising and editorial assignments. Through instruction and hands-on assignments, students will learn how light and composition defines shape and form, creating a compelling visual communication. Upon successful completion of this course, students will demonstrate how to set up advanced lighting scenarios to develop a studio-based portfolio.

Prerequisites: PH 2500 - Lighting II: Location

Notes: The textbook Lighting for Photographers, 2nd ed is also used in PH 1500 and PH 2500.

### *Course Learning Outcomes:*

- Demonstrate knowledge of the constructive elements of lighting.
- Apply lighting and compositional elements in the design and completion of photo-based product narratives.
- Examine and challenge the conventional elements of commercially based work.
- Apply lighting theory and practice as it applies to creating image depth.
- Create imagery that illustrates a fine art perspective in single and multi-image storytelling.

## **PH 3300 - Darkroom II: Alternative Process**

Credits: 3

This course introduces students to advanced work in the area of Alternative Processes in darkroom-based work from a contemporary perspective. A variety of historic and contemporary processes are explored and serve as important aesthetics in communicating significant, related conceptual narratives. Emphasis is placed on a variety of image-making techniques including photograms, chemigrams, camera obscura, pinhole, plastic camera, and other forms of hand-made photography. Also covered is the production of digital negatives for



contact printing. Upon successful completion of this course, students will apply alternative process aesthetics in the creation of a focused body of work. Extensive lab and studio time is provided during the class.

Prerequisites: PH 2300 - Darkroom I

Notes: Campus Only

*Course Learning Outcomes:*

- Create images using digital and hand processes in relation to conceptual narratives.
- Apply technical skills in historic processes to create a portfolio of images that express a concept or narrative.

## **PH 3350 - Experimental Photography**

Credits: 3

In this advanced course, students will use a variety of techniques to create images that are non-traditional, reference historic processes, and express a concept or narrative. Upon successful completion of this course, students will demonstrate how to digitally simulate historic print processes as well as manipulate new technology to create unique and creative results. Emphasis will be placed on creating a portfolio of images that use one visual style to express a concept or a narrative.

Prerequisites: PH 2350 - Digital Black+ White

*Course Learning Outcomes:*

- Demonstrate how to imitate historic print processes using digital methods.
- Create a portfolio of images using one visual style that express a concept or narrative.
- Evaluate new technology to identify opportunities for experimental image making.

PH 3350 Course Learning Outcome Rubric

## **PH 3450 - Advanced Digital Post Production**

Credits: 3

As culture increasingly engages in a creative dialogue in the area of digital image-making, it is important to understand the avenues by which descriptive and conceptual imagery is made. In this course, the processes of constructive imagery will be emphasized. Conceptualism in the editorial markets; the leaning of advertising toward documentary space; integration of art into the commercial market; and still photography morphing into video and vice versa will be explored and realized. Upon successful completion of this course, students will have advanced knowledge of industry specific digital post-production software platforms—using these platforms to create a highly-developed portfolio of digital images that express a concept.

Prerequisites: PH 2100 - Digital Post Production

*Course Learning Outcomes:*

- Understand advanced photographic workflow and apply this to the currently recognized processes of digital post production in editing by creating a portfolio of images.
- Evaluate and apply digital post production tools in the creation of complex visual narratives that express a concept.
- Demonstrate the ability to previsualize final composited images by creating sketches and shot lists.

## **PH 3500 - Portfolio Development**

Credits: 3

In the development of a clearly styled portfolio of photographs, it is critical that students have an opportunity to write proposals and create a series of photographs that stays true to that proposal. In this course, students will incorporate technical and logistical skills learned from

previous classes such as writing, assignment logistics, lighting, and compelling compositions to develop and articulate a clearly defined portfolio based on their career goals. Upon successful completion of this course, students will have gained insight into project development manifested by the creation of a portfolio of photographs.

Prerequisites: PH 3450 - Advanced Digital Imaging

Notes: The textbook *No Plastic Sleeves: Portfolio and Self-Promotion Guide for Photographers and Designers*, 2nd ed. is also used in PH4150.

*Course Learning Outcomes:*

- Demonstrate the ability to conduct market research on contemporary photographic industry trends.
- Create visual content that illustrates conceptual narratives and/or client needs.
- Produce a professional portfolio designed to meet industry standards.

## **PH 3550 - Advanced Portraiture**

Credits: 3

The ability of an editorial photographer to communicate clearly and succinctly the essence of a particular person and story through their placement in an environment is perhaps one of the most important tools in the profession. Through lectures and assignments, this course instructs students in both the classic and contemporary forms of portraiture. Upon successful completion of this course, students will complete projects in which they have had pre-shoot discussions with their subjects, engaged in a location scouting process, and planned photo shoots with strong narrative content.

Prerequisites: PH 2500 - Lighting II: Location

*Course Learning Outcomes:*

- Analyze story components in order to predict and construct a narrative.
- Create a portfolio of images that illustrate narrative skills as they apply to portrait projects.
- Demonstrate advanced skills in balancing ambient and artificial lighting and creating a distinct mood with light design, on location through the creation of portraits.

## **PH 3610 - Cinematography II**

Credits: 3

Building on skills acquired in PH 2150 - Cinematography I, this course offers pointed instruction in the areas of professional video camera work in the use of DSLR/MILC camera technology which has become progressively more relevant in the making of theatrically released films, broadcast television productions, commissioned work for companies, and commercials for marketing campaigns. Through an intensive series of assignments based on an understanding and illustration of video and editing technology, story boarding, lighting, location logistics, and video production, students will emerge from this course through specific assignments, with a high degree of knowledge in the area of creating compelling video narratives.

Prerequisites: PH 2150 - Cinematography I

*Course Learning Outcomes:*

- Research and develop a project on contemporary trends in the industry.
- Evaluate and apply advanced technical skills in video-based narratives.
- Develop and refine storytelling skills to communicate an idea.
- Apply current best practices in video editing technology.

## **PH 3621 - Advanced Projects + Internships Part I**

Credits: 1.5

As a preparatory process in the transition from an academic environment to a professional one, this course serves as an important conduit for graduating students who will work directly with creative departments in corporations, graphic design firms, and advertising agencies. This hands-on experience will be manifested through the logistical processes of client communication, assignment planning, scheduling + completing photo shoots, and digital post-production. Upon successful completion of this course, students will have created a portfolio of images that reflects their understanding of the many and varied processes of assignment based-work as they apply in actual, real world contexts.

Prerequisites: PH 3150 - Professional Practices: Marketing

Notes: This course is Pass/Fail.

### *Course Learning Outcomes:*

- Develop a learning experience that provides application of coursework concepts in a real-world context.
- Practice applying relevant skills in the chosen field.
- Discuss internship experience with an instructor.

## **PH 3622 - Advanced Projects + Internships Part II**

Credits: 1.5

As a preparatory process in the transition from an academic environment to a professional one, this course serves as an important conduit for graduating students who will work directly with creative departments in corporations, graphic design firms, and advertising agencies. This hands-on experience will be manifested through the logistical processes of client communication, assignment planning, scheduling + completing photo shoots, and digital post-production. Upon successful completion of this course, students will have created a portfolio of images that reflects their understanding of the many and varied processes of assignment based-work as they apply in actual, real world contexts.

Prerequisites: PH 3150 - Professional Practices: Marketing

Notes: This course is Pass/Fail.

### *Course Learning Outcomes:*

- Develop a learning experience that provides application of coursework concepts in a real-world context.
- Practice applying relevant skills in the chosen field.
- Discuss internship experience with an instructor.

## **PH 3725 - Architectural Photography**

Credits: 3

Based on the concept of capturing the built landscape in its most perfect form, architectural and industrial photography is the marriage of photographic skill, technical aptitude, and artistic vision. This course uses contextual lectures, interpretative visioning, and practical experience to guide students through a process of evaluation and understanding of architectural principles. Upon successful completion of this course, students will, through logistical planning and photographic assignments, have a strong understanding of the power of architectural and industrial photographs and how they communicate integrity, credibility, and vibrancy.

Prerequisites: PH 2100 - Digital Post Production

### *Course Learning Outcomes:*

- Create an illustrative portfolio of images of defined architectural design.

- Photograph architectural projects which address the creative interpretation of a structure.
- Analyze and apply theoretical and professional practices of architectural form in the creation of photographs.

## **PH 3750 - Fashion**

Credits: 3

The hallmark of fashion portraiture is the communication of fashion genres within the context of making editorial photographs. In this course, students will acquire expertise in the area of highly visible photographic assignments, reference the context of working within an editorial environment, research and discuss the development and evolutionary histories of fashion work as it pertains to photographing fashion models in public spaces. Through assignment-based projects, students will have added important logistical components to their skill sets including relevant fashion strategies; problem-solving unique situations while photographing models in public spaces, and understand the magazine and publishing industries importance in fashion work.

Prerequisites: PH 2500 - Lighting II: Location

Notes: The textbook *The Photographer's Guide to Posing: Techniques to Flatter Everyone* is also used in PH2200.

*Course Learning Outcomes:*

- Research, discuss and create a logistical plan for a fashion assignment.
- Apply skills in body language and posing as it applies to fashion photography.
- Create and apply fashion narrative concepts.
- Apply skills in communication within the context of fashion and lifestyle magazines.

## **PH 3775 - Night Photography**

Credits: 3

This class will focus on making images at night and in low-light situations through the use of long exposures and image stacking. Students in this course will create elaborate pre-visualized night images incorporating light painting in populated areas, as well as exploring the night sky away from the light pollution of our urban environment. Astrophotography, planning for movement in the night sky, working in teams over large spaces with no visual contact, and specialized equipment are explained in this course.

Prerequisites: PH 3450 - Advanced Digital Imaging

*Course Learning Outcomes:*

- Demonstrate a broader understanding of, and appreciation for, the field of Astronomy and Meteorology through the creation of detailed plans for night photography expeditions.
- Evaluate low-light scenes and make the appropriate technical choices to capture images that contain a full range of tones and low noise levels.
- Demonstrate an understanding of light-painting through the creation of images using long exposures in low-light.
- Create a portfolio of images using long exposures in low light that express a cohesive concept or narrative using one visual style.

## **PH 3825 - Photojournalism**

Credits: 3

This is an introductory course for students pursuing a career in photojournalism. A rigorous process of weekly exercises of photographic storytelling coupled with instructional lectures related to working with editors, as well as assessing and defining the news value of visual circumstances, gives students the ethical, historical, and philosophical nature of the profession. Upon successful completion of this course, students will have researched and produced compelling spot news photographs and short photo essays.

Prerequisites: PH 2200 - Portraiture

Notes: The textbook Photojournalism: The Professionals' Approach, 7th ed is also used in PH3850.

*Course Learning Outcomes:*

- Research ethical, historical and philosophical issues in the area of photojournalism.
- Apply the principles of effective visual story telling.
- Demonstrate unique points of view in photojournalism.
- Recognize and capture the salient element of the visual story.

## **PH 3850 - Photo Essay**

Credits: 3

This course addresses advanced skills and problem-solving in the creation of photographic essays. Through assignments and instructional lectures, the refinement of techniques in storytelling, the use of available light, electronic flash, content research, and assignment logistics will be stressed. Upon successful completion of this course, students will have increased their proficiency in both technical skills and creating narrative content through research and project completion.

Prerequisites: PH 3825 - Photojournalism

Notes: The textbook Photojournalism: The Professionals' Approach, 7th ed is also used in PH3825.

*Course Learning Outcomes:*

- Research ethical, historical and philosophical issues in the area of photo essay development and delivery.
- Develop narrative content for relevant agencies.
- Create an advanced final portfolio of photographs.
- Research content opportunities for photo essays.

## **PH 3925 - Audio for Video Production**

Credits: 3

Inescapable from the area of creating excellence in the profession of video production is the importance of audio content. The ability to capture sound, create it specifically for film content, and apply it effectively is an enhanceive, critical element of compelling video and film narratives, and is the basis for this course. Upon successful completion of this course, having used professional audio equipment and software, students will have captured sounds as they occur in dynamic staged and natural environments, created audio tracks for a short video, and through the use of audio post-production tools, altered sound for both realistic and abstract contexts.

Prerequisites: PH 2150 - Cinematography I

*Course Learning Outcomes:*

- Apply software skills in audio tracking and enhancement.
- Apply skills in capturing and blending multiple audio tracks.
- Create an audio track using a foley stage.
- Create a narrative film with a focus on audio skills.

## **PH 3950 - Video Field Production**

Credits: 3

Working on location is the hallmark of creating compelling and beautiful video-based projects for clients. In that vein, this course offers instruction, professional examples, and assignment-based projects specific to the challenges of location-based video projects. Logistical

issues such as permitting, private and public property permissions, and equipment specific to shooting on location, as well as weather protection, the use of generators as power sources, location lighting, and grip equipment are important elements to be discussed and implemented. Upon successful completion of this course, students will have researched and chosen a difficult location for video production, created a logistical plan of action for an assignment, used location-specific equipment, used scripts and storyboards, and completed a selected component for photographing and completing video projects.

Prerequisites: PH 3610 - Cinematography II

*Course Learning Outcomes:*

- Synthesize technical skills and apply problem-solving techniques to making videos on location.
- Create a logistical plan that includes research and application of appropriate permits for a defined location.
- Evaluate and choose appropriate technology to accomplish video projects.

## **PH 4000 - Senior Portfolio Review**

Credits: 0

The senior portfolio review program is designed to provide graduating students an opportunity to present their work to a group of carefully selected faculty and photography professionals specific to the chosen emphasis. Through an advisory and evaluative process, students will receive a clear understanding as to the status of their work and its readiness in a post-graduation environment. Upon successful completion of this review process, students will have made important refinements to their portfolios, serving as a central marketing piece in their profession.

Prerequisites: Completion of 90+ credits and chair approval

Corequisites: PH 4150 - Photography BFA Senior Thesis

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Organize and present senior level portfolio representing program level outcomes and evidencing readiness to graduate.
- Defend professional skill set.

## **PH 4100 - Professional Practices: Business**

Credits: 3

In this senior-level course, students learn to apply professional practices in regard to the logistics of business operations in the photographic industry. Important components of the course are in the areas of industry overviews, identifying career paths, design and negotiation of contracts, client development, and business management. Students will research photographic industry standards and create a marketable logo/collateral material, and write a business plan that illustrates their knowledge of professionalism and its application in the industry.

Prerequisites: PH 3500 - Project Development Portfolio

Notes: The textbook ASMP Professional Business Practices in Photography is also used in PH3150.

*Course Learning Outcomes:*

- Identify and apply the four basic business structure formats.
- Develop a business website through a design process.
- Create assignment estimates, invoices, contracts.
- Identify the components of and create a draft business plan.

## **PH 4150 - BFA Senior Portfolio Thesis**

Credits: 3

This senior capstone course focuses on preparing students for the transition from an academic context to one of professional practice in photography. Students will examine goals, objectives, and photographic work as they apply to the Graduation Exhibition and professional practice opportunities. Upon successful completion of this course, students will have produced a body of work that addresses their degree focus as well as preparations for professional practice.

Prerequisites: PH 3500 - Project Development Portfolio

Corequisites: PH 4000 - Senior Portfolio Review

Notes:

- Must be taken in the final semester of the program.
- Campus students must propose and present a collection of work in the Graduation Exhibition.
- Online students are not required to participate in the Graduation Exhibition but are strongly encouraged to do so.
- The textbook *No Plastic Sleeves: Portfolio and Self-Promotion Guide for Photographers and Designers*, 2nd ed. is also used in PH3500.

*Course Learning Outcomes:*

- Create a well-developed body of work that synthesizes student's degree focus.
- Prepare portfolio marketing materials.
- Produce a professional portfolio meeting industry standards.

## **PH 4250 - Special Topics in Photo Media**

Credits: 3

Special topics are designed to provide valuable skill sets as students near graduation and professional practice. Focusing on themes, methods, visual frameworks and assignments that address forward thinking and problem solving; students expand their aesthetic and theoretical vision as they apply to photography. While topics may vary, examples are blending analog and digital, the use of drones, increasing the dialogue in previous coursework, as well as addressing emerging trends in the industry. Upon successful completion of this course, students possess deeper skills and understanding of required industry practices.

Prerequisites: Completion of 80+ credit hours

Notes: Chair approval for students with less than 80 credits.

*Course Learning Outcomes:*

- Demonstrate advanced skills in photographic methods, concepts, or narratives.

## **Social + Behavioral Science**

### **SBS 1110 - Introduction to Anthropology**

Credits: 3

Anthropology is the study of human beings throughout time and across space. In this course, students explore human evolution; our place in the animal kingdom; our knowledge of others; and our knowledge of ourselves through a focus on specific peoples and cultures. Students also critically evaluate the relationship between the observer and observed culture. Upon successful completion of the course, students will learn about a variety of cultures and grasp and use the principles governing the discipline of anthropology—including its methods of research and writing.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand the study of cultural anthropology and its role within the larger discipline of anthropology.
- Understand the relationship between the observer and those being observed, and the impact of observation.
- Understand a variety of cultures.
- Understand anthropological research methods.
- Understand ethical issues confronted by anthropologists.

### **SBS 1120 - Introduction to Economics**

Credits: 3

This course provides an introduction to microeconomics and macroeconomics. The course begins by focusing on microeconomics and the study of individual consumer and firm behavior. In the second part of the course, the emphasis changes to macroeconomics, which involves the study of the economy as a whole—especially issues related to output, unemployment, productivity, inflation, and growth. Upon successful completion of this course, students have a greater understanding of the economy and economics as a field of study.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand basic economic theories.
- Understand how microeconomic theories apply to and help understand consumer behavior.
- Understand macroeconomics, the economy as a whole, economic indicators, productivity, inflation, and growth.
- Understand how macroeconomic theories apply to specific industries.

### **SBS 1130 - Introduction to Political Science**

Credits: 3

The Introduction to Political Science course includes important theories of political concepts, issues, political behavior, processes, comparative politics, public administration, policy, and international relations. Upon successful completion of the course, students have a greater understanding of political systems and political science as a field of study.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand political systems in the U.S. and others across the world.
- Understand important political science theories, concepts, and systems.
- Understand political theories and contemporary issues impacting domestic politics and international relations.
- Understand important political science theories, concepts, and processes.
- Understand strategies for public interaction with government.

### **SBS 1140 - Introduction to Psychology**

Credits: 3

This course provides an introduction to the scientific study of behavior and mental processes. Topics include social, cognitive, developmental, and personality psychology. Upon successful completion of the course, students have a greater understanding of psychology as a field of study.



Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand the biology of the brain and human systems involved in perception, feelings, and behavior.
- Understand biological, environmental, internal, and external bases for human behaviors.
- Understand the various theories of personality and human behavior such as: behavioral, social, cognitive, humanistic, and biological.
- Understand other influences on human behavior such as motivation, emotion, and social groups. Analyze theoretical texts and case studies.
- Understand theoretical texts and case studies.

## **SBS 1150 - Introduction to Sociology**

Credits: 3

This course provides an introduction to classical and contemporary views of modern society. Topics include the nature of community, social inequality, class, race, gender, and sexuality. Students engage with theoretical texts and case studies. Upon successful completion of the course, students have a greater understanding of social forces, movements, and issues that highlight sociology as a field of study.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand classical and contemporary views of society.
- Understand behavior among social groups and communities.
- Understand how behavior is influenced by social forces, including social inequality, class, race, gender, and sexuality.
- Understand theoretical texts and case studies.
- Understand the impact of social forces on individual behavior, within relationships, and among communities.
- Understand of social movements and sociological theories.

## **SBS 3020 - American Political Landscapes**

Credits: 3

American Political Landscapes provides an overview of current political climate in the United States to encourage students to develop informed political citizenship. This course explores the history of American political thought, socio-political issues, media and politics, and civic engagement. Additional topics include the Constitution, the Electoral College, campaigning, and voting. Outcomes: through discussion, writing, and research, students gain an in-depth understanding of the history, theories, and processes of American politics.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand current political climate in the United States.
- Understand political citizenship.
- Understand the history of American political thought, socio-political issues, media and politics, and civic engagement.
- Understand the history, theories, and processes of American politics.

## **SBS 3310 - Topics in Anthropology**

Credits: 3

This junior-level course explores various aspects of Anthropology as a field of study. The course content varies, allowing students to explore specific aspects of Anthropology with greater depth and mastery. Upon successful completion of the course, students demonstrate greater understanding of anthropology and a greater capacity to engage anthropological texts.

Prerequisites: EN 1110 - Composition I

### *Course Learning Outcomes:*

- Understand adaptation, evolution, epigenetics, evolutionary medicine, culture, and fitness.
- Understand the relationships among disease, genetics, race, and human evolution.
- Understand issues associated with traits that no longer fit with the living environment.
- Understand the human diet throughout history, how human digestion demonstrates adaptation and issues associated with adaptations regarding the human diet.
- Understand anthropological texts to construct understanding of and research hypotheses connecting human evolution, culture, diet, living conditions, and disease.

## **SBS 3340 - Topics in Psychology**

Credits: 3

This junior-level course explores various aspects of psychology as a field of study. The course content varies, allowing students to explore specific aspects of psychology with greater depth and mastery. Upon successful completion of the course, students demonstrate greater understanding of psychology and a greater capacity to engage with anthropological texts.

Prerequisites: EN 1110 - Composition I

### *Course Learning Outcomes:*

- Understand the biology of the brain and human systems involved in perception, feelings, and behavior.
- Understand biological, environmental, internal, and external bases for human behaviors.
- Understand the various theories of personality and human behavior such as: behavioral, social, cognitive, humanistic, and biological.
- Understand other influences on human behavior such as motivation, emotion, and social groups. Analyze theoretical texts and case studies.
- Understand theoretical texts and case studies.

## **SBS 3350 - Topics in Sociology**

Credits: 3

This junior-level course explores various aspects of sociology as a field of study. The course content varies, allowing students to explore specific aspects of sociology with greater depth and mastery.

Prerequisites: EN 1110 - Composition I

### *Course Learning Outcomes:*

- Understand various aspects of Sociology as a field of study.
- Understand major artistic, cultural and intellectual accomplishments throughout history.
- Understand how to engage sociological texts.

## **SBS 3360 - Topics in Culture**

Credits: 3

Topics in Culture familiarizes students with the interdisciplinary field of cultural studies. Topics may include gender, race, ethnicity, sexuality, youth, and family. Upon successful completion of the course, students have a greater understanding of cultural studies, particularly regarding issues of power in social relations.

Prerequisites: EN 1110 - Composition I

### *Course Learning Outcomes:*

- Understand the interrelation of theory, issues and knowledge, including historical frameworks and methodology of relevant disciplines in relation to the study of gender and culture
- Understand the interlocking systems of power which produce differences among men, women and between women and men in various cultural milieus
- Understand feminist texts, debates, language and theoretical issues in the study of gender and culture
- Understand critical analysis to the study of complex approaches to culture

# **Student Code of Conduct + Student Conduct Process**

The general principles governing community life at Rocky Mountain College of Art + Design are shaped by the Mission Statement of the College and the College's core values. The following Student Code of Conduct and subsequent conduct process is designed to create a responsible intellectual community; to promote the respect of the College and individual property; to treat all members of the community with respect and dignity; and sustain an environment that facilitates personal, intellectual, artistic and creative growth and development.

The Student Code of Conduct and related policies and procedures are developed to foster each student's freedom to learn and to protect the rights of all College community members. RMCAD is committed to creating an interactive, supportive campus environment that is conducive to education, work, study and artistic development. When you enroll at the College, you assume the responsibility of observing the policies outlined in the Student Code of Conduct. A "student" includes all individuals taking courses at the College, either full-time or part-time, both on-campus and online, and includes those individuals who are not seeking a degree. Persons who withdraw from the College after allegedly violating the Code of Conduct, who are not officially enrolled for a particular term but who have a continuing relationship with the College, or who have been notified of their acceptance for admission, are considered students.

The Dean of Students Serves as the Conduct Officer for RMCAD and is charged with upholding the tenets detailed in the Code of Conduct, and state and federal laws. Reported violations of the Code of Conduct will be reported to the Dean of Students who will investigate, document, and resolve alleged infractions using established procedures.

## **General Principles of The Student Code of Conduct**

### **Personal Integrity**

RMCAD is committed to creating a learning community in which all members participate in the free pursuit of truth and honesty. The College has established an atmosphere of mutual trust in which members of the community abide by ethical standards in conduct and in the exercise of responsibilities.

### **Respect for the Rights + Concerns of Others**

RMCAD strives to provide an environment that nurtures the growth and development of students, demonstrating respect for one another, sensitivity to differences, and fair and just interactions with one another. All members of the College community are entitled to and responsible for maintaining an environment of civility that is free from disparagement, intimidation, harassment and violence of any kind. Students, faculty and staff are expected to treat each other with mutual respect at all times.

### **Respect for Property**

College community members are expected to respect College property, the property of other members of the College community, and the property of the global community in which we live.

### **Respect for the Law + College Policies**

RMCAD operates within the boundaries of federal and state laws, in addition to governing itself. Members of the College community are expected to demonstrate respect for the laws of the State of Colorado, federal laws and regulations, as well as respect for College policies, regulations, procedures, their administration and the processes for changing those laws, policies and regulations and procedures.

## **Student Code of Conduct – Standards of Conduct**

The Student Code of Conduct reflects the College's commitment to creating and sustaining an environment that fosters the academic, creative and personal development of students and other members of the College community, and to promote a safe and civil campus environment.

RMCAD expects students to maintain standards of personal integrity that are in harmony with the educational goals of the College; to assume responsibility for their actions; to observe national, state and local laws and College regulations; and to respect the rights, privileges and property of the College. To protect these privileges and opportunities, the student assumes the personal responsibility for upholding standards reasonably imposed by the College relevant to its mission, processes and functions. Foundational principles of academic honesty, personal integrity, tolerance, respect for diversity, civility, freedom from violence, and pursuit of a lifestyle free of alcohol and drug abuse are examples of these standards.

The Dean of Students is responsible for administering the Student Code of Conduct and will represent the College in student disciplinary matters. Violations of these standards of conduct may result in disciplinary action. Likewise, assisting or encouraging another person to engage in violations of these standards is grounds for disciplinary action. Failure to report a violation when one has direct or indirect knowledge of circumstances may be considered endorsement of misconduct and may also be subject to disciplinary action. The following definitions are not designed to be an exhaustive list and must not be interpreted to include all potential violations. Any student that engages in the following misconduct may be subjected to disciplinary proceedings and sanctions.

### **Abuse**

Abuse includes, but is not limited to, physical fighting, sexual harassment, sexual abuse (including, but not limited to, violent sexual misconduct), verbal or emotional abuse, threats of violence or other inappropriate conduct, intimidation, stalking, coercions and/or other conduct which threatens or endangers the physical or mental health, well-being or safety of another person or oneself.

### **Abuse of the Student Conduct Process**

Abuse of the student conduct process includes, but is not limited to, failure to obey the notice to appear for a meeting or a hearing; falsification, distortion or misrepresentation of information; disruption or interference with the orderly conduct of a hearing; failure to comply with any requirements or sanctions agreed to in a disciplinary action; harassment or intimidation of any person involved in a conduct proceeding.

In addition, the institution of a frivolous or malicious student conduct proceeding, the unauthorized release or disclosure of information related to a student conduct proceeding, and any failure to comply with any sanction(s) or outcome(s) imposed for violations of this Code or other RMCAD rules, regulations, or policies is strictly prohibited.

### **Alcohol + Marijuana**

Possession, use, manufacture, distribution or sale of alcoholic beverages or any marijuana or THC products as an individual or recognized College organization in violation of the local, state, or federal law or College policies is prohibited.

Students exhibiting intoxicated behavior will be asked to leave the campus. Students suspected of intoxication will not be permitted to operate a vehicle and must instead use public transportation, request a taxi (student will be responsible for fees), or phone a contact to transport them off premises. Law enforcement may be contacted on an as-needed basis depending on the specifics of the situation.

### **College Computer, Network, + Telecommunications**

The unauthorized use of facilities, services, equipment, account numbers or files is prohibited. Additionally, it shall be a violation of this Code for any student to read, copy, change, delete, tamper with, or destroy any other user's files, software, programs and accounts without permission of the owner.



## **College Policies**

The violation of published College policies, rules and regulations found in, but not limited to, the College Catalog may result in disciplinary action.

### **Dishonesty**

Academic dishonesty is conduct or behavior including, but not limited to cheating; plagiarism; unauthorized possession or disposition of academic materials; falsification; collusion; or other forms of dishonesty affecting the academic environment. Other forms of dishonesty include but are not limited to furnishing false information to any College official, faculty member or office; and forgery, alteration or misuse of any College document, record or instrument of identification.

Such conduct also includes intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency. Additionally, the use, possession, manufacturing, and or distribution of identification cards or devices that are false or fraudulent or that misrepresent any individual's identity, age, or other personal characteristic, including using another individual's identification is prohibited.

### **Disorderly Conduct**

Disorderly conduct is defined as any act or summary of actions that is disruptive, lewd, indecent or otherwise breaches the peace; regardless of intent. Disorderly conduct includes, but is not limited to yelling, shouting, or cursing, when such conduct is disruptive to others. In addition, such conduct shall include, obstruction or disruption of teaching, research, administration, hearing procedures, or RMCAD activities or of other authorized activities, including studying, learning, and emergency services.

### **Illegal Drugs**

The use (or misuse), possession, manufacture or distribution of illegal drugs, drug-related paraphernalia, narcotics or other controlled substances (except as expressly permitted by law) is prohibited. The abuse or sale of prescription drugs for persons or purposes other than for which the substance has been prescribed is prohibited. Likewise, the misuse or abuse of legal over-the-counter drugs or medicine is prohibited. A student may be removed from class in the event of excessive or irresponsible substance/drug use; the use of prescription, legal or illicit drugs in an excessive or irresponsible manner may result in disciplinary action and/or removal from classes and suspension pending investigation. Irresponsible and excessive drug use may be defined as, but not limited to, the student appearing to be in an intoxicated or altered state or exhibiting conduct or behaviors which disturb or disrupt the learning environment or campus culture and community. In the event of disciplinary action and/or suspension the student may be expected to submit to a toxicology test or provide documentation of their treatment for drug/substance use at their expense.

Students exhibiting intoxicated behavior or in situations where drug use may be suspected will be asked to leave the campus. Students suspected of being intoxicated or in an altered state will not be permitted to operate a vehicle and must instead use public transportation, request a taxi (student will be responsible for fees), or phone a contact to transport them off premises. Law enforcement may be contacted on an as-needed basis depending on the specifics of the situation. Students experiencing drug or alcohol misuse, or dependency may contact the Personal Counselor and/or Dean of Students for referral to additional support and resources.

### **Failure to Clean Up + Remove Belongings**

Any belongings abandoned in campus buildings or grounds for over 7 days will become the property of the Rocky Mountain College of Art + Design and may be discarded.

### **Failure to Comply**

Failure to comply or cooperate with RMCAD officials or law enforcement officers acting in their official capacity within established guidelines (provided that no students shall be required to furnish information that would be self-incriminating), including to provide identification when asked or to surrender, upon request, one's RMCAD identification card until an incident is resolved.

## **False Reporting + Disruption of Disciplinary Proceedings**

False reporting is defined as intentional falsification, distortion or misrepresentation of information in reports or information presented as part of a student disciplinary proceeding or otherwise reported to the Dean of Students. Disruption of disciplinary proceedings is defined as disrupting or interfering with the student disciplinary process or failure to obey a notice to appear for an administrative meeting related to disciplinary proceedings or a meeting with the Conduct Review Board.

## **Firearms, Explosives, Weapons, Dangerous Substances + Devices**

Possession and/or use of firearms, explosives, illegal weapons as defined under state law, air or pellet guns, paintball guns, slingshots, firecrackers, fireworks, or any other object, chemical, or weapon designed or intended to inflict a wound or cause injury (or imitations or replicas of any such item) is prohibited on RMCAD property, including parking lots. This includes concealed weapons for which a permit has been obtained.

## **Threatening Behavior**

RMCAD forbids and will not tolerate or condone any threatening, intimidating, coercive, or reckless conduct by members of the RMCAD community.

## **Guests + Visitors**

Students are responsible for the behavior of their guests. Any violation of the Student Code of Conduct or College policies by a guest may result in a complaint and sanction against the hosting student. See the Visitors section of the catalog for more information.

## **Harassment + Discrimination**

Harassment is behavior or conduct that objectifies a personal attribute, singling it out for ridicule, attack or disparagement. Students may not engage in conduct or behavior that serves to degrade the status of another person. The attributes of such behavior or conduct include, but are not limited to, degradation or objectification related to the following: race or ethnic origin; gender; physical or mental disability; age; religion; economic class; and sexual orientation.

Conduct indicative of harassment includes, but is not limited to, conduct that would place a reasonable person in fear of their personal safety through words or actions, physical contact, written or verbal comments, or suggestions expressed through email, posting or other mediums, hostile or threatening gestures or other forms of degradation.

## **Hazing**

RMCAD forbids hazing and all other activities that interfere with the personal liberty of an individual. RMCAD defines hazing as any action taken or situated created, whether on or off RMCAD property, to produce physical or mental discomfort, embarrassment, harassment, or ridicule for the purpose of initiation into, affiliation with, or admission to, or as a condition for continued membership in, a group, team, club, or other organization.

Acceptance of an activity on the part of a new member or individual does not justify participation in or sponsorship of the activity. Any violation of this policy should be reported to: The Dean of Students at 720.525.7102.



## **Interference, Obstruction, or Disruption**

Interference, obstruction and disruption includes behavior that interferes with, obstructs or disrupts any normal College activity such as teaching, recreation, meetings, public events, disciplinary proceedings, the freedom of expression, and movement of students or other members of the College community and their guests.

Participation in activities that threatens the safety of the College community and/or infringes on the rights of its members is prohibited.

## **Models in the Classroom**

RMCAD hires models to pose for studio classes, and in many instances the models work nude. As per course syllabus, instructor direction and the Code of Conduct, students are required to treat models in a professional and respectful manner. Students under the age of 18 will be required to submit written permission from their parent or guardian through the Parental Request Form, allowing them to attend classes in which nude models are utilized.

## **Online Conduct + Written Communication**

All written communication between students and faculty must be professional, respectful, and urbane. Students should avoid using sarcasm and jokes as interpretation may vary based on recipient/viewer. Emails to faculty must adhere to basic grammatical tenets and be free of spelling errors. Students may not use crass language and abbreviated spelling in a collegiate email; institutional emails are not text messages and should not be treated as such.

As is custom with many forms of written communication over the Internet, words and sentences written in all caps (e.g. LIKE THIS) will be considered aggressive and as such are inappropriate in written communication with RMCAD faculty, staff, and students. Students who wish to emphasize a point must use grammatically appropriate methods such as italics or quotation marks.

Students should neither post nor reply to written communication designed to incite angry responses. This type of intentional provocation will be considered a violation of the Code of Conduct. Students should always be respectful and realize that written communication and sent email cannot be edited or recalled. If a student is upset after reading a post, draft your response in a private medium (such as a word processor or similar medium) and pause before replying or reacting. Ensure that you are calm and contemplate your response before sending or posting and remember that the person who wrote the original comment may not have intended it to be offensive or inciteful.

## **Discussion Boards**

Discussion boards are the online equivalent of a live classroom discussion. The policies detailed throughout the Student Code of Conduct also apply to the online discussion boards. Students should exercise more caution in the discussion boards, as tone gets lost in written communication, and posts are immediately discoverable, documentable communications.

Students should only post messages to the class discussion forums that are germane to the topic of the class. Communication about personal topics should be discussed outside of class. The Q&A discussion forum (if used) is for topics related to the class' procedures, assignments, topics, and other information that might be helpful for other students. Students are prohibited from posting criticism of RMCAD faculty, staff, policies, procedures, or other subjects not related to the class in the discussion forums. Criticisms such as these need to be brought through the appropriate venue--typically the Department Chair.

Faculty have the right to censor students' posts to the discussion forum if they feel the post violates the policies in this handbook or are otherwise inappropriate for class. Properly cited, outside sources such as current articles and stories about the topic are welcome but may be censored by the faculty member at their discretion. Students can contest a censored or deleted post with the faculty member in private communication realizing that the instructor makes the final decision.

## **Social Media**

Social media are media for social interaction using electronic, web-based technologies to communicate user-generated content and interact with others engaged in the same or similar activities. Social media include, without limitation, LinkedIn, Twitter, Facebook, YouTube, Instagram, Flickr, Vine, and MySpace. Students must follow the same behavioral standards online as they would in other forms of communication. The College Code of Conduct, laws, ethical rules, professional expectations, and guidelines apply online. The following guidelines must be observed at all times:

### **Copyright**

Recognize and respect others intellectual property rights, including copyrights. Never use more than short excerpts from other's work, and always attribute content to its original source.

### **RMCAD Image**

Do not use RMCAD's logos or any other university images on personal social media sites. Do not use RMCAD's name to promote a product, cause, or political party or candidate.

### **RMCAD Affiliation**

If you identify yourself as a member of the RMCAD community on any site, either directly or by implication, do not state or imply that you speak for the College unless you have been given express permission to do so. In any communications in which your affiliation with the College is apparent, you must state explicitly that any views you express are your own and do not represent the views of the College.

### **RMCAD Property**

College computers are considered a college resource; any posts you create, including posts on personal or pages unrelated to the College and/or accounts, using college property or while on College grounds must adhere to the College Code of Conduct.

### **Objectionable or Inflammatory Posts**

Do not post anything profane, obscene, threatening, harassing, discriminatory, abusive, hateful or embarrassing to another person or entity. Such conduct is subject to RMCAD's Code of Conduct and anti-discrimination and anti-harassment policies.

### **Non-Disparagement**

Do not make false, misleading or defamatory statements about RMCAD, its faculty, staff, students or competitors.

### **Disclosure of Private Matters**

Do not disclose private facts about RMCAD or its faculty, staff, students or competitors. This includes conversations or statements the parties intended as private, and disclosure of internal management, operational and personnel discussions communicated to limited audiences in the course of operating the College.

### **Terms of Use**

Read, know and comply with the terms of use of any sites you use.

Any violations of this policy may, in the discretion of the College lead to disciplinary action, up to, and, including expulsion.

## **Plagiarism**

Plagiarism is a form of cheating. To plagiarize is "to steal and pass off the ideas or words of another as one's own, use a created production without crediting the source, commit literary theft, or present as new and original an idea or product derived from an existing source" (Merriam-Webster's Collegiate Dictionary, 1993). Plagiarism is intellectual theft, a serious academic offense with serious consequences.

Plagiarism may be considered but is not limited to:

- Cheating, which is defined as the giving or taking of any information or material with the intent of wrongfully aiding oneself or another in academic work considered in the determination of a course grade or the outcome of a standardized assessment;
- Plagiarism, which is defined as the act of stealing or passing off as one's own work the words, ideas or conclusions of another as if the work submitted were the product of one's own thinking rather than an idea or product derived from another source;
- Plagiarism extends to self-plagiarism, which is the use of one's own previous work in another context without citing that it was created previously. This can be work created in other classes or for outside college activities. Any deviation from this policy should be addressed in writing from the faculty member;

- Presenting the visual media, intellectual property or creative efforts of another as your own; or
- Any other form of inappropriate behavior which may include but is not limited to falsifying records or data, lying, unauthorized copying, tampering, abusing or otherwise unethically using computer or other stored information, and any other act or misconduct which may reasonably be deemed to be a part of this heading.

## **Sexual Misconduct**

For Sexual Misconduct policies and procedures please see the Title IX: Sexual Misconduct and Non-Discrimination Policy.

## **Theft/Damage**

Theft, attempted theft of, or unauthorized use or possession of property, services or software owned or controlled by the College or an individual is prohibited. Damage includes but is not limited to: vandalism and graffiti to property of the College; property that belongs to a member of the College community; or other personal or public property.

Theft or attempted theft from the college supply store is subject to disciplinary sanctions detailed herein. Law enforcement may also be called, in which case the college reserves the right to pursue prosecution to the fullest extent applicable.

## **Unauthorized Use or Entry of RMCAD Facilities**

Accessing, entering, or using RMCAD facilities, property, systems, or services without authorization is prohibited.

## **Violation of the Law**

Violation of any federal, state or local law is prohibited.

## **Willful Harm to the Psychological Well-Being of Another**

Willful or reckless infliction of emotional or mental anguish; any willful or threatened act that results in the physical, mental or emotional injury of another; including but not limited to bullying, harassment, threats, intimidation, belittling, and/or disparagement.

## **The Student Conduct Hearing Process**

All members of the RMCAD community are responsible for upholding the Student Code of Conduct and for holding others accountable to its principles by reporting violations in a timely fashion. The ability of the College to take appropriate remedial action is limited by the timeliness of a reported incident or violation, the comprehensiveness of the report, and the willingness of those involved to assist in all stages of any investigations and disciplinary proceedings.

The Student Code of Conduct applies to any person taking a course at the College on a full- or part-time, on-campus or online, or non-credit basis. Disciplinary actions may affect anyone who enjoys benefits and privileges of the College. Disciplinary action may be initiated as a result of conduct which occurs on the College premises in any capacity, as well as at off-campus events and activities sponsored, organized or participated in by the College or College-recognized student organizations or student groups. RMCAD may also address off-campus conduct through the student conduct process when the reported behavior may adversely affect the interests of the College community.

Student conduct includes, but is not limited to, interpersonal interactions as well as posting information in violation of College policies on websites, journals or blogs. The College reserves the right to report any perceived violations of civil or criminal law to the proper authorities. Students may be held accountable to both civil authorities and the College for violations of law that also violate the College's

policies. The College may pursue disciplinary action at the same time as criminal proceedings and encourages the reporting of any criminal activity to the local police department.

The College views the conduct process as an experience that can result in growth and personal understanding of one's responsibilities and privileges within the College community. It is not intended to be a substitute for civil or criminal legal proceedings, so therefore outside legal representation of a student by counsel is not permitted.

This process is designed to provide a fair evaluation of whether or not a student has violated College policies. Formal rules of evidence do not apply in the College's conduct process. The College uses the preponderance of evidence when determining responsibility for alleged violations of the Code of Conduct. A preponderance of evidence means that what is alleged to have happened is, more likely than not, what actually happened. This shall be the standard of proof used in all conduct proceedings under this code.

In an emergency situation, the College reserves the right to take administrative action, apart from the student conduct process. Such action may be taken when conduct poses an unreasonable threat to the student(s) engaged in the conduct, or other individuals or the College. The Dean of Students or Designee must approve all such administrative action. Possible dispositions may include, but are not limited to, mandatory evaluation, temporary or indefinite withdrawal from the College, and/or other administrative action.

In every case, the judgments made by the Dean of Students or Designee, or by the Hearing Board, are made based upon a preponderance of evidence.

In cases of non-consensual, forcible or non-forcible sexual conduct, students are advised to seek medical attention immediately in order to preserve any physical evidence in case the individual wishes to prove criminal sexual assault. Students are also advised to obtain counseling support from campus or community resources. In addition, these complaints may be addressed through the Title IX processes. The Title IX complaint form is found here.

## **Authority + Jurisdiction**

The Dean of Students, or Designee, is responsible for administering the Student Code of Conduct process and will represent the College in student disciplinary matters (other than Title IX and Sexual Misconduct).

## **Initiating a Complaint**

Any member of the College community may file a written complaint—other than Title IX and Sexual Misconduct—against a student for an alleged violation of the Student Code of Conduct to the Dean of Students or designee. (Please see the RMCAD Title IX: Sexual Misconduct and Non-Discrimination Policy for information on filing complaints of this nature.)

All complaints must be in writing. Anonymous complaints and informal reports will be accepted and will be acted on to the extent necessary and appropriate under the circumstances. The Complaint Form can be downloaded from [www.rmcad.edu/student-complaint-form/](http://www.rmcad.edu/student-complaint-form/)

The complaint should include the following information:

- The name of the student(s) alleged to have violated the Student Code of Conduct
- A clear statement surrounding the nature and circumstances of the complaint (date, time, place, incident, witnesses)
- The identification of the specific part of the code allegedly violated
- The names, addresses and telephone numbers of those filing the complaints

Upon receipt of the written complaint, the Dean of Students, or Designee, will investigate the complaint; determine whether the complaint falls within the jurisdiction of the Student Code of Conduct; and determine whether to begin the hearing process into the alleged violation.

In cases where the potential sanction is less than a suspension or expulsion, and where the Respondent has no previous Code of Conduct violations, alternative dispute resolution, such as mediation, may be offered by mutual consent of the parties involved and, on a basis, acceptable to the Dean of Students or Designee.

A written summary of these agreements is provided to all parties. These agreements are binding and once entered are not subject to appeal. Failure to abide by the agreements could result in the incident being re-examined in the conduct process for possible disciplinary action.

The process for reviewing Student Code of Conduct complaints will occur within 24 hours of receipt. The Dean of Student or Designee will acknowledge receipt of the complaint and inform the Complainant (who has submitted the complaint).

Student Code of Conduct complaints will be investigated and resolved within 21 days and the outcome communicated to the complainant and the Respondent.

## **Notice of Charges**

Students accused of a Student Code of Conduct violation will be given written notice of charges. The notice will describe the alleged conduct violations and will inform the student of the next step in the investigation process. As needed to protect any involved parties, the letter of notice may also contain certain restrictions, pending the resolution of the matter through the hearing process. If the student fails to schedule a conference, the College reserves the right to make a decision in the case without the benefit of the student's participation.

## **Administrative Conference with a Hearing Officer**

The first step in the process is an administrative conference between the Dean of Students or Designee and the accused. The following may occur during an administrative conference:

- An explanation of the discipline process
- A discussion of the Respondent's rights
- A review of the charges with the Respondent
- The Respondent will be given an opportunity to respond to the charges, either during the meeting or within a specified time frame
- The Respondent must submit information requested by the Dean of Students within five business days; failure to respond within the aforementioned time frame will result in the College making the decision on the alleged code of conduct violation.

### **Administrative Hearing Outcome**

At the conclusion of the Administrative Conference (and related process), the Dean of Students, or Designee, will take the following action:

- Defer judgment and refer the case to the Hearing Board for a formal hearing.
- Decide the case and render a decision and, if appropriate, a sanction. The Respondent will receive a notice in writing summarizing the findings of the conference and informing the student of subsequent actions within 48 hours of the Administrative hearing.

Following the Administrative Conference with the Dean of Students, or Designee, the student has the following options:

- Accept the decision and, if rendered, the related sanction(s) (see "Progressive Sanctions" section below) or restorative resolution outcomes.
- In cases where academic dishonesty is the infraction, the Senior Vice President of Academic Affairs or Designee will determine the appropriate level of disciplinary action.
- Dispute the charges and request in writing to the Dean of Students or Designee, within 48 hours, a hearing with the Hearing Board.

## **Disposition by Hearing**

Following an Administrative Conference, the Dean of Students, or Designee, may investigate the incident further when information is insufficient, or when the student does not agree with the charges and elects to request a hearing with the Hearing Board.

## Hearing Board

The Hearing Board will decide cases referred to it by the Dean of Students or Designee and appeals by a Respondent after an Administrative Conference. The Board is composed of the Director of Accreditation and Compliance (Chair), a faculty member (from the student's program of study) and one staff member. A minimum of three members must be present to hear a case.

## Proceedings of the Hearing Board

The Chair of the Hearing Board will convene the panel, have all in attendance introduce themselves, and explain proceedings. All proceedings shall be conducted in a manner which assures fairness. The proceedings shall be closed to the public.

The Respondent may be accompanied by a student representative (a senior student in good academic and institutional standing). The role of the student representative is limited to ensuring the conduct review process is conducted in a fair and objective manner.

The Chair will be responsible for reading the complaint and stating the charges against the Respondent. The Chair directs the presentation of the College's evidence and witnesses. The Chair will ask the Respondent to respond to the charges, present evidence on their behalf, and call any witnesses.

The Hearing Board may ask questions of or recall any hearing participants to address specific issues or questions at the request of either the Respondent or a Hearing Board member.

Comments/statements must be restricted to matters directly relevant to the case. Formal rules of process, procedure or evidence, as established and applied in the civil or criminal justice system, do not apply in this process.

In every case, the facts are to be reviewed and decisions made based upon a preponderance of evidence.

Any person disrupting, interfering with or not abiding by the rulings of the Chair may be dismissed. The Chair will conclude the hearing and dismiss the Respondent and their student representative, if applicable, prior to the Hearing Board entering a closed-session deliberation.

During deliberation, the Hearing Board will decide whether or not the Respondent has violated the Student Conduct Code and render an appropriate sanction; or in the case of an appeal, will decide to uphold, modify or reverse the original sanction.

The Hearing Board has the authority to determine the appropriate level of disciplinary action taking into consideration the severity of the infraction, impact on individuals or the community, and the past record of discipline. The outcome of the hearing will be communicated to the Complainant and Respondent within 72 hours. Decision letters that include information identifying persons listed as Complainants may not be released by the student to unauthorized third parties. Failure to comply with this requirement could result in additional disciplinary charges.

In addition, the Hearing Board may place limits or conditions, require relocation, restitution, community service, and/or specify participation in educational programs and interventions including, but not limited to, those related to alcohol or drug use, ethical decision making, personal counseling, and restorative justice.

## Rights of Accused Students (Respondents)

Throughout their involvement in the conduct process, the Respondent has the following rights:

**Right to Notice:** The student shall receive written notice of charges. This notice may be sent via email.

**Right to Prepare:** The student shall be given two weeks to prepare for a hearing or appeal by the Hearing Board.

**Right to an Advisor/Representative:** The Respondent may be accompanied by a student representative. The role of the advisor (student representative) is limited to ensuring the conduct review process is conducted in a fair and objective manner.

**Right to Present Information:** The Respondent will have the opportunity to present information by witness, affidavit, and/or personal testimony that they feel is important for consideration with regard to the complaint. All information must be submitted to the Dean of Students or Designee within five business days of the Administrative Conference or Hearing Board hearing.

**Right to Hear Testimony:** The Respondent has the right to hear all information presented at a hearing and to be involved in the entire hearing except for the period of deliberation.

**Right to Appeal:** The Respondent has the right to request an appeal if circumstances meet the conditions outlined in the appeal process.

## Rights of Complainant

Throughout their involvement in the conduct process, the Complainant of any alleged student misconduct has the following rights:

**Right to Be Informed:** The Complainant shall be informed of the progress and outcome of the conduct proceedings, subject to requirements imposed by the Campus Security Act, as amended by the Higher Education Amendments of 1992.

**Right to an Advisor/Representative:** The Complainant may be accompanied by a student representative. The role of the student representative is limited to ensuring the conduct review process is conducted in a fair and objective manner.

**Right to Provide a Statement:** The Complainant may provide a written statement in place of or in addition to giving testimony at the hearing, for consideration during the disciplinary proceedings. The statement shall describe the circumstances attendant to the harm that the Complainant sustained as a result of the alleged misconduct.

**Right to Reasonable Efforts to Ensure Safety:** A Complainant has the right to demonstrate that steps should be taken to prevent unwanted contact or proximity with the Respondent(s).

## Appeals Process

A Respondent may appeal, in writing to the College President, a decision reached the Hearing Board within five business days of the date of the decision letter.

The basis for appeal is limited to a significant procedural error to the rights of the student; compelling new evidence not available at the time of the hearing, which when considered, may alter the decision; or the imposition of a sanction that was arbitrary and capricious.

The possible outcomes of an appeal are:

- Denial of the appeal
- Remand the case back to the Hearing Board to reconsider the new information and/or sanction
- Hear the case and uphold, modify or reverse the original sanction

## Progressive Sanctions

RMCAD is concerned with the individual student and will consider all of the circumstances in a particular case when assigning sanctions. This includes past disciplinary record, nature of the violation, and severity of damage, injury or harm. Sanctions are intended to be progressive and educational in nature, with a goal of preventing future violations from occurring. One or more of the following sanctions may be imposed for violating the Student Code of Conduct policy.

### No Action

It may be found that the charges against the student are unsubstantiated and the student is exonerated. In this case, the decision letter specifies that the charges are cleared, and no disciplinary action is taken.

### **Warning/Disciplinary Probation**

A warning can be issued for a minor, first-time violation. A warning is a written or oral communication that further misconduct may result in more severe disciplinary action. The student is given a specific time period in which to show changes in behavior. Violations of the terms of probation or subsequent misconduct are grounds for further disciplinary action, including suspension or expulsion.

### **Interim Suspension**

The Dean of Students, Designee, or Hearing Board may suspend a student for an interim period prior to a Hearing Board hearing or administrative conference. An interim suspension will be effective immediately, without prior notice, when the Dean of Students or their Designee(s) determines that the continued presence of the student on the campus may pose a substantial threat to themselves, any member of the community, or the stability and continuance of normal College functions.

A Hearing Board hearing or Administrative Conference will take place as soon as reasonably possible following an interim suspension.

### **Suspension**

Suspension is separation of the student from the College for a defined period of time, after which the student is eligible to re-enroll or re-apply for admission. Re-admission or re-enrollment is not guaranteed. Specific criteria may be imposed during the conduct process as conditions for re-enrollment or re-admission. During a period of suspension, the student may be barred from visiting campus or participating in College-sponsored events and programs off campus.

### **Expulsion**

In the case of expulsion, the student is required to permanently leave the College. The student will be denied access to the College campus or designated portions of campus. All expulsions recommended by the Dean of Students or Designee or the Hearing Board must be approved by the College President. Reports of behavior that may result in suspension or expulsion may be referred to the Hearing Board.

### **Grading Penalty**

When a student is found responsible for engaging in academic dishonesty, the faculty member may impose a grading penalty, which could include failure for the assignment in question, a reduction in grade, or failure in the class. If the faculty member reduces a grade based on the finding of academic dishonesty, that action would be reported and kept on file in the Office of the Registrar.

If, in the process of a plagiarism investigation, plagiarism in prior classes is identified, grades for prior classes may have a reduction in grade applied, including failure.

### **Discretionary Sanctions**

Other sanctions may be imposed instead of, or in addition to, those specified above. These include, but are not limited to, alcohol or drug education, recommendation for counseling, required mental health assessment, or a special educational project designed to assist the student in better understanding the overall impact of their conduct. Students may also be referred to the Counselor for evaluation or restricted from certain College buildings. Other discretionary sanctions include:

### **Restitution or Fines**

Fines or restitution may be imposed as a sanction to offset damage caused or potentially caused by misconduct. The student is required to make payment, either in money or services, to the College or to other persons, groups or organizations that may be affected by the misconduct.

### **Loss of Privileges**

The student may be denied specific privileges for a specific period of time. Privileges may include, but are not limited to, guests, computer use or participation in activities.



**Refund Policy**

In the event of suspension, expulsion or removal from enrollment at the College for cause, tuition is forfeited.

**Record of Discipline**

Student disciplinary records will be maintained in keeping with the Federal Family Educational Rights and Privacy Act of 1974 (FERPA) and subsequent amendments and the guidelines for implementation. The record of disciplinary actions will be kept on file in the Office of the Dean of Students. Disciplinary records are maintained for a period of seven years from the date of the last decision. Information regarding a student's disciplinary record is available to persons or offices internal to the College, who have a demonstrated need to know.

# Student Policies + Procedures | Student Information

## Address Change

It is the student's responsibility to update any change of name, address, telephone number or billing address by notifying the Office of the Registrar as soon as possible. Students may also submit these change requests via the student portal.

## The Family Educational Rights + Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 sets forth requirements regarding the privacy of student records. FERPA governs 1) release of these records (known as education records) maintained by an educational institution; and 2) access to these records. FERPA rights apply to students who are in attendance at RMCAD, as well as former students. Students are "in attendance" the day they first attend a class.

## What is an Education Record?

Education records are any records directly related to a student and maintained by RMCAD or by a party acting for the institution. Education records include demographics, personal information, class assignments, attendance, grades, test scores, placement scores, discipline records, special services, Financial Aid, etc.

## What is Not Considered an Education Record?

- Records of instructional, supervisory, administrative, and certain educational personnel which are in the sole possession of the maker thereof and are not accessible or revealed to any other individual except a substitute.
- Records maintained by a law enforcement unit of the educational agency created by that law enforcement unit for the purpose of law enforcement and not shared with others.
- Records relating to individuals who are employed by the institution, which are made and maintained in the normal course of business, related exclusively to individuals in their capacity as employees and not available for any other purpose (Records of individuals in attendance at ARE EDUCATIONAL RECORDS).
- Records relating to a student which are 1) created or maintained by a physician, psychiatrist, psychologist, or other recognized professional acting in their professional capacity or assisting in a paraprofessional capacity; 2) used solely in connection with the provision of treatment to the student; and 3) not disclosed to anyone other than individuals providing such treatment so long as the records can be personally reviewed by a physician or other appropriate professional of the student's choice.
- Records of an institution which contain only information relating to a person after that person is no longer a student at the institution (information gathered by alumni) unless they refer to the period of time when the individual was a student.

## What Rights Does FERPA Give Me as a Student?

1. The right to inspect and review education records within 45 days of the day the College receives a request for access. Students should submit to the Office of the Registrar (1600 Pierce Street - Texas Building, Lakewood, CO 80214) written requests that identify the record(s) they wish to inspect. The Office of the Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of their education records if the student believes them to be inaccurate. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the

student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. This means information may not be given for enrollment verification (insurance verification), graduation verification (for credit cards, jobs, or loans), or attendance verification (loans).

**Exception 1:**

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A school official is a person employed by the College in an administrative, supervisory, academic/research, or support staff position (including law enforcement unit personnel); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees, the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

**Exception 2:**

Upon request, the College may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

**Exception 3:**

Rocky Mountain College of Art + Design may release the educational records of a student to a parent, provided the student is claimed as a dependent for tax purposes, and the individual seeking education records meets the definition of "parent" under FERPA. Under FERPA, a "parent" is defined as "a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian." Parents are required to submit a copy of their most recently filed Federal Income Tax Return. Copies must include the signature of one or both parents and the student's name must be indicated as a dependent on the return. A new release will be required each term.

**Exception 4:**

In accordance with FERPA, the College will disclose to third parties information from the educational records of a student, provided the information is disclosed due to an "articulable and significant threat to the health and/or safety of the student or other individuals."

**Exception 5:**

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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.

The name and address of the Office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

## **Confidentiality**

RMCAD school officials must protect the privacy of student educational records and shall not disclose personally identifiable information about a student or permit inspection of the student's records without their written consent unless such action is permitted by FERPA. Written consent can be submitted to RMCAD using the Student Records Release Form. If a recipient or record release needs to be updated the student must submit an updated form.

## **Parent + Guardian Information/Students' Privacy**

Rocky Mountain College of Art + Design is committed to protecting the privacy rights of its students and communicates directly with students on matters that affect their college careers.

The Federal Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. FERPA requires that the College not release protected information, including grades and other academic records, to a third party, including parents or guardians, without the student's written and specific permission. In addition, RMCAD policy requires that both the College and parents or guardians communicate with students directly, rather than through intermediaries.

Sometimes parents or guardians have concerns about their student. In such cases, RMCAD personnel may discuss general policies and procedures, as well as suggest questions they may wish to ask their student. RMCAD personnel can also let the student know of the concern.

If parents or guardians have questions or concerns about a student's academic record, they should contact the Manager of Academic Advising or the Office of the Registrar; College policy precludes parents or guardians communicating directly with members of the faculty or Department Chairs. Questions about financial concerns should be addressed to the Financial Aid Office or the Business Office.

## **Directory Information**

Rocky Mountain College of Art + Design may provide directory information in accordance with the provisions of FERPA without the written consent of an eligible student unless it is requested in writing that such information not be disclosed. The items listed below are designated as Directory Information and may be released for any purpose at the discretion of Rocky Mountain College of Art + Design unless a written request for nondisclosure is on file:

- Student's name
- Student's address
- Student's phone number
- Student's hometown
- Student Identification Number
- Name of student's Financial Aid or Student Advisor
- Full-time/part-time status
- Number of credit hours enrolled
- Dates of attendance
- Academic class
- Photographs
- Email address
- Previous institutions attended

- Major field of study
- Awards/Honors
- Degree(s) conferred
- Past and present participation in officially recognized activities

### **What is Directory Information?**

Under the terms of FERPA (section 99.37) "an educational agency or institution may disclose directory information if it has given public notice to parents of students in attendance and eligible students in attendance at the agency of institution of: The types of personally identifiable information that the agency or institution has designated as directory information; A parent's or eligible student's right to refuse to let the agency or institution designate any or all of those types of information about the student as directory information; and The period of time within which a parent or eligible student has to notify the agency or institution in writing that they do not want any or all of those types of information about the student designated as directory information.

### **Please Note:**

Students are given the opportunity to restrict directory information. As a result, it is RMCAD's practice not to release any information, directory or non-directory, without first checking with the Office of the Registrar.

The student should carefully consider the consequences of any decision to withhold directory information. Regardless of the effect upon a student, RMCAD assumes no liability that may arise out of its compliance with a request that such information be withheld.

It will be assumed that the failure on the part of a student to request the withholding of directory information indicates the student's consent to disclosure. A student may request the withholding of directory information at any time by submitting a written request to: RMCAD/Office of the Registrar 1600 Pierce Street-Texas Building, Lakewood, CO 80214.

College personnel may use a student's records only in conducting their normal business. They may not disclose non-directory information to third parties without written consent from the student.

Financial aid providers and auditors may see student records only to determine and enforce the terms of financial aid.

In the case of an emergency, confidential records may be released to protect the health and safety of students and others.

## **Conflict Resolution**

RMCAD is committed to providing the best possible educational environment for its students. We encourage an open and frank atmosphere in which any conflict, complaint, suggestion or question receives a timely response from RMCAD staff and/or faculty. RMCAD strives to ensure fair and, honest, and equal treatment of students. Students, faculty and staff are expected to treat each other with mutual respect at all times. When students have issues of concern that do not fall under the discrimination or harassment policies or the grade appeal procedure in the catalog, they should follow the Conflict Resolution procedure to resolve any other issues that occur between them and the faculty or staff of the College.

### **Conflict Resolution Procedure**

If a situation occurs when a student believes they have been treated unfairly or a decision affecting them is unjust or inequitable, they are encouraged to do the following:

The student presents the concern to the faculty or staff member with whom they have a concern, after the incident occurs.

If the faculty or staff member is unavailable or the student believes it would be inappropriate to contact that person, then the student should present the conflict to the Dean of Students (720.525.7102) or to Human Resources (303.225.8552).

Students may present the issue to the Dean of Students, although RMCAD encourages students to present issues as promptly as possible so administration may take appropriate remedial or investigatory measures, if required. Whichever party is contacted—Dean of Students or Human Resources—would then apprise the other of the situation.

If the issue of concern is with a faculty member, then the Dean of Students will bring the issue to the Department Chair and notify Human Resources of the concern. Human Resources will work with the faculty member, Department Chair, and Dean of Students as needed to resolve the issue. The Dean of Students will be kept apprised of the progress and involved on an as-needed basis to best resolve the issue.

If the issue of concern is with a staff member, then Human Resources will apprise the staff member's supervisor of the situation and work through the situation with the staff member and the supervisor as needed. The Dean of Students will be kept apprised of the progress and involved in an as needed basis to best resolve the issue.

If the issue concerns college policy or procedure and/or other issues/complaints regarding any aspect of the college it will be addressed by appropriate administrators overseeing relevant departments in concert with the Dean of Students. The resolution of the Conflict Process will be finalized in written form and sent to the student.

## **Grievance**

In the case that a student is dissatisfied with the resolution, they may submit the grievance in writing, including all relevant documentation/evidence as applicable or requested by the committee, to the Registrar, who Chairs the Grievance Committee.

The committee reviews all documentation and renders a decision to the student in writing. If the student is dissatisfied with the resolution, they have one opportunity to appeal the decision. The Registrar submits the grievance or petition to the Executive Committee for review. This decision is final and binding.

Not every conflict can be resolved to everyone's total satisfaction, but only through understanding, open communication and discussion of mutual conflicts can students, faculty and staff develop confidence in each other. This confidence is important to the operation of an efficient and harmonious educational environment. The student, where appropriate, will be notified of the conclusion of the conflict resolution process.

## **Official Student Initiated Complaint**

Students may submit a formal complaint when they have been unable to satisfactorily resolve with the faculty, staff, students or others involved.

The Student Initiated Complaint link is located on the College's website; complaints may also be submitted directly to the Dean of Students.

Complaints may be submitted anonymously; however, unless you include your contact information, Rocky Mountain College of Art & Design (RMCAD) will be unable to investigate your complaint or respond back to you regarding the subject matter. Students must be logged into their rmcad.edu email addresses to submit complaints.

Student Initiated Complaints may be submitted at <https://www.rmcad.edu/student-complaint-form/>

## **Complaints to External Agencies**

Several external agencies are also available to students who have exhausted all other opportunities for complaint resolution.

The Colorado Department of Higher Education regulates Colorado institutions of higher education. Their complaint policy may be found here:

<https://higher.ed.colorado.gov/academics/complaints/ComplaintPrivateInst.html>

Complaints regarding the institution's ongoing ability to meet the criteria of institutional accreditation may be directed to the Higher Learning Commission. Their complaint policy may be found here:

<https://www.hlcommission.org/Student-Resources/complaints.html>

## **Discrimination + Harassment**

RMCAD does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, or any other protected class recognized by local, state, or federal law in matters of admission, employment, or services or in the educational programs or activities it operates.

Harassment, whether verbal, physical, or visual, that is based on any of these characteristics is a form of discrimination. This includes harassing conduct affecting tangible job benefits, interfering unreasonably with an individual's academic or work performance, or creating what a reasonable person would perceive as an intimidating, hostile, or offensive environment. Prohibited sex discrimination includes sexual harassment and sexual violence.

Examples of discrimination may include:

- Refusing to hire or promote someone because of the person's protected status
- Demoting or terminating someone because of the person's protected status
- Teasing or practical jokes directed at a person based on their protected status
- Displaying or circulating written materials or pictures that degrade a person or group
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group of individuals in a protected group

## **Investigation + Confidentiality**

All reports describing conduct that is inconsistent with these policies will be promptly and thoroughly investigated. Complaints about violations of these policies will be handled discreetly, with facts made available only to those who need to know to investigate and resolve the matter.

## **Retaliation**

RMCAD prohibits retaliation against someone for registering a complaint pursuant to these policies, assisting another in making a complaint, or participating in an investigation under these policies. Anyone experiencing any conduct that they believe to be retaliatory should immediately report it to one of the individuals listed below.

## **Resolution**

If a complaint of harassment, discrimination, or sexual harassment is found to be substantiated, appropriate corrective action will follow, up to and including separation of the offending party from RMCAD, consistent with RMCAD procedure.

## **Your Responsibility**

All members of RMCAD community are responsible for creating a working, learning, and living environment that is free of discrimination and harassment, including sexual harassment. It is important to contact one of the individuals listed below, if any of the following occurs:

- You believe you have been subjected to conduct or comments that may violate these policies;
- You believe you have been retaliated against in violation of these policies; or
- You hold a supervisory, management, or teaching position and have been told about or witnessed conduct that may violate these policies.

## **Vendors, Contractors, + Third Parties**

RMCAD's policies on discrimination, harassment, and sexual harassment apply to conduct of vendors, contractors, and third parties. If a member of RMCAD community believes that they have been subjected to conduct by a vendor, contractor, or third party that violates these policies, the community member should contact one of the individuals listed below.

## **Reporting Harassment + Discrimination**

To report any instances of Harassment and/or discrimination you may contact:

Dean of Students (Title IX Coordinator) | 720.525.7102  
1600 Pierce Street | Texas Building  
Lakewood, CO 80214

Mental Health/Personal Counselor | 303.225.8573  
1600 Pierce Street | Rotunda Building  
Lakewood, CO 80214

## **Sexual Harassment**

For Sexual Harassment policies and procedures please see the "Title IX Policy + Procedure".



# Campus Policies

## Campus Access + Extended Hours

RMCAD recognizes that, for academic purposes, students occasionally need to remain on campus, and use campus facilities after established campus hours of operation (Normally: Monday-Friday 7am to 10pm; Saturday and Sunday 10am to 7pm.)

A student needing to remain on campus after established campus hours of operation must get approval from RMCAD administration by completing the Extended Hours on Campus Request Form. (Students must be logged in to your @rmcad.edu email to access this form. Or, it may be obtained from the Office of Student Affairs.)

Normal hours of operation may be impacted by exceptional circumstances. Please contact the main reception desk for information regarding exceptional circumstances and limitations impacting normal hours of operation prior to requesting extended access. All requests must be submitted 48 business hours in advance of the request date. Requests will be reviewed within 24 hours of receipt. Only students with officially approved requests for extended hours on campus may be on campus after established campus hours.

### Please note that:

- Students must have a copy of the approved request form in their possession on the day(s) they have requested to remain on campus and use campus facilities after established campus hours of operation.
- Any alteration or fraudulent use of an Extended Hours on Campus Request Form will result in disciplinary action.
- Students should not prop open classroom doors or exterior building doors while on campus during extended hours.
- Students are expected to clean up after using a facility and to report any issues related to facility resources or equipment immediately to the Office of Student Affairs.
- Students found in a campus building after regular hours without proper authorization or who violate the conditions of these access regulations shall be subject to institutional discipline and/or criminal prosecution for unlawful entry or trespassing.
- Students on campus after RMCAD's hours of operation and with an emergency or safety/security concern should contact 911.
- Students on campus after RMCAD's hours of operation and with a non-emergency or concern should contact facilities at 303.567.7271.

### Procedure

1. A student seeking to remain on campus, and use campus facilities, before or after established campus hours of operation must complete the Extended Hours on Campus Request Form.
2. The completed request form will be sent first to their course instructor for approval and then to the Office of Student Affairs.
3. The Office of Student Affairs will review and approve or deny the request within 24 hours and communicate the decision to the student.
4. The Office of Student Affairs will provide a copy of the approved request form to the student and course instructor.
5. A copy of the approved request form will also be sent to the Facilities Department and the Safety and Security Department.
6. The Office of Student Affairs will keep a copy of all request forms and decisions made on each request.

### Review of Extended Hours Request

The Office of Student Affairs may deny a student's extended hours on campus request for the following reasons:

- An incomplete Extended Hours on Campus Request Form
- Campus is closed due to holiday or weather issue
- A request made without a minimum of 48 hours' advance notice
- Extended hours request reason is not academic in nature
- Student has previously documented disciplinary sanctions or conduct issues
- Student has previously failed to adhere to the Extended Hours on Campus Policy

## Emergency Closings

Notices of campus closures will be placed on the College's website. In the event that inclement weather, power/utility failure, fire, flood or some other "Act of God" keeps the College from operating, the College's website and voice mail recording will be updated to reflect closures. Students are encouraged to attempt contact with the campus in one of the following ways:

- to call the campus, 303.753.6046
- check the website or RMCAD social media outlets for updates
- check texts, phone messages, or RMCAD email for closure related updates (if opted in)
- check RMCAD mobile push notification within the RMCAD Mobile application (if installed and logged in)

## Parking

RMCAD, one of the most intimate campuses in Colorado, provides free student parking in three designated lots.

Tickets are issued for unauthorized vehicles and for vehicles parked in unauthorized areas, parking lots or parking spots. Parking areas designated as "reserved" or "faculty/staff" are reserved for faculty and staff only. RMCAD visitor parking areas are also off limits for student parking. Work Study participants do not qualify for parking in faculty/staff lots.

All student vehicles must display a valid RMCAD student parking pass hanging from the rear-view mirror. Student parking passes do not expire.

Students must stop by the Reception Desk in the Texas Building during the first week of each fall term, or the term in which they begin at RMCAD, to complete a vehicle registration form and to pick up their RMCAD student parking pass. Students must update their vehicle record when they change vehicles. Students may register up to two vehicles. The vehicle may be towed off campus at the owner's expense by a third-party towing company unless the parking tag is visible.

Temporary, date-specific "visitor" passes are available for RMCAD guests. RMCAD visitors should pick up and display a date-specific visitor parking pass at the Reception Desk when they arrive on campus and sign in. Visitors to the Philip J. Steele Gallery and the Rotunda will receive special visitor parking pass that are valid for that lot only.

Any vehicle parked in the fire lanes will be towed. Any vehicle parked in handicapped spaces not displaying a handicapped placard is strictly prohibited. Vehicles will be towed at owner's expense.

## Bicycles and Other Modes of Transportation

Without RMCAD prior approval, bicycles, skateboards, scooters, and other modes of transportation with an outside use purpose are not permitted inside College buildings. The College encourages those who bring these items to campus to lock them on the racks provided. The College is not responsible for lost and/or stolen bicycles, skateboards, scooters or other modes of transportation. Individuals with mobility restrictions or concerns that require use of such modes of transportation in College buildings are required to self-identify as a person with a disability and request accommodations through the Office of Student Accessibility Services ([sas@rmcad.edu](mailto:sas@rmcad.edu)).

## Attire

Shoes and shirts must be worn at all times. Shoes with wheels may not be worn in any part of the College.

## Visitors

Visitors are an important aspect of the College's daily operations. In keeping with RMCAD's commitment to preserve a safe and academically focused environment, we ask that visitors — including RMCAD alumni, members of the media, contractors, service and maintenance personnel and vendors making deliveries to campus — observe the following policy:

- Access to the RMCAD campus and its facilities is granted via valid RMCAD identification cards for currently enrolled students, faculty and employees. Buildings may require the use of the identification card for entry.
- Non-registered students, guests and visitors are required to sign in at the front desk on the first-floor entrance of the Texas building; present a valid government-issued photo ID and vehicle make, model and license plate number and provide a legitimate purpose for visiting the campus.
- Visitors will be issued a campus ID and Vehicle Tag. Campus ID'S shall be worn and visible at all times. Vehicle Tags shall be placed on the front windshield of the registered vehicle.
- The conduct of a guest or visitor shall not interfere with the educational process or learning environment. Guests and visitors to the College are expected to abide by all operational regulations and guidelines, including safety and access restrictions. RMCAD reserves the right to remove or restrict guests and visitors from its facilities who violate guidelines or who cause disruptions to programs, activities, services and/or classes, or for any other reason deemed necessary by the College.
- Presence in the classrooms is restricted to enrolled students and/or visitors with a legitimate academic purpose.
- Visitors seeking to participate in, or observe, an active classroom require written authorization from (1) Program Chair of the class the visitor is seeking to observe and (2) the Office of Student Affairs. The authorization should then be directed to (3) the Director of Campus Security for awareness within 24 hours.

### Visitors to Large Scale Events

Visitors reporting for an event will check in at the event location with the event organizer and/or staff. The event organizer and/or staff member will record the visitor's name and provide the visitor with the appropriate visitor badge or lanyard that permits campus access during the time of the event. Visitors under the age of 18 must be accompanied by an adult chaperon at all times.

### Children

- Children can be exposed to numerous potential safety and health hazards within the College. These hazards can involve paints, solvents, chemicals, falling or sharp objects, power tools, welding, dust, fumes, and exposure from the art medium being created.
- In addition, studios and classrooms could contain figure models and educational content that may be inappropriate for children.
- Given these risks, it is the policy of RMCAD to not allow minor children in the studios, shops, and other departments such as power saw shops, sewing and cutting, etc. where they could be exposed to increased risk of injury.

### Individuals Engaged in Solicitation

For the safety and privacy of all members of the RMCAD community, solicitors, peddlers and door-to-door solicitation are not permitted on campus, including in campus buildings.

### Administrative Safety Protocol

- Guests will not be given the location of any student, faculty or staff member by College Agents, unless administration has been previously informed via email or in writing.
- For guests requesting a student(s), the name and reason for guests' visit will be taken by College Agent (reception/administration) who will inform Security and/or the Dean of Students. The guest will wait in a public, common area.
- the Dean of Students and/or the Director of Health and Wellness will find the student's location on campus, approach the student, inform them of the guest and ensure they are approved for campus visit.
- the Dean of Students and/or the Director of Health and Wellness will escort student back to common area after guest has been properly vetted, or, if the student does not clear the guest and the Dean of Students and/or the Director of Health and Wellness will return to the guest and inform them that the student will not be accessible on campus.

## **Campus Hours of Operation + Extended Hours**

- Please see the RMCAD website, located at [www.rmcad.edu](http://www.rmcad.edu), or Campus Access information above for campus hours of operation.
- As a rule, persons authorized for overnight access are not permitted to have visitors with them after closing.
- Persons authorized to be on campus after closing and wishing to have a visitor (or visitors) after closing, should obtain written authorization (48 hours in advance of the requested date to extend visitation after closing).
- The written request should include details explaining the reason for the request to have a visitor (or visitors) on campus after closing hours.
- This written authorization must come from (1) their Program Chair and (2) the Office of Student Affairs. The authorization should then be directed to (3) the Director of Campus Security for awareness within 24 hours.
- The policy does not apply to special events, involving visitors, that might extend beyond the designated time of campus closure.

## **Models in the Classroom**

Models being utilized or photographed on campus, including use in classrooms, and/or studios must be 18 years of age or older and are required to complete a RMCAD Model Release Form prior to the campus event, session or photo shoot. All models must have a government issued ID on them at all times. This policy also applies to RMCAD student models. For sensitive material (such as nudity) a "Model in session. Do Not Enter" sign must be displayed on the exterior of the studio door. For models under 18, the parent or guardian must complete the release form and must be present for the duration of the model's utilization on campus.

## **Pets + Assistance/Support Animals**

A "pet" is any animal kept for ordinary use and companionship. Assistance animals (service and support), as defined below, are not considered pets. RMCAD specifically prohibits pets anywhere on campus with the exception of approved assistance animals for individuals with disabilities.

### **Assistance Animals**

This policy applies to assistance animals that may be used by individuals with disabilities. The term "assistance animal" is the overarching term that refers to both service animals as well as support animals as defined below. Therefore, an assistance animal is an animal that either (1) works, provides assistance, or performs tasks for the benefit of a person with a disability; or (2) provides emotional or other type of support that alleviates one or more identified symptoms or effects of a person's disability.

### **Service Animals**

A "service animal" means any dog that is individually trained to do work or perform tasks for the benefit of a person with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by a service animal must be directly related to the person's disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition. Species other than dogs or, in some cases, miniature horses, are not considered service animals for the purpose of this definition of a service animal. Additionally, RMCAD cannot ask about the nature or extent of a person's disability to determine whether a person's animal qualifies as a service animal. However, when it is not readily apparent that a dog is a service animal, RMCAD employees may make two inquiries to determine whether the dog qualifies as a service animal, which are:

- Is the dog required because of a disability?
- What work or task has the dog been trained to perform?

A service animal must be housebroken (i.e. trained so that it controls its waste elimination, absent illness or accident) and must be kept under control by a harness, leash, or other tether, unless the person is unable to hold those, or such use would interfere with the service animal's performance of work or tasks. In such instances, the service animal must be kept under control by voice, signals, or other effective means. RMCAD and SAS will assess requests for the use of miniature horses by people with disabilities on a case-by-case basis.

Requests should be submitted to the Student Accessibility Services (SAS) Committee and, consistent with applicable laws, RMCAD may make modifications in its policies to permit their use if they meet certain criteria and have been individually trained to do work or perform tasks for the benefit of people with disabilities.

### **Emotional Support Animals (ESA)**

An "emotional support animal" is an animal that provides emotional or other support that ameliorates one or more identified symptoms or effects of a person's disability. Unlike service animals, support animals are not required to be trained to perform work or tasks, and they include species other than dogs and miniature horses. Support animals are generally not allowed to accompany persons with disabilities in all public areas in the same manner that a service animal is allowed to. While support animals are generally not allowed in campus facilities or on the grounds, people with disabilities may request approval from the Student Accessibility Services office to have the support animal accompany them to campus.

### **Guide and Hearing Trainees**

Colorado law states the following with respect to animals in training and will be allowed on campus:

*§ 24-34-803. Rights of persons with assistance dogs*

A trainer of a service animal, or an individual with a disability accompanied by an animal that is being trained to be a service animal, has the right to be accompanied by the service animal in training without being required to pay an extra charge for the service animal in training in or on the following places or during the following activities:

- Any place of employment, housing, or public accommodation;
- Any programs, services, or activities conducted by a public entity;
- Any public transportation service; or
- Any other place open to the public.

### **Responsibilities of People with Disabilities Using Assistance Animals**

RMCAD is not responsible for the care or supervision of assistance animals. People with disabilities are responsible for the cost, care, and supervision of assistance animals, including:

- Compliance with any laws pertaining to animal licensing, vaccination, and owner identification;
- Keeping the animal under control and taking effective action when it is out of control; and
- Feeding and walking the animal and disposing of its waste. RMCAD will not require any surcharges or fees for assistance animals. However, a person with a disability may be charged for damage caused by an assistance animal to the same extent that RMCAD would normally charge a person for damage caused. People with disabilities who are accompanied by assistance animals must comply with the same campus rules regarding noise safety, disruption, and cleanliness as people without disabilities.

## **Alcohol/Drug Abuse Prevention**

RMCAD is committed to creating and maintaining an environment that fosters responsible attitudes and behaviors. In recognition of this commitment and by upholding federal, state and local mandates, as well as College policies, the College prohibits persons under the age of 21 from possessing or consuming alcohol or marijuana on campus or at College events and actively discourages persons 21 and over from abusing alcohol and marijuana. The following are prohibited on campus or at College functions held off campus:

- The possession of alcohol or marijuana by those under the age of 21, unlawful manufacture, distribution, sale, purchase or use (or misuse) of a controlled substance (alcohol or illegal drugs), or legal drugs used illegally.
- The possession, manufacture, distribution, sale, purchase or use (or misuse) of marijuana of any kind, nature or description used for medicinal purposes.
- Verbal threats or disruptive, disorderly or threatening behavior while under the influence of alcohol or drugs.
- Being in an intoxicated condition.

- The possession, unauthorized manufacture, distribution, sale, purchase or use (or misuse) of a controlled substance while in classrooms, studio spaces or on campus grounds.
- Any federal, state, or local law pertaining to alcoholic beverages or controlled substances, including those governing the transportation, possession, and consumption of alcohol, marijuana and/or controlled substances.
- Student(s) appearing to be in an intoxicated condition on campus or at College events may be asked to leave and/or subject to intervention by law enforcement to ensure their safety and the safety of the general populace.

## **Alcohol**

Possession, use, manufacture, distribution or sale of alcoholic beverages as an individual or recognized College organization in violation of the local, state, or federal law or College policies is prohibited.

Students exhibiting intoxicated behavior will be asked to leave the campus. Students suspected of intoxication will not be permitted to operate a vehicle and must instead use public transportation, request a taxi (student will be responsible for fees), or phone a contact to transport them off premises. Law enforcement may be contacted on an as-needed basis depending on the specifics of the situation.

## **Alcohol/Drug Abuse Prevention**

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- The possession, manufacture, distribution, sale, purchase or use (or misuse) of marijuana of any kind, nature or description used for medicinal purposes.
- Verbal threats or disruptive, disorderly or threatening behavior while under the influence of alcohol or drugs.
- Being in an intoxicated condition.
- The possession, unauthorized manufacture, distribution, sale, purchase or use (or misuse) of a controlled substance while in classrooms, studio spaces or on campus grounds.
- Any federal, state, or local law pertaining to alcoholic beverages or controlled substances, including those governing the transportation, possession, and consumption of alcohol, marijuana and/or controlled substances.
- Student(s) appearing to be in an intoxicated condition on campus or at College events may be asked to leave and/or subject to intervention by law enforcement to ensure their safety and the safety of the general populace.

## **College Sponsored Events Held Off Campus Where Alcohol May Be Served**

The College sponsors social, cultural and educational programs for students as well as curricular and extracurricular field trips to events where alcohol may be served legally by the venue (community events, galleries, entertainment venues, etc.). The College requires students to adhere to College policies and state, local and federal law. Behavior at these events which is irresponsible, or which poses a threat to the health or safety of the student or others will be subject to disciplinary action and addressed through the College's conduct process. Additionally, faculty or staff chaperons have the authority to require students to refrain from use while participating in the event.

## **Disciplinary Sanctions Related to Alcohol or Other Drugs**

The College will impose disciplinary sanctions on students who violate the College policy relating to alcohol, marijuana and/or controlled substances. Violations will be addressed through the College's conduct process. Sanctions may include, but are not limited to: warning, probation, fines, loss of privileges, suspension, or expulsion and referral for prosecution. Violations of the College policy by employees may result in warning, termination and referral for prosecution. The College may require completion of a rehabilitation program as part of a

disciplinary sanction. Failure to comply with or adhere to RMCAD imposed sanctions may result in further punitive action or intervention by law enforcement.

## **Legal Sanctions Related to Alcohol or Other Drugs**

The acquisition, possession, transportation and consumption of alcoholic beverages are governed by RMCAD policy, statutes of the state of Colorado, regulations of the Colorado Liquor Enforcement Code, and federal regulations. Applicable state and federal laws are available for examination in the Liquor Enforcement Division of the Department of Revenue and the Division of Highway Safety offices.

Important legal provisions include: The minimum age in Colorado for the purpose of purchase, consumption or possession of alcoholic beverages is 21 years. It is illegal to furnish or serve alcoholic beverages to any person under 21.

- Local law prohibits carrying or consuming alcoholic beverages in open containers while operating a motor vehicle, regardless of age.
- No group that is not licensed by the Liquor Enforcement Division, Department of Revenue, may sell alcoholic beverages.
- Driving under the influence of alcohol, illegal drugs, or legal drugs if they impair the ability to operate a motor vehicle is illegal.

## **Parent/Guardian Notification**

Federal law permits a student's parent(s) or legal guardian(s) to be informed regarding the student's use or possession of alcohol or a controlled substance if there has been a determination by RMCAD that the student's use or possession of alcohol or a controlled substance constitutes a violation of RMCAD rule or regulation and the student is under 21 at the time of the disclosure to the parent(s) or legal guardian(s).

## **Health Risks Associated with Use of Controlled Substances**

Alcohol abuse and drug use problems have become a national health concern. Both alcohol and drugs are chemicals, and potentially harmful to a person. Some of the health risks associated with alcohol and drugs are specified in the list below. In order to obtain additional information about health risks associated with the use of controlled substances, you may contact the Director of Student Life, the College Personal Counselor, or community, state and federal agencies and organizations. Risks include:

- Slowing down of brain function, judgment, alertness, coordination and reflexes.
- Attitude and/or behavioral changes such as uncharacteristic hostility, or increased risk taking such as driving recklessly.
- Alcohol taken with other drugs can intensify the drug's effects; alter the desired effect of the drug; and cause nausea, sweating, severe headache and convulsions.
- Addiction or chemical dependency.
- Memory blackout.

## **Resources + Programs**

The problems associated with abuse of alcohol and drugs are preventable and treatable. The College is concerned about students' physical and mental health and welfare. Treatment settings may vary from an individual outpatient setting to a therapeutic inpatient community. Medical attention may be necessary to address acute and chronic, mild and/or potentially fatal complications of substance abuse. In order to assist students with alcohol and drug counseling, treatment, and assistance, the College provides information on available resources through the Student Life Division and the Counseling Office. Students are also encouraged to make an appointment with the Counseling Office to discuss treatment and additional community resources. Students may contact the Dean of Students at 720.525.7102 or the College Counselor at 303.225.8573 with questions, concerns or the need for assistance with the aforementioned.

## **Gambling**

Gambling, for money or stakes, is not permitted on College premises or off campus at College events. Using College-owned or -controlled technology equipment for gambling is prohibited. Students and student organizations involved in gambling-related incidents may face legal and disciplinary actions.

## **Smoking**

Smoking is prohibited in RMCAD buildings, this includes e-cigarettes and vape pens. Smoking on campus is ONLY permitted in the one designated smoking spot next to the Texas building, North East of the student parking lot. Smoking on campus anywhere outside of the designated smoking area is prohibited. Smoking is also permitted in personal vehicles; however, no cigarette butts may be thrown on the ground in parking lots or any other part of RMCAD property. Please be sure to always dispose of all cigarette remains in appropriate waste areas.

## **Personal Property**

Although the best possible care is taken to protect belongings, the College is not responsible for the loss, theft, damage, or misplacement of student artwork, supplies, or personal property.

## **Promotional Photography**

The College photographs campus activities throughout the year for publication and public relations purposes. Photographs are included in RMCAD's definition of directory information. Students who do not wish to have their photographs published must notify the Office of the Registrar in writing.

Students furthermore agree to grant RMCAD the right to use their likeness and/or voice in RMCAD advertising or promotional pieces. Students who do not wish to have their likeness and/or voice in RMCAD advertising or promotional pieces must submit advanced written request to the Office of Registrar located at: 1600 Pierce Street - Robinson Building, Lakewood, CO 80214.

## **Publicity, Posting, + Literature Distribution**

All posters must have approval from either the Marketing Department or the Front Desk in Texas. Posters without approval will be taken down.

All posters/fliers must be sponsored by a recognized student organization or Academic department and the name of the sponsoring organization/department must be clearly printed/displayed on the poster. The sponsoring organization/department assumes the responsibility that all its notices will be posted and removed according to these regulations. All posters/fliers must be posted only on approved bulletin boards with thumbtacks provided.

Notices are not to be taped or tacked on doors, mirrors, elevators, painted walls, fire escapes, windows, fences, lampposts or trees. Distribution of handbills, newspapers, fliers or publications not produced by RMCAD is not allowed on campus unless prior permission is given by the Campus Operations Department. Notices are not to be left on desks, on the Reception Desk counter or affixed to vehicles parked on RMCAD premises.

Posters must adhere to reasonable design standards and cannot include pornography, obscenity, discrimination, or alcohol/drug related content. Text must be clearly legible. If you need assistance designing a poster, contact the Marketing Department.

Posters will be displayed on a first come first serve basis. If there is no room to display your poster, you may replace another poster only if the event has already passed. All notices must be removed by the posting organization/department within 24 hours after a scheduled event, with the exception of weekend events. In the case of weekend event, the notices must be removed by 5 pm on Monday.



Only one poster may be used to advertise a single event on each bulletin board.

Posters/fliers advertising rooms/apartments/houses for rent are only allowed on the "Student Housing" bulletin board on the second floor of Texas. Contact the Office of Student Affairs for approved advertising methods.

No outside vendors, companies, organizations, or agencies may post fliers or posters on the bulletin boards unless they get the poster approved and it is hung on the designated "Community" boards on the second or basement floors of Texas.

Posters/fliers advertising items for sale are not allowed unless they are approved and posted on the designated "Buy, Sell, Trade" board on the second floor of Texas.

Posters/fliers should be neatly arranged and evenly distributed across the board. Never cover or obstruct any current materials that are already hanging, and please do not allow your poster to hang over the edge of the bulletin board.

## **Invitations to Public Figures Policy**

Students and employees desiring to invite an individual, considered to be a public figure, to campus should first seek approval from the Dean of Students by submitting an Invitation to Public Figure Request Form. (This form is found in Kronos, for employees, and in the Student Portal, for students.) A public figure is a well-known person such as a politician, celebrity, social media personality or business leader with demonstrated, or desired, influence on society.

### **Invitations to Public Figures Procedure**

- Upon receipt of the request form, or notification of public figure by event form process submission, the Dean of Students makes a recommendation to the Campus President
- If approval is granted by the President, the VP of Marketing is informed of the visit.
- If necessary, the Director of Campus Security is also informed.
- The Dean of Students informs the student or employee of the decision and of any related conditions for the visit within 48 hours of the receipt of the request form.

## **Solicitation**

In order to preserve the integrity and enhance the mission of the College, this policy has been developed to clarify and provide guidelines for any activities that may be interpreted as solicitation on campus.

As used in this catalog, solicitation is defined as any form of communication or distribution of material that is a request to buy, sell or rent anything; a request for a gift or contribution; any form of political campaigning; or an appeal to support or join an organization other than an officially recognized College organization.

Officially recognized College organizations include those that have been approved by the Student Leadership Alliance (SLA); those that are a department within the College; the Alumni Association; the Philip J. Steele Arts Education Foundation; and those professional organizations that are recognized and supported by a specific academic department. Only officially recognized College organizations may solicit on campus for causes that advance the mission of the College as a whole, support their own activities or support specific charitable community events. All solicitation materials must be approved by the Marketing Department and clearly indicate which officially recognized College organization is supporting that cause or event.

Organizations with a mission and purpose related to the visual or performing arts may request that their events be advertised at RMCAD. The event must be related to and support education in the arts.

Members of the campus community may request that items that they have for sale, lease or rent be advertised only on specific College bulletin boards designated for this purpose.

THE COLLEGE RESERVES THE RIGHT TO MONITOR AND REMOVE POSTINGS OR OTHER FORMS OF SOLICITATION WHICH DO NOT COMPLY WITH THE PARAMETERS LISTED HERE, OR AT THE DISCRETION OF THE MARKETING DEPARTMENT.

## **Student Expression**

As a community dedicated to visual art and design, RMCAD places great value on free expression and discourse. Through its curriculum and related programs, the College seeks to create an atmosphere that encourages and supports intellectual and artistic freedom; both outside of the classroom and gallery setting as well as within. Therefore, it is the purpose of this policy to provide a guiding framework for student expression outside of the classroom and gallery setting, where the capacity of faculty and staff to maintain direct oversight is lessened.

To this end, the College fosters ongoing discussion about the larger ethical and legal issues related to artistic and creative expression and looks to resolve conflicts over the application of this and any related policy through established resolution procedures outlined in this section. The College seeks to balance individual freedom of expression with the need to maintain a safe, secure and productive community that is conducive to fulfilling its educational mission.

## **Demonstrations**

RMCAD, as an educational institution, strongly supports the tenets of free speech by all members of the College community. Students are free to express opinions publicly and privately so long as the expression does not disrupt classes, special events or other normal functions of the College and surrounding community. RMCAD strives to promote intellectual and artistic inquiry and exchange in a respectful and civil manner. The safety of all demonstration participants, College community members and other involved persons is of the utmost importance.

Students may not demonstrate during any special events, including but not limited to Student Activities, On Campus Exhibitions, Student Organization Events and other College Community or Academic Events. Demonstrators may not threaten or inflict harm or violence to themselves or others; may not make personal physical, verbal or emotional attacks on members of the RMCAD community; and may not conceal their identity. Demonstrations may not inflict damage to College or personal property. Participation is limited only to current members of the RMCAD community.

When expected participation exceeds 20 people, the demonstration organizers are responsible for notifying the Dean of Students in advance so that appropriate safety precautions can be taken.

## **Art, Installations, + Performance Art in Public Space**

Student work that is created in or for a RMCAD class must be displayed or installed in the classroom spaces according to the Department Chairs' direction. All interior and exterior installations that are not part of a RMCAD class, or installations or art that may be placed on buildings or on the grounds, must be approved by the Student Installation Committee through the Student Installation Application process.

The "Student Installation Application" can be found by contacting your Department Chair or the Gallery Director.

The application is for submission of a proposal to install artworks on the RMCAD campus in a public space. Public space is defined as any space on the RMCAD campus - inside or outside of buildings - that is not contained as classroom, student studio or gallery space. This includes, but is not limited to, hallways not designated for a specific department; space within buildings not designated for classes, restrooms, lounges, fields and grounds; building exteriors; the Café; the network and shared computer systems; and parking lots.

The Department Chair and Gallery Director will review applications. All approved projects must abide by the catalog guidelines as well as American with Disabilities Act (ADA) and Lakewood Fire Code.

**Please note:**

- All proposed installations must have a faculty sponsor. Faculty sponsors acknowledge this role by signing the signature page on the application.
- In addition to the application form, a complete application must include an image or sketch.
- All proposals must be typed; no handwritten applications will be accepted.
- Evaluation of the applications includes health issues, safety issues, the potential for property or environmental damage, building, fire, ADA, catalog codes, and any other relevant local, state, or federal law or regulation.
- The piece must be removed by the date approved. The space is to be restored in as good, or better condition than you found it. Pieces left after the indicated end date will be discarded by maintenance and you will be billed for time and materials.
- Students must allow for two weeks to process your paperwork in light of the following Process:
  - Process for requesting a Student Installation at RMCAD:
    - Fill out the application and sign.
    - Obtain faculty sponsorship and approval.
    - Submit to [pjsgallery@rmcad.edu](mailto:pjsgallery@rmcad.edu)
    - You may be contacted via email if any questions or conflicts come up in examination of your proposal application.
    - Once your proposal is approved by the committee you and your faculty sponsor will receive an email of acceptance with installation and de-installation dates.
    - Pick up required Student Installation display label from the Reception Desk in Texas.
    - Install your art!
    - The College reserves the right to regulate work displayed in public space and remove work at the discretion of the institution. Student work may also be subject to disciplinary action for any violations of the Student Code of Conduct outlined below.

The following are not permitted in public spaces: profane language; pornography; violence or work depicting violence; physical, verbal or emotional attacks on members of the RMCAD community; work that victimizes individuals or groups based on gender, race, ability, sexual orientation, religion, or any other legally protected class; or work that could be perceived as harassing or hostile. Additionally, work is not permitted in public space that exposes others to hazardous or offensive materials or creates a disruption or disturbance to normal College functions.

## **RMCAD Campus External Events and Activities Policies + Procedures**

### **RMCAD Events and Activities**

RMCAD campus events are activities designed for the benefit and enjoyment of the RMCAD campus community and which are held on the RMCAD campus.

All events and activities (not on the Annual Calendar) planned to take place out-of-doors on campus, or within a campus building, must be approved in advance by the Departmental Manager, who, upon approval, will notify the Events Coordinator, who, in turn, will coordinate with the Director of Campus Security, the Director of Information Technology and the Director of Facilities.

A RMCAD Department (or Office) and/or Recognized Student Organization must sponsor all events and activities.

Requests must be submitted, using the RMCAD Event Form and Agreement, at least 14 days before the start of the event so that appropriate offices can be informed. Unless the Event Form is approved and the event appears on the RMCAD calendar, the event is considered unapproved.

The person in charge of the event(s) should submit a written request to reserve the outdoor space or facility, including the date, time, location, number of people expected to attend; whether food, alcohol, and/or non-alcoholic beverages will be served; and the playing of music, or other amplified sound, and set-up arrangements. (If alcohol will be served at an event, additional policies and approvals apply. See the RMCAD Alcohol Policy.)

Additional information may be requested from the sponsor about the proposed event. Event organizers must be present for the duration of the event. All banners, tables, signs and other paraphernalia used, as well as all trash generated by the event, must be removed when the event concludes.

RMCAD exercises its right to deny individuals access to all or some College property, normally after an individualized determination has been made that a person(s) has engaged in criminal activity, suspicious activity, or behavior that is or is likely to be threatening, violent or disruptive to campus operations and activities.

## **Non-affiliated Group Events and Sponsorship**

RMCAD departments or offices may sponsor non-affiliated organizations seeking to hold events at RMCAD. Nonprofit community organizations, public and civic organizations, political organizations, and governmental organizations must be approved in advance by the Campus President, who, upon approval, will notify the Manager of Campus Security.

Requests must be submitted at least 14 days before the start of the event so that appropriate offices can be informed.

In order for a non-affiliated organization to gain access to RMCAD facilities, there should be a significant College interest in hosting the event. There should also be a strong nexus between the event the non-affiliated organization wishes to hold at RMCAD and the educational mission of the College or its standing as a member of the community.

In addition, the non-affiliated organization must agree to comply with all of the College's standard terms and conditions.

A non-affiliated event sponsor is the primary planner or contact for the event and accepts full responsibility for all stages of planning and execution of the event. In addition, the sponsoring department/office must have a strong presence at the event and, when necessary, take fiscal responsibility for event costs.

The sponsoring department or office is expected to approve all advertising for the event. Event sponsors may not transfer a reservation to another organization, nor may space reserved for an approved program be used for another purpose.

## **Insurance**

Prior to the event, the sponsored organization shall provide the college with evidence of insurance as required by the RMCAD Event Request Form and Agreement. This evidence should include workers' compensation coverage for a performer or vendor's employees (if any) to the extent required by law and general liability insurance.

The performer or vendor's general liability insurance should cover claims for property damage and/or bodily injury that may arise from the performer or sponsored organization's operations in connection with the event, including injuries to spectators and participants at the event, and shall name the sponsoring club/related entity, college, university. If the performer or sponsored organization does not have insurance, the college may waive insurance as set forth in the Insurance Waivers' section, below.

The amount of liability insurance to require depends on the risks involved. A lecture expected to attract under 50 people is low risk and \$500,000 may be sufficient. An outdoor event, with vendor-provided attractions, is much higher risk and limits in the \$2,000,000 (two million dollars) to \$5,000,000 (five million dollars) range may be appropriate.

For most lectures, performances, music recitals, etc., \$1,000,000 (one million dollars) per occurrence and \$2,000,000 (two million dollars) aggregate is usually adequate.

# Safety

## Campus Safety + the Campus Safety Report

A Campus Safety Report is created annually and submitted to relevant parties. The report contains information regarding all instances of crime on campus, including but not limited to: theft, vandalism, sexual assault, domestic violence, dating violence, and stalking, wherever applicable (see definitions of Sexual Misconduct).

The college offers support services in the event any of the aforementioned is experienced by a member of the RMCAD Community (theft, vandalism, sexual assault, domestic violence, dating violence, or stalking). Any of the aforementioned should be reported to college officials (contact the Dean of Students at 720.525.7102, the Reception Desk at 303.753.6046 or Campus Security at 303.567.7271) and local law enforcement by dialing 911 (Dial 5-911 from on campus office phones). Additionally, the college hosts regular workshops regarding self-defense, sexual assault awareness and prevention and personal protection through the office of Student Affairs.

In the event a sexual assault, domestic violence, dating violence, and/or stalking occurs on campus or is experienced by a member of the RMCAD Community, the college, once made aware, will follow the established investigation procedure. Additionally, the college may contact law enforcement.

The RMCAD Community shall be made aware of any crime that occurs on campus via Safety and Awareness Bulletin sent via email by the Campus Safety Committee. This is intended to help members of the community protect themselves through awareness and the sharing of information.

## Emergency Call Boxes

There are six emergency call boxes located on campus.

They are located:

- In the Student Parking Lot
- In the Staff and Faculty Parking Lot
- Behind the Rotunda Building
- Behind the Boiler Room
- In the Texas Building Elevator
- In the EPiC Building Elevator

\*Call boxes should be used for emergency purposes only—they will ring directly to the Lakewood Police Department

\*\* Elevator emergency call boxes ring directly to the Lakewood Police Department/Jefferson County Dispatch Office.

## Safety Escort

The College provides a walking safety escort for students who are on campus after dark. To take advantage of this service, students should contact the Reception Desk at 303.753.6046 or Campus Security at 303.567.7271 to arrange for an escort to a vehicle parked on campus, another campus building, or the RTD bus stop located at the corner of Pierce and Colfax.

## Safety Reporting

Upon observing suspicious or potentially dangerous behavior or persons, any member of the College community should call the authorities. Likewise, a report should also be made immediately with the Reception Desk or Campus Security.

The victim or observers should formally report all crime or safety-related incidents to the College. Students should contact the Campus Security department to file an Incident Report. The College's Safety Committee reviews the Incident Reports.

In compliance with Public Law 10-542, the Federal Campus Security Act, RMCAD reports campus crime statistics annually and publishes the report on the College's website. Paper copies are also available to interested parties from the Campus Operations department.

## **Threats**

Students who are the victims of threats, or who observe threatening behavior, in emergency situations should dial 911. In addition, students should make a report immediately to the Reception Desk or Campus Security. Threats will be referred to the Behavior Intervention Team (BIT), which will assess the situation and make recommendations regarding the safety concerns present. Consultation may also be sought from legal, health, and safety professional on a case-by-case basis.

## **Personal Safety**

RMCAD faculty and administrators exercise great care in regard to student safety and health. However, they are not responsible for personal injury or contact with contagious illness that may occur on College property or in connection with a College sponsored event/activity, or in transit to or from a RMCAD scheduled class or event. Faculty and staff members who accompany student groups on field trips, cultural tours, and some social/cultural events are not responsible for the actions of students, personal injury or loss of property during a RMCAD sponsored/ approved trip or gathering or in any of the same that might occur in transit to or from the above. All too often, people fall victim to crimes that could have easily been prevented by taking simple precautions. Below are several safety suggestions which the College encourages all to consider.

- Be aware of your surroundings. A confident, purposeful attitude may lessen the chance of being a victim.
- Avoid dark streets. Walk on busily traveled and well-lit streets.
- Do not accept rides from strangers.
- Maintain a secure grip on your belongings.
- Walk near the curb and avoid passing close to shrubbery, dark doorways and other places of concealment.
- Have your keys ready so that your house or car door can be opened immediately.
- If accosted by someone driving a vehicle, leave the area in the opposite direction. Use a cell phone to call police or immediately go to the nearest residence or business to call for help.
- Do not post personal information, such as addresses and schedules, online on public websites
- Hitchhiking is extremely dangerous. Don't do it.

## **RMCAD CARE Team**

### **Mission and Purpose**

The mission of the RMCAD CARE (Communication, Assessment, Response and Evaluation) Team is awareness and proactive intervention of issues relating to the safety, physical and mental health, and well-being of its campus communities

The CARE Team has adopted a caring and confidential program of identification, intervention, and response in order to provide students and staff with the greatest opportunity for success and the RMCAD community with the greatest level of protection.

The CARE Team will:

- Receive and gather information regarding potentially harmful or disruptive behavior with regard to safety and rights of others and to minimize the disruption to the RMCAD community.
- Collaboratively recommend preventative and purposeful individualized interventions to ensure a safe environment where learning, personal growth, and professional development can occur.

- Follow up to determine if further intervention is needed, evaluate effectiveness of intervention strategies, and make further recommendations as warranted.

## **Frequently Asked Questions**

### **What types of behavior should be referred to the CARE Team?**

Please refer only serious concerns regarding online or campus student behavior that indicate the student may harm him/herself or others in the community but not immediate emergencies or life-threatening situations.

Note: For all immediate emergencies, including the following, PLEASE CALL 911 IMMEDIATELY:

- A current danger to life or property
- A serious medical emergency (chest pains, seizures, bleeding, etc.)
- Fire (building, vehicle, brush, etc.)
- Crime in-progress (robbery, bullying, fights, etc.)
- Any other life-threatening situations (traffic accident with injuries, active suicidal speech, etc.)

### **Can I refer misconduct and academic integrity violations to the CARE Team?**

Yes, you may refer these student issues to the CARE Team if the issue also includes a lower-level behavioral concern. The concern will then be evaluated and documented by the CARE team and communicated to the appropriate stakeholders.

### **How do I make a referral to the CARE Team?**

Referrals may be made through the RMCAD's website by using the Student of Concern Referral Form or in person by contacting the Office of Student Affairs or Mental Health Counseling.

### **Will the person be informed of who made the referral?**

The intention of the CARE Team is to maintain the highest possible level of confidentiality.

### **Is my referral confidential?**

Yes. Any information that you submit will be handled confidentially with the purpose of assisting the student you have referred.

### **Who can make a CARE Team referral?**

Anyone can make a CARE Team referral. Please refer only serious concerns regarding online or campus student behavior that indicate the student may harm him/herself or others in the community but not immediate emergencies or life-threatening situations.

### **What happens to the person who is being referred?**

If the CARE Team determines that the student's behavior merits intervention, the CARE Team will contact the person to discuss his/her behavior and the team's recommended intervention.

### **How will I know the situation has been addressed?**

The CARE Team will address every report brought to the committee. However, you may not be privy to the outcome of an investigation based on factors involved and student's privacy.

## **Student Success + Outreach Committee**

The Student Success and Outreach Committee (SSOC) is comprised of a small group of faculty and staff from across the College who are committed to the academic and personal success of RMCAD students. The SSOC meets weekly to confidentially discuss student concerns and collaborative outreach strategies, to proactively reach out to students with low attendance, and to contact students with strategies for low grades at midterm.

## **Emergencies**

Any member of the RMCAD community encountering an emergency situation should call the appropriate authorities immediately. Dial 5-911 from any campus phone for police, paramedics, fire or other emergency service referrals. Also contact the Reception Desk to apprise staff of the nature of the emergency situation. For all other emergencies or for an escort to your vehicle, please call our security team directly at 303.567.7271 or the Reception Desk (303.753.6046) during posted business hours.

## **Emergency Response Procedures**

In the event of an unforeseen emergency situation or disaster, it is imperative that all persons adhere to guidelines and instructions for the safest response. All RMCAD classrooms and administrative buildings are equipped with instructions on how to proceed in a variety of emergency situations. Faculty, who are acting on behalf of the College, serve as the authority on response action within a classroom setting until the appropriate community emergency response unit has arrived on the scene. In the interest of safety, all students are expected to comply with instructions given from faculty, College staff or emergency response units.

## **Transportation by Ambulance**

Any student, staff, faculty member or campus visitor may call for an ambulance to respond to an emergency situation by calling 911.

The Reception Desk (303.753.6046) or Campus Security (303.567.7271) should also be notified when a call for an ambulance is made, or to assist in calling for an emergency vehicle.

Sometimes it is necessary for the officers of a group, RMCAD faculty or staff to seek assistance from emergency officials. The College reserves the right to initiate a call for an ambulance on the campus or at College events held off campus.

Individuals refusing ambulance transportation to a medical facility will be responsible for their decision. The College does not assume responsibility for consequences resulting from refusal of ambulance transportation.

Individuals refusing ambulance transportation are responsible for their own transportation to a medical facility.

The College may require individuals refusing ambulance transportation to vacate the premises until appropriate medical treatment is sought.

The College will not assume payment for ambulance transportation.

## **RMCAD Crisis Intervention Protocol for Mental Health Emergencies**

Rocky Mountain College of Art & Design (RMCAD) has policies and procedures in place to assist any student who has posed a threat of harm/danger to self/others (e.g., self-mutilation, suicide attempt, evidence of psychosis, etc.). For any questions related to this protocol please see Campus Security, the Campus Mental Health Counselor, or the Dean of Students.

Students in need of clinician services for consultation may contact the Metro Crisis Line at 888.885.1222



## Facility Safety

Carpenter and Neusteter:

ALL students must pass a written safety exam and follow all shop rules. Students taking vital medications, which may affect their ability to use shop tools and machines safely, are strongly encouraged to volunteer a list of these medications. To ensure privacy, students are asked to place and seal the list in an envelope with their name written on the outside. Students may give the envelope directly to the shop manager, course instructor, or place it in the Carpenter drop box. The information in this envelope will be revealed only to a first responder/paramedic and faculty and/or shop manager in the case of a medical emergency.

FabLab, Holodeck, Photography Studios:

Students may only use facilities when a dedicated staff member is present or proper checkout has occurred. Any unauthorized use of the facilities will result in loss of privileges.

## Unsupervised Use of Sewing Labs

### Procedures + Requirements

- Students must be currently enrolled with RMCAD, be in good standing and are required to have completed FS 1310 - Construction I: Industry Sewing Basics.
- Students who have not met these requirements may request supervised use of the lab from the Fashion Department Chair. (A list of these students will be provided to the front desk and security along with the sign in sheet.)
- Students must send a request to use the lab to a Sewing Instructor or the Fashion Design Chair, who will submit the request as a calendar invite to facilities using [facilities@rmcad.edu](mailto:facilities@rmcad.edu) at least 24 hours prior to requested use of the room.
- A calendar invitation to the student's RMCAD email will be the notification that the request has been approved. Without this invitation, the room will not be opened.
  - *Please Note:*  
For weekend use, the request for facilities must be received before Friday at 3:00 pm. Facilities will not be checking email over the weekend. Therefore, the student must contact the chair or an instructor by 10am Friday morning for weekend use.
- After receiving approval in the form of a calendar invite, all students will be required to sign in with the front desk before being allowed to use the lab.
- If the student is requesting to use the Sewing Lab outside of the front desk hours, the student will contact facilities and/or security for access and will sign in.
- All students will be required to sign out of the lab the front desk. If the student is using the lab outside of the front desk hours, the student will contact facilities and/or security to sign out and lock the room.
- Signing out is an acknowledgment that you have cleaned the room properly.
- Students who fail to sign in or out, who leave the room in a state that does not comply with the checklist, or who leave machines without documenting issues will no longer be allowed to use the room unsupervised and will be subject to student conduct violation sanctions.

### Additional Guidance

- Please be aware that the Sewing Lab is under video surveillance.
- The Sewing Lab may have models in the classroom. Please note the signage on the exterior of the door.
- When entering the lab take a look around and note any concerns on the "Equipment and Supply Notes"; clipboard near the north door.
- If a problem occurs with a machine that you cannot solve, make a note on the clipboard. DO NOT leave a machine with a broken needle or missing bobbin.

- The only cones of thread to be left at the machines are black and white. To use a color other than black or white, you must first have the thread approved by an instructor and you must purchase a bobbin from the instructor for your color.
- There are a select few colors of donated thread in the closet. If you would like to use one of these colors, please speak with your instructor.
- Each student must clean the room before leaving, following the checklist posted by the north door. Permit yourself 10 minutes at the end of your session to clean the room. Be respectful of the security staff; stop your projects with enough time to clean the room prior to security closing for the end of day.
- People not affiliated with RMCAD may not be in the sewing lab unsupervised. If you need to conduct a model fitting for a RMCAD project, please make an appointment with a Sewing instructor, Fashion Design Chair, or Fashion Tutor.
- A small first aid kit is attached to the west wall of the sewing lab in Texas 104 for minor first aid issues.
- In case of an emergency call 911
- If there is a non-emergency in the sewing lab during front desk hours, please inform the front desk immediately.
- If the non-emergency issue occurs after front desk hours, please contact security at 303-567-7271.
- Please inform the Chair of the Department of any issues via email as soon as it is medically safe to do so.

## Health Hazards in The Arts

Health hazards are inherent in some art-making processes. Students should be aware of the health hazards involved in the use of certain art materials and take measures to protect themselves from hazardous materials. Studio coordinators maintain and update Material Safety Data Sheets (MSDS) for substances and materials that the Health Department provides. For all other substances, students must provide the Instructor with an MSDS for any material or substance that the student brings on campus. These sheets describe the health hazards as well as recommended safety precautions for each substance. Material Safety Data Sheets (MSDS) may be requested from the office of Campus Security.

## Overnight Field Trips

A field trip is an activity sanctioned by RMCAD and held under the direction of an authorized College employee. This policy sets out the procedures under which field trips - that require an overnight stay or stays - may be organized as a part of RMCAD programs or classes.

### Procedure

1. Faculty or staff intending to incorporate a field trip into their classes or program must complete the Field Trip Authorization form and submit the form for the review/approval by their Program Chair and by the Senior Vice President of Academic Affairs.
2. The Field Trip Authorization form must be submitted by the sponsor two weeks in advance of the prospective field trip.
3. The Field Trip Authorization form must be approved before including any field trip in a course syllabus or otherwise announcing the field trip to students.

### Personal Liability + Responsibility

- Faculty and staff have no special duty to protect adult students from their own voluntary actions. All applicable College policies, including those relating to student conduct, will be enforced during the trip.
- Faculty and staff are personally liable for their own personal activities and may be liable for actions which are manifestly outside the scope of employment, or which are conducted with malicious purpose, in bad faith, or in a wanton or reckless manner.
- Faculty and staff should consider the proximity of personal, social and instructional activities in the field trip situation. They should be aware of how the situation, the setting, and their own personal conduct may be perceived by students, and they should act accordingly.
- Do not leave personal items alone or in plain sight in unattended vehicles. Personal items are not covered under the College insurance policy and are the responsibility of the owner.

# **TRANSPORTATION OF STUDENTS**

## **A. Approved Events**

Transportation of students for field trips or other scheduled activities will be conducted by a RMCAD approved driver on the College's insurance policy in an authorized vehicle owned by RMCAD.

## **B. Emergencies**

If a student must be transported to a hospital, urgent care or mental health facility, a minimum of two RMCAD employees must accompany the student in a RMCAD approved vehicle. One of these employees should be either the Dean of Students or the Director of Health + Wellness.

In circumstances when an approved RMCAD vehicle is not available, a ride share service may be utilized. One RMCAD employee should accompany the student and another employee should follow in personal vehicle ensuring the student reaches the destination.

Following any transportation for a student emergency, a detailed report will be sent to the Dean of Students and Director of Security.

Any deviation from this policy must be approved by the Dean of Students prior to any transportation off campus.

## **C. Use of Student Vehicles**

A RMCAD faculty or staff member should not utilize a RMCAD student's personal vehicle under any circumstance.

# **Title IX Policy + Procedure**

## **Title IX: Sexual Misconduct and Non-Discrimination Policy**

### RMCAD SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCEDURES

#### 1. STATEMENT OF NONDISCRIMINATION

Rocky Mt. College of Art + Design (the College) is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, physical or mental disability, pregnancy, age, sex, sexual orientation, gender identity or expression, ancestry, familial status, spousal affiliation, medical condition, military veteran status, or any other characteristic protected by local, state or federal law.

#### 2. SEXUAL HARASSMENT POLICY STATEMENT

Rocky Mt. College of Art + Design does not discriminate on the basis of sex in its educational programs and activities, including admissions and employment, as required by Title IX and its implementing regulations at 34 C.F.R. Part 106.

The College will promptly respond to and equitably investigate complaints regarding prohibited conduct that may violate this policy in order to eliminate, prevent, and remedy the adverse effects of such conduct within College-related programs or activities.

The following grievance procedures will apply to all complaints of sexual harassment including, sexual assault, domestic and dating violence, stalking, and related retaliation in order to take action to address and prevent sex-based discrimination.

Rocky Mt. College of Art + Design strictly prohibits retaliation against any individual who brings a good faith complaint under this policy or participates in any portion of an investigation.

Retaliatory conduct violates not only College policy and Title IX but may also violate state and federal law. While Rocky Mt. College of Art + Design will not tolerate making an intentionally false complaint, simply because the complaint is found to not be a violation of this policy does not necessarily mean the complaint was made in bad faith.

Individuals that believe they have been the victim of retaliation should promptly report the misconduct to the Title IX Coordinator.

#### 3. THE COLLEGE'S TITLE IX COORDINATOR

The College's Director of Accreditation & Compliance serves as the institution's Title IX Coordinator and coordinates the College's compliance with Title IX. All reports of potential violations of this policy should be made to the College's Title IX Coordinator.

The Title IX Coordinator's contact information is as follows:

Terence Brennan  
Director of Accreditation & Compliance  
1600 Pierce St.  
Texas Building #320 (Office)  
Lakewood, CO 80214  
303.567.7283

In addition to the College's Title IX Coordinator, College personnel have been designated to assist in the implementation of this policy and grievance procedure. All members of the Title IX Team receive Title IX training, including information on this policy, the definition of sexual harassment, the investigation and grievance process, and how to serve as an impartial member in Sexual Harassment Grievance Procedures.

Inquiries regarding the application of Rocky Mt. College of Art + Design's Title IX Policy may be referred to the Title IX Coordinator, the U.S. Department of Education, Office for Civil Rights, or both.

The U.S. Department of Education, Office for Civil Rights' contact information is as follows:

U.S. Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Building  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
OCR Email: OCR@ed.gov  
OCR Hotline: (800) 421-3481

#### 4. SCOPE OF THIS POLICY

This policy governs the conduct of students, faculty, and staff, who are members of the College community. Sexual harassment complaints must include conduct that occurred within the context of the College's educational programs or activities and within the United States. This may extend to certain off-campus locations, where the College has substantial control over the parties, such as College-recognized activities and College-sponsored academic conferences. The College has an obligation to dismiss sexual harassment claims under this policy when the claim does not meet the definition of sexual harassment provided herein, or in circumstances where no formal, written complaint is made, or when the conduct occurred outside of this policy's stated jurisdiction. However, this does not prevent the College from taking action to address sex discrimination conduct. The College will take all complaints of misconduct and discrimination seriously and investigate the matter, which may occur through the College's Discrimination Grievance/Complaint Procedures.

#### 5. PROHIBITED CONDUCT

Prohibited conduct defined in this policy can be committed by any individual, regardless of their gender. Prohibited conduct can occur between individuals of the same gender or different genders. It can occur between strangers or acquaintances, as well as people involved in intimate or sexual relationships. When the College determines whether alleged conduct violates this policy, it will consider all of the facts and circumstances involved in the incident, including the nature of the alleged conduct and the context in which it occurred.

Sexual harassment is a violation of Title IX and will not be tolerated at the College.

a. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- i. An employee of the College conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct;
- ii. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity. An example, may include, but is not limited to, unwelcome sex or gender- based jokes or comments, which are made in-person or conveyed electronically.

Sexual Harassment is deemed especially serious when submission to or rejection of such conduct is made implicitly or explicitly a term or condition of instruction, employment, or participation in any College program or activity; or submission to or rejection of these behaviors by an individual is used as a basis for evaluation in making academic or personnel decisions.

a. **Sexual assault**, which means a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

b. **Dating violence**, which means violence committed by a person who is or has been in a social romantic relationship of a romantic or intimate nature with the Complainant. The existence of such relationship shall be determined based on a consideration of the following factors; the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;

c. **Domestic violence**, which means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant by a person with whom the Complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the Complainant under the domestic violence or family violence laws of the state of Colorado or by any other person

against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of the state of Colorado.

d. **Stalking**, which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress

## 6. TERMINOLOGY

The following terms are used within this policy and are provided here for clarity.

a. **Consent** means intelligent, knowing, and voluntary agreement to engage in mutually agreed upon sexual activity and does not include coerced submission.

i. Consent cannot be gained by force, by ignoring or acting in spite of the objections of another.

ii. Consent to one form of sexual activity does not imply consent to other forms of sexual activity.

iii. Consent is not the lack of resistance; there is no duty to fight off a sexual aggressor.

iv. Consent can be withdrawn at any time, as long as the withdrawal is clearly communicated by the person withdrawing consent through words or actions.

v. A person shall not knowingly take advantage of another person who has an intellectual or physical disability, who is incapacitated by the use of drugs or alcohol, or who is not conscious or awake, and thus is not able to give consent as defined above.

vi. A person shall not physically or verbally coerce another person to engage in any form of sexual activity to the end that consent as defined above was not given.

vii. Certain states have designated a minimum age under which a person cannot give consent. In the state of Colorado, the age of consent is 18 years old.

Colorado law defines consent as "intelligent, knowing, and voluntary consent and does not include coerced submission. Consent shall not be deemed or construed to mean the failure by the alleged victim to offer physical resistance to the offender" (See Colorado Statute 794.011(1)(a)).

b. **Complainant** refers to the individual(s) who has been the subject of prohibited conduct.

c. **Respondent** refers to the individual(s) who has been accused of prohibited conduct.

d. **Advisor** refers to the individual who supports either the Complainant or Respondent in the grievance procedures of this policy. For example, this person may be a friend, parent, spouse, colleague, attorney, etc. The Advisor will speak for the Complainant or Respondent during the cross-examination of the live hearing. If a Party does not have an advisor present at the hearing, the College will provide an advisor to conduct cross-examination on behalf of that Party.

## 7. PRIVACY AND CONFIDENTIALITY

Any investigation related to a complaint under this policy will be conducted impartially and with respect for the privacy and confidentiality requests of all individuals involved, to the extent possible under the circumstances.

In some circumstances, the reporting responsibilities of College employees, or the College's responsibility to investigate, may conflict with the privacy or confidentiality preferences of those involved. All individuals are encouraged to familiarize themselves with their options and responsibilities, and make use of Confidential Resources, if applicable, in determining their preferred course of action.

Requests for confidentiality or use of anonymous reporting may limit the College's ability to conduct an investigation.

### **a. Confidential Resources**

Confidential resources are not obligated to report information that is provided to them. This allows individuals to explore their options in a non-pressured environment while they make informed decisions. An individual who is not prepared to make a report, or who may be unsure how to label what happened, but still seeks information and support, is strongly encouraged to contact a Confidential Resource.

#### **External Confidential Resources include:**

The Blue Bench (Formerly RAAP)

Hotline: 303-322-7273

Spanish: 303-329-0031

TTY: 303-329-0023

[www.thebluebench.org](http://www.thebluebench.org)

Located in Denver. Counties served include: Denver, Jefferson, Douglas, Adams, Arapahoe, Elbert, Broomfield, Gilpin and Lincoln.

Colorado Coalition Against Sexual Assault (CCASA)

1330 Fox Street, Suite 2

PO Box 40350

Denver, CO 80204

Phone: 303.839.9999

National Sexual Assault Hotline (RAINN)

Phone: 1-800-656-HOPE

[www.rainn.org](http://www.rainn.org)

National Domestic Violence Hotline

Phone: 1-800-799-7233

[www.thehotline.org](http://www.thehotline.org)

Employee Assistance Program (for employees of Rocky Mt. College of Art + Design)

ComPsych

Call: 888.628.4824 or visit [www.GuidanceResources.com](http://www.GuidanceResources.com)

(username: LFGsupport password: LFGsupport1)

Rocky Mt. College of Art + Design has an obligation to make reasonable efforts to investigate and address conduct prohibited by this policy. College community members who have the authority to take action, including all faculty members and members of Rocky Mt. College of Art + Design management, are not Confidential Resources and are required to notify the Title IX Coordinator of suspected violations and cannot guarantee the confidentiality of a complaint or report under this policy.

### **b. Use of Discretion**

Individuals involved in investigations or disciplinary proceedings under this policy are encouraged to exercise discretion in sharing information in order to safeguard the integrity of the process and to avoid the appearance of retaliation. While discretion regarding the process is important, Complainants and Respondents are not restricted from discussing and sharing information with others who may support or assist them in presenting evidence.

### **c. Privacy**

Rocky Mt. College of Art + Design will take all reasonable steps to exercise discretion and protect the privacy of those involved in a complaint. However, the College has an obligation to make reasonable efforts to investigate and address complaints or reports of violations of this policy. In all such proceedings, the College will take into consideration the privacy of the Parties to the extent possible while also providing a safe, non-discriminatory environment for all applicants, students and employees.

Any additional disclosure of information related to the complaint or report may be made if consistent with the Family Educational Rights and Privacy Act (FERPA), or Title IX requirements.

#### **d. Release of Information**

In accordance with the Clery Act, the Security department may issue a timely notification if it becomes aware of a serious and continuing threat to the campus community. The Security department may also be required to publicly disclose a reported incident of sexual misconduct in the daily crime log or Annual Security Report. At no time will the College release the name or other personally identifiable information of the complainant to the general public without the express consent of the complainant or as otherwise permitted or required by law.

#### **8. REPORTING A VIOLATION OF THIS POLICY**

In emergency situations, if there is a suspected crime in progress, or imminent or serious threat to the safety of anyone, immediately contact the authorities by dialing 911. If you are using a campus phone, you must dial 9-9-1-1 for the call to go through. On campus, always call the Security department at extension 5555 after calling 9-1-1.

In non-emergency situations, all members of the College community are encouraged to report any suspected violation of this policy to the Title IX Coordinator. (Members of the College community may consider consulting a Confidential Resource, as appropriate, prior to making a report to the Title IX Coordinator).

All faculty members and members of Rocky Mt. College of Art + Design management with the authority to take action must promptly report suspected violations of this policy to the Title IX Coordinator. A Title IX complaint can be filed by completing the College's Sexual Harassment Complaint Form or by contacting the Title IX Coordinator or Deputy Title IX Coordinators.

The Title IX Coordinator's contact information is as follows:

Terence Brennan  
Director of Accreditation & Compliance  
1600 Pierce St.  
Texas Building #320 (Office)  
Lakewood, CO 80214  
303.567.7283

In cases of sexual harassment that may also constitute criminal behavior (e.g., sexual assault, dating violence, domestic violence, and/or stalking), the individual may, simultaneously, file a complaint with local law enforcement authorities. The College's Security department is available to support individuals who wish to file a complaint with local law enforcement.

Local law enforcement contact information is as follows:

Lakewood Police Department  
445 S Allison Pkwy Lakewood, CO 80226  
Phone: (303) 987-7111

The Title IX Coordinator may also notify local law enforcement in cases that may constitute criminal behavior. The College will not wait for the conclusion of a criminal investigation or criminal proceeding to begin its own investigation and will take immediate steps to protect the student or employee in the educational or employment setting.

Complaints of sexual harassment may also be made to the U.S. Department of Education, Office for Civil Rights:

U.S. Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Building  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
OCR Email: OCR@ed.gov  
OCR Hotline: (800) 421-3481

Anyone making a report of a potential violation of this policy may:



- a. Request supportive measures from the Title IX Coordinator;
- b. File a formal, written complaint with the Title IX Coordinator, which will invoke the College's internal grievance procedures outlined herein;
- c. Request the assistance of the Security department in filing a criminal complaint and preserving physical evidence; and/or
- d. Contact local law enforcement to file a criminal complaint.

An individual may pursue some or all of these steps at the same time (e.g., one may simultaneously pursue an internal complaint and a criminal complaint).

## 9. PRELIMINARY INVESTIGATION AND SUPPORTIVE MEASURES

If the College receives a complaint or otherwise becomes aware of conduct that may violate this policy, the Title IX Coordinator, or in situations where Security is notified first, the Director of Security, will conduct a preliminary investigation to assess the nature and circumstances of the report and take prompt and effective action to protect those involved and the College community. This includes providing non-disciplinary, non-punitive supportive measures and remedies pending a Formal Investigation, if appropriate and as reasonably available. The Title IX Coordinator and/or Director of Security may consult with the Title IX Coordinator in making these decisions.

The Title IX Coordinator, after consultation with appropriate College personnel, as needed, may take supportive action that they deem appropriate to restore or preserve equal access to the College's educational programs and/or activities without unreasonably burdening the other Party, including measures designed to protect the safety of all Parties or the College's educational environment or to deter violations of this policy. Supportive measures may include, but are not limited to:

- a. Imposing a "no-contact" order, which will prohibit communication between the Parties involved, including in person, through third parties, or via electronic means;
- b. Directing appropriate College officials to alter academic or work schedules;
- c. Imposing interim probation and/or suspension pending the completion of the Formal Investigation.

Supportive measures are individualized based on the information gathered by the Title IX Coordinator, after consultation with appropriate College personnel. Supportive measures are available whether a formal complaint is filed with the Title IX Coordinator or not. The College will take all necessary steps to protect the complainant's identity when implementing supportive measures unless the complainant's identity is necessary in order to provide the supportive measure.

When a decision is reached to initiate a supportive measure that impacts a Respondent, the Title IX Coordinator(s) will notify the Respondent in writing. In the case of an interim probation and/or suspension, the College will assess the Respondent's imminent threat to the physical health or safety of the College community. If the College determines that an interim probation and/or suspension is warranted, the Respondent has the opportunity to appeal the decision by writing a formal appeal to the Title IX Coordinator within three (3) days of the written notification of the interim probation and/or suspension. The Title IX Coordinator will review the safety and risk analysis used to make the determination and either confirm or reverse the College's decision to implement the interim probation and/or suspension. The Title IX Coordinator's decision in this matter is final.

Every effort will be made to avoid depriving a student of his or her access to educational programs and activities, while also balancing the safety of the College community. Violation(s) of the Title IX Coordinator(s)' directives and/or administrative actions may lead to additional sanctions.

A determination that a Formal Investigation under the grievance procedure is not necessary does not preclude the College from taking appropriate steps to eliminate, deter, remedy, or address prohibited or otherwise disruptive conduct. While the conduct reported to the Title IX Coordinator may not violate this policy, it may be a violation of student conduct or employee conduct policies and will be referred to the appropriate College administrators as needed.

## 10. VIOLATIONS OF OTHER COLLEGE POLICIES

In the situation when an initial assessment or investigation under this policy identifies additional related possible violations of College policy (other than violations of Sexual Harassment as described in this policy) by the same party(ies) that would normally be handled through the student or employee conduct processes, the Title IX Coordinator will refer those potential conduct violations to the appropriate College personnel for investigation and adjudication.

## 11. INFORMAL RESOLUTION PROCESS

Rocky Mt. College of Art + Design offers an informal resolution process as an alternative to the Formal Investigation process. This informal proceeding focuses on conciliation rather than culpability and therefore does not involve a sanctioning process. In the informal resolution process, both Parties must agree in writing to engage in the Informal Resolution Process and will be asked to resolve the problem with the mediation of a trained College official.

Upon the filing of the Sexual Harassment Complaint Form, the Title IX Coordinator(s) will attempt to intervene in order to reach a satisfactory resolution between the individuals directly involved. The Informal Resolution process may be an appropriate process depending on the conduct alleged to have been violated. The Informal Resolution process may be chosen at the discretion of the parties and is not mandatory. Either party may choose to end the Informal Resolution process at any time and pursue the Formal Investigation process. The Informal Resolution process is not available for sexual harassment complaints concerning sexual violence or when an employee is alleged to have sexually harassed a student.

If informal attempts to resolve the complaint are unsuccessful, or if the Title IX Coordinator believes an informal procedure is inappropriate, the Formal Investigation process can be utilized at any time.

Upon receipt of a request to engage in the Informal Resolution process, the Title IX Coordinator, or his/her designee, may meet with the Parties and their respective advisers separately, together, or both, and may permit both Parties to present evidence. The purpose of the meetings is to clarify issues and resolve the complaint.

If meeting resolves the complaint, a conciliation agreement, stipulating the terms of the resolution, will be signed by both Parties as mutually agreed upon terms. Each party will be simultaneously given a copy of the final signed agreement.

If the conciliation process is not successful, resolution of the complaint will follow the Formal Investigation and Grievance Procedure described herein, if appropriate, or the applicable student or employee conduct process.

## 12. FORMAL INVESTIGATION AND GRIEVANCE PROCEDURE

### a. Purpose of Formal Investigation and Grievance Procedure

The purpose of the Formal Investigation and Grievance Procedure is to determine, among other things, the following:

- i. Whether a violation of the Title IX Policy has occurred; and
- ii. Whether there is an ongoing risk of harm or further prohibited conduct, and if so, to take steps to eliminate and prevent its recurrence.

### b. Determination of Undertaking a Formal Investigation

Upon receipt of a complaint alleging a violation of this policy, the Title IX Coordinator(s) will assess the circumstances of the complaint, including the preliminary investigation and related information, and contact the Complainant to determine their desired outcome. The Title IX Coordinator(s) will provide the Complainant with this policy, including information regarding supportive measures, available resources, and the resolution and investigation processes. If the Complainant chooses to pursue a Formal Investigation, the Respondent will be notified of the investigation, supportive measures, available resources, and their rights regarding the process. Both Parties will be sent a Notice of Allegations letter.

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined under this policy, then the Title IX Coordinator must dismiss the formal complaint and the Formal Investigation and Grievance Procedure of this policy.

However, that does not preclude the College from taking steps to address the conduct under student or employee conduct policies. Additionally, the Title IX Coordinator may dismiss a formal complaint under this policy if a written request from the Complainant seeking to withdraw the complaint is made, if the Respondent is no longer enrolled or employed at the College, or if specific circumstances prevent the gathering of evidence necessary to reach a determination.

Additionally, the Title IX Coordinator has the discretion to consolidate multiple complaints or reports into a single investigation if evidence relevant to one incident might be relevant to the others.

#### **c. Formal Investigation Timeline**

Rocky Mt. College of Art + Design will work to complete a Formal Investigation promptly upon receiving a complaint or otherwise becoming aware of the alleged prohibited conduct. In addition, during the course of the investigation, the College may need to delay the grievance process for good cause, which may include concurrent law enforcement activity, the need for language assistance, or disability accommodations. The College will take all reasonable efforts to apprise all Parties of the progress of the investigation.

#### **d. Notice of Allegations**

Upon receipt of a formal complaint, the Title IX Coordinator will promptly advise the Complainant and Respondent of the allegations in writing (Notice of Allegations). The Notice of Allegations will include:

- i. the identities of the Parties involved (if known);
- ii. the specific College policy allegedly violated;
- iii. the exact conduct allegedly constituting the potential violation;
- iv. the date and location of the alleged incident (if known); and
- v. a statement that the Respondent is presumed not responsible for the alleged conduct until a determination has been made at the conclusion of the grievance process.

The Notice of Allegations will also include a description of the grievance process as outlined in this Policy, and specifically notify the Complainant and Respondent of their right to have an advisor of their choice.

#### **e. Right to an Advisor**

Both Parties (Complainant and Respondent) have the right to an advisor of their choice (a parent, friend, mentor, attorney, etc.) who may accompany them to meetings with College personnel during the course of the investigation as well as the hearing. If a Party does not have an advisor present at the hearing, the College will provide an advisor to conduct cross-examination on behalf of that Party.

#### **f. Assigning an Investigator**

When a determination is made to proceed with a Formal Investigation, the Title IX Coordinator will conduct an investigation. This individual must be trained in Title IX laws and regulations and must not have a conflict of interest or bias for or against the Complainant or Respondent, or complainants or respondents generally.

#### **g. Cooperation**

All College faculty, staff, and students are expected to cooperate fully in the investigation process.

#### **h. Opportunity to Participate**

The College is responsible for gathering evidence during an investigation. However, the Complainant and the Respondent will have an equal opportunity to present witnesses and other evidence. In addition, the Parties will have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations in the formal complaint. The Parties have the right to request that the investigator meet with relevant witnesses and evaluate relevant documentation or other evidence.

If a Party is invited or expected at an investigative interview or other meeting, the investigator will provide written notice of the date, time, location, participants, and purpose of the interview or meeting to that Party with sufficient time for the Party to prepare or participate.

#### **i. Evidentiary Determinations**

The investigator has broad discretion in determining whether an offered witness or documentary evidence would be relevant or helpful to a determination. For example, some reasons an investigator might decline to speak to an offered witness include:

- i. there is not a sufficient basis that the person could have relevant information to the factual determination;
- ii. the information to be solicited would be repetitive; and
- iii. confidentiality concerns balanced against the importance of the information.

Similarly, some reasons that an investigator might decline to seek or review documentary evidence include:

- iv. the College does not have the expertise to consider scientific evidence;
- v. the information is repetitive; cost considerations balanced against the importance of the information; and
- vi. confidentiality concerns balanced against the importance of the information.

Local police and legal counsel may be consulted regarding evidence admissibility and the outcome of related legal proceeding.

#### **j. Investigative Report**

For an investigation of a complaint of sexual harassment, the investigator will summarize the relevant evidence in a written, draft Investigative Report. The investigator will send to each Party (and their respective advisors if applicable), the draft Investigative Report including all evidence directly related to the allegations stated in the formal complaint in electronic format/hard copy. Each Party will have an equal amount of time and at least ten (10) days to review the evidence to identify additional witnesses or sources of information, reconcile conflicts in information, and submit a written response to the record of evidence. The investigator will consider a Party's written response to the record of evidence before issuing the final Investigative Report.

After both Parties have had the opportunity to respond to the record of evidence, the investigator will issue the final Investigative Report. The investigator will send each

Party (and their respective advisors if applicable) the final Investigative Report ten (10) days prior to a hearing or other event where responsibility will be determined.

#### **k. Live Hearing for Sexual Harassment Investigations**

Unless the Parties have agreed to an Informal Resolution, the Respondent's responsibility will be determined by a decision-maker after a live hearing.

- i. **Hearing Format:** Live hearings will be conducted with the Parties, their advisors, any witnesses, and the decision-maker physically or virtually present in the same location, as deemed most appropriate by the Title IX Coordinator under the circumstances.
- ii. **Cross-Examination and Relevancy:** At the live hearing, each Party's advisor may cross-examine the other Party and any witnesses. The questions on cross-examination must be delivered orally and be relevant to the allegations. Parties and witnesses may refuse to answer questions on cross-examination. However, if a Party or witnesses refuses to submit to cross-examination, the decision-maker cannot rely on any statement by such person in reaching a responsibility determination.

The decision-maker will determine whether a question is relevant prior to the Party or witness responding. If the decision-maker determines a question is not relevant, they must explain their reasoning.

iii. **Appointment of Advisor:** The Parties are not permitted to cross-examine the other Party. If a Party does not have an advisor present at the live hearing who can cross-examine the other Party, the College will appoint an advisor.

iv. **Recording:** As required by Title IX regulations, the hearing will be recorded or transcribed. There is no expectation of privacy in the live hearing, and the recording or transcription will be available for review by both Parties. Rocky Mt. College of Art + Design will take all reasonable steps to exercise discretion and protect the privacy of those involved in a complaint. Any additional disclosure of information related to the complaint or report may be made if consistent with the Family Educational Rights and Privacy Act (FERPA), or Title IX requirements.

### **I. Responsibility Determination**

Upon completion of the live hearing, the decision-maker will make a determination of responsibility. The decision-maker must apply the Preponderance of the Evidence standard in reaching the determination. This means that the determination of responsibility is based on the evidence that there is a greater than 50% chance that the claim is true.

The decision-maker must issue a written determination of responsibility simultaneously to both Parties. The written determination of responsibility must include:

- i. the allegations potentially constituting sexual harassment;
- ii. a description of the procedural steps the College has taken in reaching the responsibility determination, including notifications to the Parties, interviews with the Parties and witnesses, methods used to gather evidence, and hearings held;
- iii. findings of fact supporting the determination;
- iv. conclusions regarding the application of this policy to the facts;
- v. a statement of responsibility and related sanctions imposed on the Respondent for each allegation;
- vi. a statement of whether the College will offer any remedies to the Complainant; and
- vii. a description of the College's appeal procedures.

The content of the written determination may be modified subject to the limitations of FERPA and other relevant Federal or State privacy laws.

Upon written request, Rocky Mt. College of Art + Design will disclose to the alleged victim of a crime of violence (as that term is defined in section 16 of title 18, United States Code), or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by Rocky Mt. College of Art + Design against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

In all cases involving sexual harassment, the records will be archived by the Title IX Coordinator for a period of seven (7) years.

### **m. False Charges**

Filing an intentionally false charge with the College of unlawful discrimination, discriminatory harassment, sexual violence, or retaliation is a serious offense. If an investigation reveals that a Complainant knowingly filed false charges, the College may take appropriate actions, which may include termination or expulsion. The imposition of such sanctions does not constitute retaliation. However, a determination after investigation that a charge of harassment or discrimination lacks merit or did not rise to the level of a violation of this Policy does not necessarily mean that the charge was made in bad faith.

### **n. Outcomes**

Upon the conclusion of the Formal Investigation and Grievance Procedure, the decision-maker will determine the appropriate sanctions and/or remedies and supportive measures for remedying the effects of a violation of this policy.

**o. Possible Sanctions**

Where there is a finding of responsibility for violation of this policy, and depending on the facts and severity of the violation, the College could impose a variety of sanctions including, but not limited to the following:

- Oral or written warning (Employees and Students)
- Oral or written reprimand (Employees and Students)
- Required attendance at a sexual harassment sensitivity program (Employees and Students)
- Counseling (Employees and Students)
- Probation (Employees and Students)
- Suspension (Employees and Students)
- Expulsion (Students)
- Termination of Employment (Employees)

**p. Possible Remedies and Supportive Measures**

Upon the receipt of a report of prohibited conduct under this Policy, and/or upon the conclusion of the Formal Investigation and Grievance Procedure, the Title IX Coordinator may implement remedies or actions to end the conduct, remedy its effects, and prevent its recurrence. Appropriate remedies and supportive measures may include, but are not limited to:

- Referral to counseling and health services (Employees and Students)
- Referral to the Employee Assistance Program (Employees)
- Prevention education for the College community (Employees and Students)
- Providing a Security department escort on campus, when available (Employees and Students)
- Assistance with academics, including schedules and assignments (Students)
- Permanently altering work arrangements for employees (Employees)
- Restriction of campus access for the Respondent, after a safety and risk analysis determines there is an immediate threat (Employees and Students)
- Implementing and/or Continuing No-Contact orders (Employees and Students)
- Campus Climate Surveys (Employees and Students)
- Policy modifications (Employees and Students)

**q. Appeal**

The Complainant or the Respondent may file a request for an Appeal on the following basis:

- i. procedural error, irregularity, or other failure to follow the institution's own procedures that affected the outcome of the matter;
- ii. new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and/or
- iii. The Title IX Coordinator, investigator(s), or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The appeal must be filed in writing with the Title IX Coordinator within five (5) business days of the receipt of the Outcome Letter and must clearly detail one or more of the above reasons as the basis for the appeal. A delay or incomplete request for an appeal may be grounds for the decision-maker to conclude that the appellant has waived their right to an appeal.

Supportive measures, such as mutual no-contact orders or academic course adjustments for either or both Parties may continue in place throughout an appeal process as determined by the College.

The College's Senior Vice President of Academic Affairs will act as an impartial appellate officer during an appeal of this policy. The appellate officer will be free from conflict or bias and not involved in the underlying grievance decision, to determine first whether a timely and valid request for Appeal has been submitted, and if the Appeal is valid, oversee the Appeal process.

The College will notify both Parties upon receipt of a timely and complete request for an Appeal and provide both Parties with time frames for each phase of the Appeal process. Following receipt of a valid appeal, both Parties will have an opportunity to submit a written statement in support of, or challenging, the outcome of the original hearing, this is the Statement of Appeal. Both Parties will have an opportunity to review and respond to the other Party's Statement of Appeal within a reasonable time frame. All Statements of Appeal, responses, and any supporting evidence will be reviewed by the appellate officer.

The Senior Vice President of Academic Affairs will make the final appeal decision and provide both the Complainant and Respondent with a written outcome of the appeal decision. There will be no further review of the decision.

### 13. ACCOMMODATIONS

Rocky Mt. College of Art + Design is committed to fostering mutual respect and full participation for all Parties in the Sexual Harassment Policy and Grievance Procedures. Students, faculty, and staff may request reasonable accommodation through either the Student Success Services department (for students) or Human Resources department (for faculty and staff). If you have, or think you may have, a disability that may affect your ability to report a complaint or participate in the grievance procedures, please contact the Student Success Services department or Human Resources to initiate a conversation about reasonable accommodations.

Requests for accommodations may be made to:

Robb Fladry, Dean of Students  
1600 Pierce Street  
Texas Building #312  
Lakewood, CO 80214  
303.225.8557; rfladry@rmcad.edu

Jena Sawyer  
Director, Human Resources  
1600 Pierce Street  
Robinson Building #110  
Lakewood, CO 80214  
303.225.8552; jsawyer@rmcad.edu

### 14. RESOURCES

National Sexual Assault Hotline (RAINN)  
Phone: 1-800-656-HOPE  
[www.rainn.org](http://www.rainn.org)

Campus Save Campus SaVE Act  
<http://campussaveact.org/>

National Domestic Violence Hotline  
Phone: 1-800-799-7233  
[www.thehotline.org](http://www.thehotline.org)

Employee Assistance Program (for employees of Rocky Mt. College of Art + Design)  
ComPsych  
Call: 888.628.4824 or visit [www.GuidanceResources.com](http://www.GuidanceResources.com)  
(username: LFGsupport password: LFGsupport1)

## 15. RIGHTS OF THE PARTIES

Upon the receipt of a sexual harassment complaint, the College will provide the Complainant and Respondent with a written explanation of their rights and options as described below:

- a. The right to have all accusations of sexual harassment treated with seriousness and dignity;
- b. The right to have any claims, which fall within the scope of this policy, investigated and adjudicated through the College's Sexual Harassment Policy and Grievance Procedure and, where appropriate, duly constituted criminal and civil authorities of the governmental entity in which the crimes occurred; and the right to the full and prompt cooperation and assistance of campus personnel in notifying the proper authorities;
- c. The right to be free from pressure that would suggest that individuals (1) not report crimes committed against them to civil and criminal authorities or to the campus Security and disciplinary officials; (2) report crimes as lesser offenses than the individual perceives them to be; (3) are obligated to notify law enforcement authorities;
- d. The right to the full and prompt, reasonable cooperation from campus personnel in responding to the incident;
- e. The right to have access to counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services established by Rocky Mt. College of Art + Design or other entities;
- f. The right to require that campus personnel take the necessary steps or actions reasonably feasible to prevent unwanted contact with, or proximity to, alleged assailants after a complaint is reported;
- g. The right to available options that may be provided by the College for changes to transportation, working, academic and/or living situations, if requested, while an informal resolution or formal investigation is pending, including the option to issue a no-contact order. These steps will be taken regardless of whether the Complainant chooses to file a formal complaint;
- h. The right to be informed of disciplinary proceedings, be present at and participate in those proceedings, and be informed of the outcome of such proceedings;
- i. The same right to assistance, or ability to have others present, that is afforded to the other Party.



# College Resources

## The Reception Desk

The Reception Desk is located inside the north entrance on the 1st floor of the Texas building and is staffed during normal business hours. The Reception Desk is the central hub for information and a variety of student and employee services.

Students can drop off pre-stamped mail, pick up lost and found items, communicate with Security or gather current information such as events, galleries and directions. Students can pick up booklets, pamphlets and other RMCAD and local information at the desk.

Students are urged to approach the desk with any questions. Students may also drop off class assignments and projects for their instructors. However, it is the student's responsibility to inform their instructor that a class assignment/project has been dropped off at the Reception Desk. All assignments/projects must be in an envelope or properly labeled with the student's and instructor's names. These assignments/projects will be placed in an internal mailbox or on a shelf in the mail room by the Reception Desk staff member. Students may not access the campus mail room.

The Reception Desk is staffed during normal business hours. To communicate with the Receptionists, chat or email [resources@rmcad.edu](mailto:resources@rmcad.edu).

## Reception Desk Telephone Messages

The staff at the Reception Desk will take messages if calls are received for students and then will attempt to reach the student through the RMCAD email system. Only in emergency situations will staff attempt to locate students on campus to deliver a message.

## Library/Resource Center

The RMCAD Library provides a variety of resources, striving to successfully support the academic needs and scholarly endeavors of our students and faculty.

Our growing and specialized resources consist of:

- More than 12,000 book titles in a highly focused collection, specifically tailored to our College's curriculum needs;
- More than 20 art and general education-related print magazines and journals, archived for five years;
- More than 2.5 million high-resolution images of Art and Design through the ArtStor Database;
- More than 700 carefully selected curriculum-supporting animated and feature film DVDs;
- Access to 28 excellent full text databases for all majors;
- A reserve area of classroom textbooks.

The acquisitions of our Library Collection are primarily based on feedback from faculty and students to support the current curriculum. Our knowledgeable staff is happy to help you locate information and provide services you may need to complete your assignments both on campus and online. Our facilities offer a variety of seating areas for individual or group work. We also have wireless access to accommodate laptop use.

The student portal offers 24/7 access to the Library catalog, subscription databases, digital images, and hundreds of helpful web links.

Other resources include instructional library usage tutorials, writing and research tips, citation/bibliography guides in various styles, grammar guidelines, and important information regarding copyright laws and plagiarism.

## Student Learning Center

The Student Learning Center is a professionally certified, student-oriented academic support resource that offers Academic Mentoring and tutoring support for all online and campus courses. Trained peer tutors are available for both walk-in and scheduled appointments at the SLC or online through screen share. The SLC assists students with writing, math, studio classes, academic success strategies (note-taking strategies, time management, etc.), and software (Photoshop, Illustrator, etc.). The SLC also helps coordinate the Academic Success Plan (ASP). There is no charge to RMCAD students for any of the services. The SLC is located in the Triboro building and online.

In addition, students can take advantage of LinkedIn Learning, a subscription site providing thousands of computer program tutorials on everything from Microsoft Word and Google Mail to Adobe InDesign and DreamWeaver—and much more. Tutorials are available 24 hours a day.

## RMCADGO/TECHBAR/Technology Support

Students have access to multiple methods of technology support.

All students enrolled in online courses are assigned the RMCADGO support network. RMCADGO supports RMCAD's learning management system (LMS), as well as providing support for laptops and front-end applications. They can be contacted by calling 888-RMCADGO (888.762.2346), or by email at [RMCADGO@rmcad.edu](mailto:RMCADGO@rmcad.edu).

Students enrolled in on-ground classes can utilize the TECHBAR for all non-Learning Management System (LMS) issues. The TECHBAR is designed to be the first point of contact for on-ground students requiring technical assistance with digital technology, software questions, wireless connectivity, email, student portal access, printing and any other technical needs. The TECHBAR is staffed during campus hours. Technical support is available by calling 303.225.8529, by email at [TECHBAR@rmcad.edu](mailto:TECHBAR@rmcad.edu) or on the web at: [support.rmcad.edu](http://support.rmcad.edu).

The TECHBAR also provides items such as digital cameras and digital video cameras on loan for on-campus student checkout on a first-come, first-served basis and does not offer reservations. A current student ID must be shown, students must not have fines greater than \$30.00 and their account must also be in good standing. Fines are incurred for items turned in late.

## Technology Policies + Procedures

The following technology policies are to be followed by ALL students, faculty, staff, alumni, and guests of RMCAD. You will be held accountable for following these policies, so it is important that you read and understand our policies regarding technology.

### Emergency Notification

All campus emergency notifications are sent via SMS Text, Mobile-App notification, email, broadcasted over the phone system, and displayed on lab computer screens across the campus.

Students and Faculty may have text messages sent to their cell phone by requesting the service feature with a "Yes," or "Y," sent to the number 67587. You can update your emergency contact information by updating your mobile phone number inside of the student portal. To do this Navigate through the sidebar menu using: MY PROFILE > MY INFORMATION > and then click "Request Change" in the lower right corner of the window.

### Computer Labs

There are many computers on campus for student use. If you encounter a class in session, please ask the instructor if you may work on a vacant workstation without disturbing the class. It is up to the instructor to allow you to work. Please respect the instructor's wishes. Students are welcome to use the labs with some recommendations and restrictions.

- Shore Annex: Recommended for Illustration and Fine Arts Majors (Mac)
- Rude Garden Level: Recommended for Photography Majors (Mac)
- Animation Lab (TX006, TX004): Recommended for Animation Students (Windows)

- Game Art Lab (TX107): Recommended for Game Art Students (Windows)
- Interior Design Lab (TX108): Recommended for Interior Design Students (Windows)
- Sewing Lab (TX104): Restricted to Fashion Design Majors
- Graphic Design Labs (TX204, TX205, TX222, TX223): Recommended for Graphic Design Majors (Mac) and Foundations students
- CAD lab (TX108) Restricted to Interior Design Majors
- EPiC Cintiq lab (EPiC205): Recommended for Illustration, Graphic Design, Fine Arts and Art Ed Majors (Windows)

Personal projects or belongings are collected from labs at the end of each week and either discarded or placed in "Lost and Found" located at the Campus Resource Center.

### **Computer Lab Files**

You are encouraged to always make a personal backup of your work onto an external hard drive of your own purchase.

We also encourage that you utilize the campus Google Drive service as well via your RMCAD Gmail.

All classroom computers wipe data stored on the desktop and other folders upon computer restart. Students must ensure they safely copy files to an external resource to avoid losing any and all generated content.

### **Computer Lab Software**

Some software is specific to course work. This includes animation software and AutoCAD software. Many classrooms are specifically designed to serve courses in each major, thus you may expect courses you will be scheduled in will be outfitted with the necessary elements for your courses. Please see the TECHBAR for details.

Installing software OF ANY KIND is strictly prohibited as is un-installing existing software on Lab machines.

RMCAD does not permit booting a machine using any personal media from cd, to usb device, or external hard drive.

Fonts are the property of the College. Do not copy fonts. Do not add fonts from home to a RMCAD workstation.

Using school equipment for gaming, online gaming and questionable entertainment use is strictly prohibited. (Exceptions will include curriculum-based game design classes, school-approved LAN parties, and gaming events approved by RMCAD IT Admin staff.)

Do not attempt to access secure areas of RMCAD's information network.

Viewing content deemed offensive and which falls under RMCAD policy or local, state, or federal law as harassing or discriminatory to others is prohibited at RMCAD.

Data on Windows computers is cleared when the machines are turned off. Data on Macs is cleared weekly.

### **Computer Lab + Campus Guidelines**

Lab computer equipment is not to be modified. Do not unplug or change hardware in any way. This includes but is not limited to: power cables, monitor cables, keyboards, mice, network cables, speakers, and scanners. Do not remove chairs from labs.

Food and Drinks are not allowed inside of computer labs except on designated tables.

Computer labs and key areas of campus are under monitored and recorded surveillance. RMCAD reserves the right to approve or deny sharing of any recorded surveillance data.

The acquisition, downloading, and illegal viewing of copyrighted material/content (i.e. illegally streaming movies, video, BitTorrent, etc.) using any RMCAD resources is prohibited. Violators will be subject to punitive action, up to, and including expulsion.

## Equipment Checkout

The TECHBAR offers many digital devices for on-campus student checkout, including digital video cameras, digital SLRs, audio recording devices, lighting kits, tripods and more. Game Art and Photography equipment is only checked out to select students with appropriate department head, or department chair approval.

Students must have a Student ID and current term TECHBAR sticker and have less than \$30 in late fines from the TECHBAR. By checking out any device, students assume replacement/repair costs if the device is damaged, lost, stolen or missing any components. Items that are not returned within 15 days after their due date will incur a full retail replacement charge plus a service fee. Fines are \$5 dollars a day each day beyond checkout duration.

The TECHBAR does not offer equipment reservation as a service, equipment is available on a first-come, first-served basis.

Alumni actively enrolled in the RMCAD Renew Program are eligible to check out TECHBAR equipment with a RMCAD Alumni ID.

### Printing:

Printers are located throughout the campus and computer labs; maps are located at each printer as well as within RMCAD's Mobile application. RMCAD provided printing is considered an "at cost" printing solution. Initially all students are given \$1.00 for printing.

Printing allotments carry over to the next semester. Additional money for printing can be added at the SPECTRUM Supply Store.

Students are required to enter a username and password to print.

RMCAD does not currently support color accuracy for color printing on any of the printers offered on campus. Please take this into account when designing and preparing final projects. At the end of the term printing gets very heavy and Murphy's Law takes effect. Allow time to use a service bureau like OfficeMax or Kinko's as a backup for final output.

The TECHBAR offers 42" wide-format color printing and 36" wide-format color printing on Canvas. We require 72 business hours for all orders. Rush orders are not accepted. Students may pick up a printing form at the TECHBAR.

The TECHBAR offers 3D Printing services. We require 7 business days for all orders. Models are reviewed to meet 3D printing standards and are accepted/rejected based on said standards. Rush orders are not accepted. Students may pick up a 3D Printing form at the TECHBAR.

### Holodeck Sound Recording and VR Studio and Studio 1 & 2 Spaces:

The Holodeck Sound Recording and VR Studio and Studio 1 & 2 Spaces are specialized studio spaces that can only be utilized by making an appointment through TECHBAR. Keep in mind that some of these spaces are reserved in advance for scheduled class sessions per term. Students who wish to use either location outside of scheduled classes must complete the TECHBAR's training requirements.

### Laptops:

Student and faculty use of laptops is encouraged with the following guidelines:

- All laptops must include current antivirus software and/or current security software updates to access RMCAD's network.
- Laptops may be used in labs but not at computer workstations during class time. Some classrooms have appropriate provisions for their use.
- Students may not use equipment or cables from a lab workstation for their laptops.
- The TECHBAR can answer questions regarding proper laptop etiquette.
- RMCAD is not responsible for the theft, loss or damage to personal equipment. Do not leave laptops or other possessions unattended. We recommend purchasing anti-theft / recovery software to protect your investments.

### **Wireless Internet:**

The entire campus is setup with Wi-Fi or Wireless Access. Students and Faculty who own a laptop can visit the TECHBAR to get configured to access the wireless network.

### **Alumni, Family, Friends + Co-Workers Usage:**

Alumni Association members have limited access to computers when not enrolled in the Renew Program. Contact Alumni Services for details: 303.225.8569.

Family, friends and non-RMCAD co-workers are not authorized to use school equipment. Visitors and Students may be asked to show a valid student ID at any time.

Failure to follow the RMCAD technology policies and procedures outlined above will result in fines and disciplinary action as defined in the RMCAD catalog, Employee Handbook and school policies. Software, hardware, or equipment theft is enforced by RMCAD, the Jefferson County Sheriff's Department and the Lakewood Police Department.

## **Galleries**

Rocky Mountain College of Art + Design maintains five gallery spaces on campus, which provide the continuous display of diverse artworks. These exhibition spaces are open to RMCAD students, the regional art community, and the general public. Our exhibits provide a venue for guests to learn about contemporary art and design through firsthand experience, and as publicly open spaces, the gallery's exhibitions bridge the gap between the RMCAD community and the public. No admission is charged, and group tours are available if arranged in advance by contacting the Gallery Director or Campus Preparator. Gallery hours are Monday – Friday, 11 – 4 pm, except on major holidays and during school breaks. Hours during the summer term are subject to change - please phone ahead to confirm.

The **Philip J. Steele Gallery** is located in the historic Mary Harris Auditorium Building on the east end of RMCAD's campus. The gallery's mission is to enhance RMCAD's position as a place for current dialogues, using contemporary art and design as a vehicle for critical discourse. The Philip J. Steele Gallery presents exhibitions of challenging, educational, and historically significant art. Gallery talks often supplement the exhibitions by giving the public and the RMCAD community an in-depth look at the process and philosophy behind the work. By providing direct connection to original artworks and focusing on relevant contemporary artists and designers and their work, the exhibitions enliven the visual environment on campus and foster a culture of experimentation and change.

The **Radiance Gallery** is located in the Texas building across from the elevator and exhibits the work of alumni winners of the RMCAD Radiance Award. The award celebrates and recognizes accomplished alumni that have made significant contributions to the creative industry. These inspirational honorees exemplify professional excellence in their field and a commitment to RMCAD's philosophy of lifelong learning in the arts.

The **Rotunda Gallery** is located on the east end of campus in the Health and Wellness building and focuses on showing student, faculty, and visiting artist work.

The **Rude Gallery** is located at the top of the stairs in the Rude building. This intimate gallery showcases student installations as well as works from faculty and regional artists.

Students are encouraged to apply for exhibition space in the **RMCAD Student Gallery** which is located in the EPiC building on the east end of campus. To apply, email a proposal to the Gallery Department ([pjsgallery@rmcad.edu](mailto:pjsgallery@rmcad.edu)) with the subject Student Gallery Exhibition Proposal, and gallery staff will contact you with further questions. Exhibitions in the Student Gallery are dependent on scheduling and merit. Contact [pjsgallery@rmcad.edu](mailto:pjsgallery@rmcad.edu) for a link to the Student Gallery Exhibition Guidelines. The Gallery Director and Campus Preparator are also available to provide additional information about any of the College's gallery spaces or to answer questions.

In addition to exhibitions in our Student Gallery, students have the opportunity to display their work on campus temporarily for critiques. Students must apply to display work in public spaces on campus by reviewing the Student Display Application Policies + Procedures and completing the Student Display Application Form located in the RMCAD Portal. Installation in a public space is not permitted until the Student Display Committee approves your proposal. Public spaces include outdoor areas, hallways, administrative spaces, and/or any other

space that is not a designated critique space. Approvals may take up to one week. Be sure to coordinate your efforts to meet classroom deadlines. Designated critique space in hallways may be used for temporary display without Student Display Committee approval if the artwork complies with building and fire code, Americans with Disabilities Act, and student handbook codes. Always check with your faculty first before installing in a designated critique space to verify locations and proper use. Stairwells and elevators may not be used for displaying due to risk of injury.

### Graduation Exhibitions

Each term, all on-campus students graduating with a Bachelor of Fine Arts degree have the opportunity to participate in an on-campus exhibit. This group exhibition is open to all of the college's program departments. The Graduation Exhibition is a college tradition and a privilege that brings all students, faculty, staff, and community together for a celebration of the talent and hard work of the students graduating with a BFA.

The graduation exhibition opens with a reception that is free and open to the public. The exhibition is open to the public for approximately two weeks. Gallery hours are Monday through Friday from 11am – 4pm (summer hours may vary, please check [rmcad.edu/exhibitions](http://rmcad.edu/exhibitions) for the most updated information).

Students must attend the Mandatory Graduation meeting that is scheduled for the 2nd week of their graduating session and turn in all paperwork by assigned deadlines to participate. Please contact the Gallery Director/Coordinator or your Department Chair for the BFA Graduation Exhibition Handbook and/or additional information.

### The Annual Student Exhibition

The Annual Student Exhibition brings all students, faculty, staff, and departments together once a year for a celebration of the talent and hard work of our students. The Annual Student Exhibition is a College tradition that has taken place since the College was founded in 1963.

All students who are enrolled are eligible and strongly encouraged to submit work. It is our largest exhibition of the year, consisting of work representing a wide diversity of media, content, and scale.

The exhibition is a juried competition; student work is juried in categories against other work of the same level. Department Chairs with their respective faculty identify a panel of jurors and select the Best of Department Awards. Professionals working in the field who are not immediately affiliated with the College select the Gold, Silver, and Bronze Award winners. After the work is selected, the gallery staff curates the exhibit within the space.

Information about the process to participate in the exhibition is emailed to the Student Body through the Philip J. Steele Gallery ([pjsgallery@rmcad.edu](mailto:pjsgallery@rmcad.edu)). Please keep an eye on your inbox for details.

## Spivak Student Studios

The Spivak Studio building is a creative center at the heart of Rocky Mountain College of Art + Design. A longtime tradition of the college, this building serves as a studio space and gallery for Spivakians- the loving nickname dubbed to our student resident artists. Each studio can allow 1 to 3 students and is an amazing chance to create alongside peers, have studio visits with professional artists, and develop a strong studio and gallery practice.

Each semester, an application is sent out requiring an artist statement, portfolio of work, a minimum cumulative GPA of 2.5 with preference given to those with 3.0 or higher, and a minimum of 45 completed credit hours with preference given to those with 60 completed credit hours or higher. This is a competitive process, and students of all majors are encouraged to apply for this privilege. Please contact the Studio Manager at [spivakmanagement@rmcad.edu](mailto:spivakmanagement@rmcad.edu) with any inquiries.

## **The RMCAD Student Expression Wall**

To be bestowed annually upon the incoming spring class, the Expression Wall serves as a perpetual collaborative art piece for the student body. Each spring, summer, and fall, students may create works of art on the wall, which will be photo documented as testament to their time at the college. Then, each spring the wall will be painted white once more, in a symbolic passing from upperclassmen to the new incoming students.

Students must adhere to the RMCAD Student Code of Conduct and respect the work of fellow students. Material must be non-toxic and environmentally safe. Work must be two-dimensional and rest flat against the surface of the Expression Wall. The RMCAD Student Expression Wall may not be damaged or dismantled.

## **The Spectrum Store**

The on-campus store, Spectrum, carries the majority of supplies necessary for classes and fuel to keep you going. Spectrum offers convenient purchasing as a one-stop-shop, with a small selection of food and beverages, in addition to having competitive prices for the majority of necessary art and design supplies. RMCAD apparel and other RMCAD products, such as water bottles, ear buds, sketchbooks, and portfolio cases are available. We also have an online store for our online community. Please visit us at <https://spectrum-the-rmcad-store.shoplightspeed.com/> to order official RMCAD merchandise to show your school spirit!

Spectrum's knowledgeable team will gladly assist students with any questions regarding art supplies. Some art supply items not carried in the store may be special ordered. A 75% deposit is required for all special orders. The Spectrum team takes into consideration frequently requested items and may begin to carry an item based on such requests. Please fill out this form to let us know about the items you would like to be considered for store inventory: <http://tinyurl.com/jx3bsxm>

Please keep in mind, not all items carried in the store are visible; simply ask store associates if there is an item that cannot be found. Additional print account funds and large format prints can be paid for at Spectrum.

Spectrum accepts the following forms of payment: cash; personal checks from enrolled students in good standing; MasterCard, Visa, Discover or American Express; and Apple Pay. Prepaid Student Store Accounts are also available. For details, contact the Spectrum staff. They can set up your pre-paid account today! Questions about prepaid accounts can be directed to [spectrum@rmcad.edu](mailto:spectrum@rmcad.edu)

Most supplies required for the first day of class can be found at Spectrum. Instructors will inform students of additional materials needed for projects or assignments and labs. The hours of operation are posted on the doors of Spectrum. Spectrum is in the Texas building.

Merchandise purchased at Spectrum: A one-week return period applies for clothing and other non-course related merchandise. A full refund will be given in original form of payment if supplies are returned with the original detailed receipt within 30 days. No refunds without a receipt. Merchandise must be in original condition – original package unopened, if applicable. Spectrum reserves the right to decline returns on items that do not have seals or are not easily discernible if the product has been used. We currently do not accept returns on web store purchased items.

All students are responsible to purchase required textbooks for their applicable courses.

## **THE MINE: Student Supply Banks**

### **Food Bank**

The College operates a food bank for all enrolled students. Students may select up to 5 items a week. Food items are free, and the service is confidential. Students must provide their student ID number and a list of the items they have selected before leaving THE MINE. Students needing access to the Food Bank should see the Director of Student Life (303-753-6046 ext. 22050).

### **Supply Bank**

The college operates a supply bank for enrolled students. Students may exchange art supplies and materials for projects and assignments. Art supplies and materials are free and confidential. Students must provide their student ID number and a list of the items they have

selected before leaving THE MINE. Students needing access to the Supply Bank should see the Director of Student Life (303-753-6046 ext 22050).

## **Fablab**

The RMCAD FabLab provides shop environments where the curious and creative fabricate mischievous projects. We transform the conceptual into the physical by exploring technological, contemporary, and traditional means of fabricating art + design. It is essential that students, faculty, and staff take an active part in preventive measures to control hazards associated with activities under their direction. Use of the FabLab is open to students currently enrolled in RMCAD classes during class times and posted open hours. Violation of the policies included in the FabLab Handbook or Student Handbook may result in the loss of shop access at the discretion of the Chair of Foundations + Fine Arts and Dean of Students.



# Student Resources

## Email

All students are assigned a RMCAD Google Suite user account, which includes an email for the student. Official college communication is conducted via the RMCAD email system, and students are required to check, and use, their RMCAD email account regularly. RMCAD email is accessible at gmail.rmcad.edu, or from gmail.com with the full username and domain included.

Each student is included in the appropriate email groups to get modality and degree program specific correspondence. Email addresses are the first name, a period, and the complete last name up to 20 characters in total. The only exception to this would be in cases which would result in duplication. Students should not correspond with faculty or administration using email accounts other than RMCAD's @rmcad.edu account.

Students should not ever give out a username or password via email. The RMCAD IT Department will never ask for this information via email. Students who are unable to use or are not receiving RMCAD email should contact the RMCADGO or TECHBAR support teams immediately (contact information can be found under College Resources). RMCAD reserves the right to monitor emails for troubleshooting and violations of College policy, and by request from law enforcement.

## Student Identification

### On-Campus Student Identification

All enrolled on-campus students are issued a RMCAD student identification (ID) card. In order to maintain a safe and secure campus environment, all students must retain their student ID throughout their enrollment. Students ID cards are used for door access on campus. Students may be requested to show their ID by College Agents. Photographs for student ID cards are initially taken during New Student Orientation and students are expected to retain the card for the duration of their enrollment at the College. On campus students should expect a \$10 replacement fee for new ID cards, which may be ordered through the TECHBAR. At the start of each academic term in which they are enrolled, students must obtain a validation decal from the TECHBAR to be affixed to the ID card. Students in financial arrears with the College may be denied the validation decal, and subsequently the privileges and access associated with the student ID card. A valid student ID card is necessary to access campus buildings, check out technology materials from the TECHBAR and to check out books or other materials from the Library/Resource Center. Additionally, several art supplies stores, museums, sporting venues, movie theaters and other businesses offer reduced rates or discounts for individuals presenting a valid student ID card.

Online student Identification requests must be submitted to studentID@rmcad.edu, and include a receipt for the purchase from rmcad.edu, or fullidentity.com if previously purchased. Student Identification requests will take approximately one week from request so long as a receipt of purchase is included.

### Verification of Student Identity in Online Learning

The purpose of this policy is to ensure that Rocky Mountain College of Art + Design operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education.

All credit-bearing courses and programs offered through distance education methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. According to the HEOA, one or more of the following methods must be used:

- An individual secure login and password issued by the College
- Proctored examinations, and/or
- Other technologies or practices that are effective in verifying student identification. (These practices include phone/Digital Meeting check ins and portfolio review sessions.)

Any online student work, assessments or activities that are graded or contribute to a student's grade must be submitted via a system that verifies the student's identity as noted above. Students submit their work via the College's secure Learning Management System (LMS).

Please note: There is currently no fee associated with the verification of student identity. Any future fees will be indicated in the Catalog or Addendum and in the Tuition and Fees section of this catalog.

### **Secure Login + Password**

Each RMCAD student is assigned a unique username and password to log into the College's learning management system. Students are responsible for providing their complete and true identity information in any identification verification process.

Students are required to use their individual username and password to access the LMS and must protect the confidentiality of their username and password. Students are responsible for all transactions that occur under their username. Students are prohibited by College policy from the following activities:

- Soliciting login information or accessing someone else's account on the LMS
- Signing into the LMS using anything other than their own official RMCAD credentials
- Providing their log-on information to any other individual, or allowing any other individual to post to the site under the student's log-in

As technology and personal accountability are not absolute in determining a student's identity, the responsibility of maintaining integrity is shared across several departments. Faculty teaching courses through distance education methods are responsible for using assignments and evaluations that support academic integrity and by requiring students to submit assignments using the college's secure LMS. The IT department holds responsibility by providing industry-standard mechanisms for assigning usernames and password systems, maintaining systems security, and investigating unusual user activity. All faculty and staff are responsible for reporting any suspected infractions to the Department Chair, IT Director, Dean of Students, or Senior VP of Academic Affairs.

### **Enforcement**

Failure of students to comply with this agreement/policy will be addressed through the College's Policy on Academic Integrity and the Conduct System as noted in the College's Code of Conduct. If warranted, a student's failure to comply will result in termination of access to College technology resources. Failure to comply may also be a violation of civil/criminal law and may cause the violator to be subject to applicable penalties.

## **The Student Portal**

An initial registration is required. Students are responsible for reviewing the information stored in the student portal. Students are able to view and print many portions of their student records.

The following is a list of information currently available to students once they've become an applicant at RMCAD:

- Account Information
- Making Payments Online
- Payment Information
- RMCAD Financial Aid Links
- Document Center

The following is a list of information currently available to students once they've registered for courses:

- Academic forms
- Class schedule
- Grades (current and past terms; midterm and final grades)
- Billing information (current and past terms)
- Account holds

- Student and Financial Aid Advisor assignment
- Financial aid award letter
- Financial aid missing documents
- RMCAD unofficial transcripts

Additionally, students will work with their assigned Student Advisor to register for classes.

## **RMCAD Mobile App**

The RMCAD mobile app is meant to enhance your student experience whether it's on-campus, online or both! This app will give you the ability to always be in the know about what's happening in the RMCAD community while connecting you to your classmates, advisers and professors. Click [here](#) for more information and to download the app on your iPhone or Android device.

Below are a few of the many features offered:

- Connect with your classmates, advisers and professors
- Personalize your homepage by adding your favorite resources for quick access
- Access your course info through the LMS Tile
- Learn about events happening on-campus and the latest RMCAD news
- Break the ice and introduce yourself on the campus walls

## **Student Early Alert | ANCHOR**

RMCAD faculty and staff utilize early alert activities in the College's Student Information System to help promote the academic and personal success of RMCAD students. The main goal for using these early alert activities is to identify concerns regarding student progress and behavior early on and provide the student with supportive, helping resources before the concern impedes the student's ability to be successful at RMCAD. Concerns raised via ANCHOR are wide-ranging and include, but are not limited to: academics, personal health and well-being, conduct and behavior, careers, and student dissatisfaction. ANCHOR activities have been configured intentionally with regard to student privacy laws (FERPA), so information in these activities is only shared with other faculty and staff who have a "legitimate educational interest" in the given concern.

Although ANCHOR activities help faculty and staff to ensure that each and every student is getting the help they need, the ultimate responsibility lies with the students to take advantage of the resources and help being offered to them.

## **Counseling**

Personal counseling services provided by a licensed professional counselor are available for currently enrolled students on campus and online. Counseling is private and free of charge. The Counseling Office can refer students to external mental health facilities when necessary and appropriate. Students should call the Counseling office to make an appointment, 303-225-8573, or inquire via email, [counselor@rmcad.edu](mailto:counselor@rmcad.edu).

## **Accessibility Services**

In compliance with the Americans with Disabilities Act (ADA), and Section 504 of The Rehabilitation Act, the College affirms its commitment to seek to achieve reasonable accommodations for students who have documented disabilities. Prior to admission acceptance, the College will provide general information upon request.

Once enrolled, students are responsible for initiating a request for accommodations by disclosing their disability to the office of Student Accessibility Services ([sas@rmcad.edu](mailto:sas@rmcad.edu)) and providing the required supporting documentation. The office of Student Accessibility Services will provide additional information to students requesting accommodations, such as standards for required documentation and specific

policies regarding use of accommodations. An individual's needs must be communicated to the Director of Student Accessibility Services before accommodations will be made.

## **Transportation**

All students are provided with an all-access pass to use on Denver's public transportation system, the Regional Transportation District (RTD). The College Pass program provides local, regional, light rail, and SkyRide (airport shuttle) service to currently enrolled RMCAD students. Students must pick up their RTD College Pass from the TECHBAR to access RTD services using the College Pass program.

RMCAD offers a Shuttle Service between the College and the Regency Student Housing and the Lamar Street Station and Auraria Campus RTD light rail stops. Contact [transportation@rmcad.edu](mailto:transportation@rmcad.edu).

RMCAD offers a free shuttle service between the College for specific events and activities located off campus.

## **Housing**

There are several housing options available near RMCAD, and each offers something different. Because the primary goal is to help students make a smooth transition to RMCAD, the priority is to help each student find housing that suits their individual needs. As a means to this end, The Office of Student Life provides services and resources to assist in the process. For a full list of housing options, see the Housing Guide, available through that Office.

## **Voter Registration**

Voter registration information and materials are available through the Office of Student Life and online.

## **Student Activities**

The Office of Student Life actively pursues the development of a positive, supportive and inclusive sense of campus community at RMCAD. Through programs, events, activities, and organizations, the Office of Student Life strives to meet the social, intellectual and cultural needs of current students. To meet this goal, activities offered provide a diverse range of experiences that help students develop essential life skills and that complement their academics. Students are highly encouraged to get involved and share their ideas for programs and activities. Students interested in providing input or planning activities should speak with the Director of Student Life.

RMCAD provides a number of interesting and entertaining activities during the year. Activities include visiting artists and designers, videos, films, and lectures presented by featured artists and designers exhibiting in the galleries. Lectures and workshops are usually held during the lunch break or after school and are always free of charge.

The Student Life Office, Student Ambassadors and Student Leadership Alliance (SLA) sponsor social, recreational, and educational events on and off campus each term. These include movies, sports events, plays, festivals, lectures, concerts, and gallery tours. Organized outdoor activities take place throughout the year and may include hiking, biking, whitewater rafting, skiing, and snowboarding.

## **Student Organizations**

Students sharing common interests or hobbies can come together as recognized student organizations at RMCAD. Student organizations may be eligible to receive funds from the Office of Student Life and may plan events or programs for fellow RMCAD students. Organizations must be established for purposes that are legal, consistent with the educational aims of and mission of the College, and in accordance with the regulations, guidelines, and policies of Rocky Mountain College of Art + Design and the Rocky Mountain College of Art + Design Student Leadership Alliance. Recognition of a student organization does not, however, imply College endorsement of the organization's purposes, nor does the College assume sponsorship of any of the group's activities on or off College property.

Student organizations which receive or utilize College resources (including, but not limited to, funding, technology and advisement) must operate and conduct themselves in line with all College policies, as stated in this catalog. Likewise, student organizations must operate in accordance with the mission and values of the College and may not intend to or actually do harm to the interests or reputation of the College.

Any RMCAD student can start working on the formation of a new student organization. Students who would like to start this process should meet with the Diversity Coordinator or attend a Student Leadership Alliance meeting to inquire.

### **Student Organization Event + Attendance Policy**

Any on-campus RMCAD sanctioned student club or organization planning an event or activity for fellow RMCAD students must present their proposal before the Director of Student Life for approval. Outside visitors are not permitted to attend any student run club or organization, including alumni, and former employees, during the club or organization's regular weekly meetings, events, or activities, unless otherwise notified.

### **Alumni**

Alumni wishing to participate in a RMCAD club or organization's event or activity must seek approval from the Director of Student Life prior to the event. Alumni will only be considered for approval providing they are in possession of a valid Alumni ID and are in good standing with the college.

### **Guest Speakers**

Guest speakers and educators may only be permitted to attend a club or organization's event, or meeting, on two conditions;

1. If they are approved prior to the event by the Office of Student Life, and
2. Providing they are hired from a certified outside resource and serve a specific purpose in the education of the group or organization.

### **Resources**

RMCAD is able to provide communication and organization platform for clubs and groups within the RMCAD Mobile application.

## **Student Ambassadors Program**

Student Ambassadors are current undergraduate, full-time, on-campus students hired to serve as peer mentors to new students during Orientation and throughout the first year. They work to create community among the diverse group of artists and designers at RMCAD by planning events for the entire student body, as well as within each academic department. Additionally, the Student Ambassadors plan and execute several civic engagement projects throughout the school year to support and give back to the surrounding community. Students interested in learning more about the Student Ambassador program, or who would like information about the application process, should speak to the Director of Student Life.

## **Student Leadership Alliance (SLA)**

The Student Leadership Alliance is composed of leaders of student organizations at Rocky Mountain College of Art + Design. The Student Leadership Alliance works to support and improve the social and co-curricular experience for the RMCAD student body. The Student Leadership Alliance encourages all current RMCAD students to attend open meetings and to bring ideas and concerns to the attention of the SLA. Students interested in obtaining information about Student Leadership Alliance meeting times and locations, or who have other questions related to the Student Government, should contact the Director of Student Life + Activities.

## **Civic Engagement**

Service to the surrounding community is important to RMCAD at many levels. Students are encouraged to participate in volunteer work that appeals to their specific interests and passions. Volunteer work is an excellent way to become involved with the College as well as the community outside of our campus. Volunteer work is an extremely rewarding experience that often leads to strong personal and professional connections. The Office of Student Life serves as a resource for students who have an interest in participating in community

service projects. The Office of Student Life provides information about a variety of service projects; from a single day spent working to preserve Colorado's environment, to ongoing placements working with needy children. Additionally, the Office of Student Life sponsors group trips to local agencies that serve the Denver Metro community. These trips are designed to expose students to the diverse range of volunteer possibilities. Interested students should look for information about such projects via campus communication or inquire with the Office of Student Life.

## Career + Alumni Services

The Career + Alumni Services Office is a resource for students and alumni that provides information, strategies, skills, guidance, and support that will assist them in successfully meeting their career objectives.

The office also collaborates with employers developing mutually beneficial relationships resulting in internships and employment opportunities (part-time and full-time) for students and alumni. In addition, the office maintains a student's connection with RMCAD after graduation through Alumni Association services, programs, and events.

## Ongoing Career Resources

The following is an overview of just some of the lifetime services offered to RMCAD students and graduates free of charge.

- Career assessment and personalized one-on-one career coaching.
- Assistance with creating and updating of professional documents (resume, cover letters, and email etiquette and correspondence)
- Portfolio assistance and review.
- Interview assistance tips and evaluations.
- Access to online job board, networking, and career development software tools included in RMCAD's Career Service Portal-PASSPORT. (<https://rmcad.csm.symplicity.com>) Please contact Career + Alumni Services for instruction on account access and activation.
- Employment search resources, strategy, and planning.
- Assistance with Internship opportunities.
- Networking events, Career Fairs, Employer information sessions, and guest speakers
- Career- related programming and workshops.
- Graduate and special program information.

Please contact Career + Alumni Services to set up an appointment at [careerservices@rmcad.edu](mailto:careerservices@rmcad.edu)

## Alumni Association

Graduates of RMCAD automatically join the RMCAD Alumni Association upon successful completion of their degree program. The Alumni Association offers graduates a variety of benefits.

### Benefits Include:

- Lifetime access to resources and services offered by the Office of Career + Alumni Services which includes career coaching and access to career and professional development technology tools.
- Discounts at the RMCAD Supply Store and Bookstore.
- RMCAD Renew Program - ability to audit (not for credit) RMCAD courses in your major with no tuition fees. (Restrictions apply; please contact Career + Alumni Services for details).
- Access to RMCAD Research Library (some exclusions apply).
- RMCAD email address (use of [rmcad.edu](mailto:rmcad.edu) email address allows for access and/or discounts on various software programs and services).
- Alumni Student Portal access for alumni specific resources and information.

- Continued or new access to RMCAD's Career Services Portal- PASSPORT. Please contact Career + Alumni Services for instructions on account activation.
- Participation in alumni social media pages.
- Opportunity to exhibit work in the alumni gallery.
- TECHBAR services include 3D Printing + Wide format Printing.
- Limited access to RMCAD computer labs and facilities for portfolio development. Access is only available during regular RMCAD business hours and a RMCAD Alumni ID (\$10 one-time fee) is required. Campus access and obtainment of the Alumni ID must be coordinated through the Office of Career + Alumni Services. Please note: No work can be done on campus for commercial purposes, financial gain, or professional outcomes; and alumni are not able to check out any equipment from the TECHBAR. Fine Art Alumni are permitted to work in the wood shop and ceramic studios during hours posted with a designated supervisor/staff member in attendance. Alumni (with the exception of Fine Art) are not permitted to work in the wood shops, ceramics studios, (including use of the kilns), and printmaking studios. RMCAD is working to create partnerships with local companies so our Alumni will have those resources available again in the future.

## Professional Organizations

RMCAD students have the opportunity to belong to a variety of professional organizations. Students are encouraged to be involved with the following groups, as applicable for the individual program of study. Many of these organizations visit campus at the beginning of the fall term as part of the annual resource fair, or throughout the academic year.

- Association Internationale du Film d'Animation
- American Institute of Graphic Arts
- American Society of Interior Designers
- American Society of Media Photographers
- Art Directors Club of Denver
- Colorado Alliance of Illustrators
- Colorado Art Education Association
- Colorado Business Committee for the Arts
- Colorado Council of the Arts and Humanities International
- Colorado Photographic Arts Center
- International Interior Design Association
- Museum of Contemporary Arts
- Denver Art Museum

## Visiting Artist, Scholar, + Designer Program

The Visiting Artist, Scholar, and Designer (VASD) Program explores critical, diverse, and creative inquiry. This interdisciplinary initiative enriches the academic experience at RMCAD and serves the greater Denver-metro community. The VASD Program fosters passionate curiosity and innovation by bringing leading national and international artists, scholars, and designers to RMCAD. The Program is structured around a year-long theme. Past VASD Program series themes include Humor, The Senses, and Collapsing Time, and Patterns. Stay connected with the VASD website for current and future program details.

The VASD Program provides RMCAD students with unique opportunities and direct access to creative thinkers from a variety of disciplines, regions, and ethnic backgrounds, and creates a forum for diverse and challenging artistic visions. While visiting, the Program's artists, scholars, and designers present a public artist talk or performance. Visiting artists also engage with RMCAD students in private events such as workshops, studio visits/portfolio reviews, small group discussions, critiques, on-site installations, and more. A variety of other events such as the Program's "Next Day Q+A Lunch" and off-campus film screenings are also offered.

The VASD Program enhances all academic departments at RMCAD and is integrated into the classroom whenever possible. Past Program guests include John Waters, Lucy Lippard, Golan Levin, Will Vinton, Judy Chicago, Lynda Barry, Ian Bogost, Miranda July, Sondra Perry,

Andrea Zittel, Kevin Young, Paul Pfeiffer, and Robin Hunicke. Learn more and see past lectures and Program archives at [rmcad.edu/arts-events/vasd/](http://rmcad.edu/arts-events/vasd/)

## **Wayfinding Series**

The Wayfinding Series connects RMCAD students to creative professionals with a focus on career development through presentations, panel discussions, workshops, and more. With equal parts inspiration and honesty, creative professionals share their path towards a successful creative life and all of the twists and turns involved in that journey. Addressing career-focused issues such as industry trends, relevant skills, making connections, and professional fulfillment, these guests highlight that there is no one way to achieve a successful, creative career. Wayfinding guests represent a variety of creative employment opportunities, connect to multiple academic departments, and reveal that professional creatives are found in diverse and sometimes surprising fields. Speakers include local artists and designers working in creative fields, RMCAD faculty and staff, and accomplished RMCAD alumni.

The Wayfinding series is co-presented by RMCAD's Career and Alumni Services Department and the VASD Program.