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Rocky Mountain College of Art + Design does not discriminate or make admissions decisions on the basis of race, ethnicity, religion, national origin, sex, age, veteran status, ability or any other status protected by law or regulation.
Title IX Compliance Officer: Director of Human Resources,
1600 Pierce Street, Denver, CO 80214, 303-753-6046

ACADEMIC CALENDAR 2009-2010

Fall 2009 Term

Fall classes begin	August 31
Labor Day (holiday- no classes)	September 7
Thanksgiving break (no classes)	November 26-27
Fall classes end	December 11
Portfolio assessment	December 14-16
Graduation	December 18

Spring 2010 Term

Spring classes begin	January 11
Martin Luther King Day (holiday- no classes)	January 18
Spring classes end	April 23
Portfolio assessment	April 26-28
Graduation	April 30

Summer 2010 Term

Summer classes begin	May 17
Memorial Day (holiday – no classes)	May 31
Independence Day (holiday – no classes)	July 5
Summer classes end	August 23
Portfolio assessment	August 24-26
Graduation	August 27

MISSION STATEMENT OF THE COLLEGE

Rocky Mountain College of Art + Design's mission has several aims, all consistent with its founding in 1963 as a community of "creatives": to instill a passion for creativity, innovation, excellence and lifelong learning in both the fine and applied arts; to nurture the individual talents of each student as she or he completes a formal program of study; to integrate critical thinking, analysis and scholarship into the refinement and application of each student's skills and creativity; to contribute in socially responsible ways to local, global and professional communities.

Rocky Mountain College of Art + Design (RMCAD) is committed to serving diverse populations and the diverse learning and creative styles of its students, as one of the nation's premier art and design colleges. RMCAD is dedicated to the support of student learning in all its functions, providing students with: a practicing art, design and humanities faculty of the highest quality; contemporary technologies; a competent and dedicated professional staff; a safe, dynamic and inspirational learning environment.

SUSTAINABILITY INITIATIVE MISSION STATEMENT

The natural and built environments within and beyond RMCAD are fundamental aspects of this unique campus community. As a local and global environmental citizen, RMCAD recognizes its responsibility to lead by example, by sustainably developing and maintaining the campus environment and providing safe, healthy, inspiring learning and working conditions for students, faculty and staff.

RMCAD believes that understanding and concern for sustainability issues and environmental responsibility provide the foundation for a dynamic sense of campus cohesion and community. The College is committed to promoting environmental awareness through its academic programs, as well as through its activities on campus and beyond, enabling RMCAD to become an institution where students, faculty and staff are provided opportunities to become environmentally literate and where environmental leadership is seen as a continuous, participatory process of learning. Achieving these goals is an ongoing challenge that will evolve as the College becomes increasingly

environmentally aware and educated as a community.

MESSAGE FROM THE PRESIDENT

When my father, Philip J. Steele, founded Rocky Mountain College of Art + Design in 1963, his dream was to provide students with an education based on traditional art and design principles in an environment that fostered personal meaning and growth. From years of working as an artist and teacher, my dad understood how essential it is that students have the opportunity to study with professional artists and designers. He knew that the best instructors are those who can serve as mentors to students while encouraging them to push the boundaries of creativity.

The College continues to champion this vision today. Having served as President of RMCAD for nearly 25 years, I am confident our long history of successful alumni is testimony that our educational philosophy really works. The curriculum is specifically designed to facilitate each student's transition from the classroom to his or her chosen profession.

At RMCAD your life's mission is our life's mission, and your success is our success. If your lifelong passion is to be one of the truly creative professional artists and designers of tomorrow, then your place is at Rocky Mountain College of Art + Design today.

Sincerely,
Steven M. Steele
President

GENERAL INFORMATION

Contact Information: 800.888.ARTS or 303.753.6046
Website: www.rmcad.edu
Mailing address: 1600 Pierce Street, Denver, CO 80214

History of the College

Rocky Mountain College of Art + Design was founded in 1963 by Philip J. Steele. Mr. Steele saw a need to provide students with a liberal arts education based on traditional art and design principles. The Steele family has maintained the College continuously since its founding, committed to Philip Steele's vision of artistic expression rooted in academic excellence.

The Rocky Mountain School of Art, Inc., doing business as Rocky Mountain College of Art + Design, is a Colorado corporation approved as a private college by the Colorado Commission on Higher Education.

Location

RMCAD is located on 23 wooded acres at the foot of the Rocky Mountains in Denver, Colorado, in the west-central part of the metropolitan area. Looking east from the campus one can see downtown Denver's skyline, and looking west, the Rocky Mountains. With a population of over two million people, Denver offers a multitude of ways to spend free time, from museums to concert halls to shopping centers and entertainment districts, and more.

College Facilities

RMCAD's distinctive campus includes 18 historical buildings built in a variety of 20th century architectural styles. The fully wireless campus offers over 100 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 multiuse by all departments, with specific labs designated for 3-D and 2-D animation, video and sound, multimedia, computer-aided drafting, and advanced special effects.

Special learning facilities include a woodshop, ceramics studio, photography lab, professional sound studio, auditorium, galleries, audiovisual theater, large meeting rooms and a 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, shop in the college bookstore or grab an espresso and a bite to eat at the Underground Café.

CONTINUING EDUCATION

Rocky Mountain College of Art + Design offers continuing education programs for the nontraditional student. Geared toward design professionals, art educators and high school students, but open to the general public, these courses are designed to sharpen participants' art and design skills. Created with the student's busy schedule in mind, CE courses are non-credit and short. Class length varies from two weeks to fifteen weeks or weekend workshops. There are also week-long courses during the summer term.

Professional Development Programs for Adults

Professional development opportunities include certificate programs, specialized courses and weekend workshops. The certificate programs are designed to be completed within one term. Specialized courses and workshops are available in interior design, web design and graphic design. Art educators licensed in the State of Colorado can receive Continuing Education Unit contact hours for all non-credit Continuing Education courses. Weekend workshop topics include illustration, animation, painting, drawing, and graphic and website design.

High School Programs

The Pre-College Art + Design Academy is designed specifically for high school students who are serious about art and design and want to build on their existing skills. Programs include classes and workshops offered year-round, and art camps during the summer months. High school students looking for intensive week-long art and design programs can register for a summer camp or an intensive workshop. Areas of study include illustration, graphic design, animation, foundation studies, portfolio development and interior design.

Current course offerings can be found by visiting www.rmcad.edu and clicking on Continuing Education or High School Programs, or by calling 800.888.ARTS or the Continuing Education office directly at 303.225.8570.

INSTITUTE FOR EXPERIMENTAL STUDIES

A world of flux and change demands skills to match. Changes in technology and taste, shifts in demographics and power, environmental challenges and demands necessitate adaptive skills and thinking in form and content. Rather than a set of rules applied to static states, the Institute for Experimental Studies (IES) seeks to explore new territories and create new terrain. Inserting itself into the flow of campus events through lectures, projects, grants, and other emerging forms, IES provides RMCAD students with opportunities to challenge and develop their thinking at the unknown frontier of the new. Itself an experiment in research, IES seeks to stimulate, enhance, and produce the excitement of discovery and innovation.

IES cooperates with RMCAD departments in the coordination of experimental courses where students develop individual projects, participate in collaborative projects, and study cutting edge concepts. Events and lecture programs aim to link today's leading thinkers, theorists, and researchers in the arts, sciences, and humanities. Experimental workshops focusing on theory, conceptual development and current issues explore diverse approaches to creating art and design.

INSTITUTE FOR SUSTAINABLE STUDIES

The Institute for Sustainable Studies (ISS) provides and supports research and information on issues of personal and professional environmental responsibility for students, faculty and staff at RMCAD. ISS coordinates all campus sustainability efforts, activities and events for the College community:

* Sustainable campus expansion and development
* Green the operations and maintenance
* Coordinate Green Design Area of Emphasis with the Interior Design
  Department
* Coordinate Certificate in Sustainable Design
* Integrate sustainable studies and practice into departmental
  curricula across disciplines
* Host sustainability fairs and other green events
* Coordinate Sustainable RMCAD (campus-wide effort to green the
  historic 23 acre campus through collaboration of students, faculty,
  staff, administration, sustainable design professionals, and local,
  state and national organizations)

CERTIFICATE IN SUSTAINABLE DESIGN

Sustainable design is a technically challenging, rapidly evolving and vitally important discipline for the future of humanity and the planet. The design, construction and maintenance of buildings have a tremendous impact on the earth's environment; on the health, safety and welfare of human beings and all species; and on the use of natural resources. Sustainable design is the fastest growing segment of the interior design and architecture professions, requiring highly specialized education and training. RMCAD's Certificate in Sustainable Design combines elements from architecture, interior design, engineering, environmental design and building construction to provide concentrated studies in sustainability for design and design-related industry professionals.

Courses blend relevant studies of history, theory, ethics, building systems, building and interior materials and products, methods of construction, third-party certification, site development and landscaping within the context of the "triple bottom line": the environmental, economic and social issues and impacts of designing and developing the built environment. Students develop successful integrated strategies for the implementation of sustainable planning, design and construction methods for new and existing structures.

COURSE DESCRIPTIONS

CSD 101

Sustainability and the Built Environment

(2 credits)

This core course introduces students to the historical, philosophical, political, ethical, scientific, economic and social issues involved with sustainable design and development. Emphasis is on the fundamental concept of the interdependence of the built environment and the natural world, and the implications of this relationship in shaping design decisions. This course examines how the traditional methods commonly used to design and build structures and plan communities have contributed to far reaching environmental and social problems and degradation and loss of natural systems. The Cradle to Cradle, Triple Bottom Line and Natural Step frameworks for sustainable thinking provide foundations upon which students build their environmental awareness; the concept of integrated design is introduced as the most effective way to accomplish sustainable design and development. Students critically examine the interrelated, whole-systems aspects of the economic, environmental, health and social benefits of sustainable design and construction, as well as what these benefits mean to each student personally and professionally. Students are introduced to the resources for information and the terms, phrases and definitions commonly used in the practice of sustainable design. Sustainable building and product certification, standards, evaluation methods and rating systems for sustainable design are introduced and discussed for their applicability and effects upon design decisions, exploring the question: "What makes a building or a product or a process sustainable?"

Upon successful completion of this course, students will: be aware of the impacts of the built environment upon the health of the planet and all species; understand the primary issues involved in creating an ethic of sustainability; understand the environmental, economic, social and health benefits of sustainable design and development; have a working knowledge of the terms, phrases and definitions commonly used in the practice of sustainable design; understand how products, processes and structures may be evaluated for sustainability; have a working knowledge of resources for information on sustainable products and design strategies
Prerequisites: none

CSD 102
Sustainable Principles and Strategies 1: Sustainable Sites, Building Materials and Construction Methods (3 credits)

This course defines and explores sustainable sites, landscaping and the materials and construction methods used in high performance commercial and residential buildings. Emphasis is on systems-thinking and integrated design in relation to choosing and applying appropriate strategies, materials and processes according to their energy, resource and environmental impacts and benefits. Through readings, discussions, guest speakers, videos, site visits, and studio projects, students examine strategies for sustainable sites and landscaping and the properties and technologies of green building products and construction methods from multiple perspectives, including: the LEED for New Construction, LEED Core and Shell, and LEED for Homes Rating Systems; Building Green's EBN Green Products Standards; the Green Building Materials Guide to Product Selection and Specification; alternative, contemporary natural building methods such as straw bale, adobe, rammed earth, cob, and others; new technologies; reused and recycled products; and specialized strategies such as xeriscaping and green roofs.

Upon successful completion of this course, students will: understand the properties, qualities, benefits and challenges of sustainable building products and materials and how to analyze for appropriate application; understand the primary considerations for sustainable site selection, development and landscaping; understand the properties, qualities, benefits and challenges of the primary alternative, sustainable construction methods and how to analyze for appropriate application; have a working knowledge of sources for sustainable building materials; apply their knowledge and skills in sustainable sites, building materials and construction methods to an integrated design team project utilizing the appropriate LEED rating system
Prerequisite: CSD 101 Sustainability and the Built Environment

CSD 201
Sustainable Systems (2 credits)

A whole-systems approach to building design and construction is central to this study of sustainable alternatives to traditional heating, cooling, electrical and water systems including: passive and active solar; wind power; geothermal power; daylighting and energy efficient lighting; natural ventilation and cooling systems; water conservation strategies. Each of these sustainable systems is defined, discussed and demonstrated. Discussions explore how a site's climatic and environmental features directly influence building orientation, form and indoor spaces and how these decisions in turn provide opportunities for integration of multiple sustainable systems. Strategies for appropriate integration of these systems into new and existing structures are examined in relation to their economic, environmental and quality of life benefits. The LEED rating systems serve as guidelines and standards for integration of these strategies in new and existing buildings. The concept of the zero energy building (ZEB) is introduced as an approach in which life-cycle analysis of the building as a whole is used to evaluate every decision about a building's systems to determine of its future impact on energy use. The process of building commissioning is introduced as a strategy to ensure that all systems perform as intended.

Upon successful completion of this course, students will: understand how each system within a sustainable building works with and affects the other systems; understand the relationship between an buildings' geographical location and orientation and the opportunities to utilize natural energy sources and climatic features; understand the properties, qualities, benefits and challenges of the primary alternative, sustainable systems used in high performance buildings, and how to analyze for appropriate application; have a working knowedge of sources for information, products and technologies associated with sustainable systems
Prerequisites: CSD 101 Sustainability and the Built Environment,
CSD 102 Principles and Strategies 1

CSD 202
Principles and Strategies 2: Sustainable Interiors (3 credits)

Sustainable design does not end with a building's structure and systems; to be fully sustainable, the interior environment must be equally

considered as part of the whole-systems approach to sustainable design. The goal of sustainable interior design is to integrate considerations and strategies for sustainability with principles of aesthetics, function and comfort to create spaces that are healthy, energy and resource efficient, functional and aesthetically pleasing. This course explores sustainable commercial and residential interior design strategies, materials, and products for optimum energy and resource efficiency, healthy indoor environmental air quality and appropriate application. This course utilizes case studies and field trips to local commercial and residential interior spaces to explore best practices in sustainable interiors. Students examine LEED for Homes, LEED for Commercial Interiors, and local community green rating systems such as Built Green and Boulder's Green Points programs as guidelines and standards for sustainable interiors. Students in this course combine their knowledge and skills in all previous courses to the application of innovative sustainable design solutions for residential and commercial interiors. Assignments and projects challenge students to utilize integrated design strategies to apply their knowledge in a variety of interior environments.

Upon successful completion of this course, students will: understand the issues, ethics and challenges involved with designing sustainable interiors; understand the relationship between sustainable buildings and their interiors and the importance of creating a totally sustainable building both inside and outside; understand the properties, qualities, benefits and challenges of sustainable interior materials, products and furnishings and how to analyze for appropriate application; have a working knowledge of sources for information and manufacturers of sustainable interior materials, products and furnishings; apply their knowledge and skills in sustainable interior design to an individual and/or team project using LEED CI, LEED H and/or other
rating system.
Prerequisites: CSD 101 Sustainability and the Built Environment,
CSD 102 Principles and Strategies 1, Sustainable Systems

CSD 301
Sustainable Design Professional Credentials and Marketing (2 credits)

Sustainable design professionals from diverse educational and experiential backgrounds work together as part of an integrated design team to create high performance buildings that improve quality of life and reduce their impact on the Earth. This course examines how sustainable designers can enhance their credentials by becoming a LEED Accredited Professional, currently the most recognized benchmark for sustainable design professionals. Students form study groups and utilize study tips and materials for the LEED AP examination to prepare for a mock LEED exam given at the end of the course. The course provides tips on how to reduce the environmental impact of running a design firm. Strategies for marketing sustainable design services for an individual designer desiring a position with a firm, a sole proprietor of a firm providing sustainable design services, or as a larger firm specializing in sustainable design services are explored. Case studies of sustainable designers and firms and guest lectures by local sustainable design professionals provide students with applicable examples from which to develop their own strategies.

Upon successful completion of this course, students will: understand the process and strategies of preparing for and taking the LEED AP examination; have an awareness of the current and future perceptions, status and opportunities of the sustainable design profession; understand how to minimize the environmental impact of running a design firm; understand and apply successful strategies for marketing sustainable design services.
Prerequisites: CSD 101 Sustainability and the Built Environment, CSD 102
Principles and Strategies 1, Sustainable Systems, Principles and Strategies 2

CSD 302
Integrated Design Studio (3 credits)

This capstone course explores the issues of sustainability as a rigorous inquiry process involving multidisciplinary participation and collaboration. Students develop individual professional areas of expertise to contribute to the integrated design process in a semester-long project that applies the knowledge and skills of previous courses to all phases of the design of a sustainable building and interiors. Students participate in research, collaborative teamwork, charettes, and application of the LEED rating system to the process of developing an innovative sustainable design. The process and techniques of Building Information Modeling will be discussed and demonstrated as the class project develops.

Upon successful completion of this course, students will: have demonstrated competencies and ability to apply sustainable principles and strategies; have demonstrated ability for leadership, collaboration, teamwork, and project management as part of an integrated design team; have developed individual professional areas of expertise to include an understanding of their responsibilities, roles and strategies as sustainable design professionals.
Prerequisites: all previous CSD courses

BFA PROGRAMS + DEGREE REQUIREMENTS

RMCAD offers the following
Bachelor of Fine Arts (BFA) degree programs
Animation: Two Dimensional
Animation: Three Dimensional
Art Education: Painting
Art Education: Sculpture
Art Education: Illustration
Fine Arts: Painting Core
Fine Arts: Sculpture Core
Fine Arts: Photography +Video Art Core

Game Art
Graphic Design + Interactive Media
Illustration (optional: Children's Book Illustration Area of Specialization)
Interior Design (optional: Green Design Area of Specialization)

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 perceptual, technical, and creative abilities. This approach and rigor enables 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 composed 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.

FOUNDATION STUDIES

Each RMCAD student, regardless of major, is required to take foundation coursework. The Foundation Studies 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 Foundation Studies faculty strives 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. The course work is designed to help students develop an eye for creativity, self expression and innovation. Studio projects and assignments challenge students to explore materials and techniques and encourage a wide range of results based on the same task. Courses in Foundation Studies are designed to provide a thorough understanding of the fundamentals of art and design through background, theory and practice.

The faculty is dedicated to preparing students for successful entry into all majors offered at RMCAD. Foundation Studies seeks to instill in students the development of technical, conceptual, problem-solving, verbal and intuitive skills, and an understanding of issues of sustainability 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.

LIBERAL STUDIES

The Liberal Studies are an integral part of each student's education at RMCAD. From the first-year Philosophy of Art + Design course, through sequential courses in art history and the humanities, as well as special courses in natural science, social science and mathematics, RMCAD students spend four years immersed in the history, development and current state of human thought. The goal of the Liberal Studies curriculum is to provide students with an intellectual and ethical basis for lifelong learning and global citizenship, while guiding their growth in the communication skills critical for professional success in the information age.

Importantly, a RMCAD education gives students a meaningful humanistic context for their development as artists. It is the position of the College studio and academic faculty that artists and designers who are aware of and conversant in the important ideas of civilization—across time and cultures—will have much to say in their chosen fields and in their own work. Conversely, students who lack the richness of a liberal arts education will be lacking in their ability to respond and contribute creatively to the world around them.

The Liberal Studies curriculum is designed and taught by seasoned educators and professionals in the context of small classes. Faculty members are passionate about what they teach and impart that passion to their students.

Liberal Studies Overview

Communication + Critical Thought	6 credits
Art + Design History	12 credits
Humanities + Contemporary Thought Seminars	9 credits
Social + Behavioral Sciences	6 credits
Physical + Natural Sciences	3 credits
Mathematics	3 credits
Total	39 credits

Communication + Critical Thought: 6 credits

The following courses are required, and are taken in sequence:

WO 1020 Written + Oral Communication	3
WO 1025 Written + Oral Communication Lab	0

WO 1060 Philosophy of Art + Design   3

Art + Design History: 12 credits

The following courses are required:

AH 1010 Art + Design History 1: Ancient to Medieval   3
AH 1020 Art + Design History 2:
      Renaissance to Contemporary   3
AH 2010 History of Art + Design in the Nonwestern World   3
AH 3010 Advanced Studies in the History of Art + Design   3

Humanities + Contemporary Thought Seminars: 9 credits

The following courses are required, and are taken in sequence:

HU 2010 Humanities Seminar 1   3
HU 2050 Humanities Seminar 2   3
HU 4000-level Seminar in Contemporary Thought   3
Choose one: 3 credits
HU 4015 History and Theory of the Body   3
HU 4020 Theatre Studies   3
HU 4025 A Moral History of the Past Century   3
HU 4030 Identity and Power   3
HU 4035 The Cultural Politics of Consumption   3

Social + Behavioral Sciences: 6 credits

Choose two courses in Social + Behavioral Science:

SBS 2010 Anthropology   3
SBS 2020 Social Psychology   3
SBS 3030 World Belief Systems   3
SBS 3040 Biological Anthropology   3

Physical + Natural Science: 3 credits

Choose one course in Physical + Natural Science:

NS 2015 Climate Change   3
NS 2020 Earth Science   3
NS 2030 Life Science   3
NS 3050 Human Ecology   3

Mathematics: 3 credits

Choose one course in Mathematics:

MA 1210 Basic Mathematics   3
MA 1215 Applied Mathematics   3
MA 1220 Financial Principles + Practices   3

ANIMATION

Animation merges the arts of writing, storytelling, design, illustration, sculpture, theater, photography and filmmaking with the technology of computers. The department curriculum is designed to balance the aesthetic, social and critical aspects of visual communication with the realities of the professional production environment. Courses focus on basic tools such as the evolution of a concept, storyboarding, scriptwriting, character design, choreography and environment. These tools give students the ability to create personality, rules, atmosphere and events, elements which define the world of an animated film.

Within the department there are two majors: Two-Dimensional Animation, focusing on drawn animation and other handmade styles of this art form, such as stop motion; and Three-Dimensional Animation, which utilizes the computer as the animator's primary tool. The 2-D Animation majors use traditional drawing skills to create character, perspective, emotion and personality, with the computer playing a secondary production role. The 3-D Animation majors merge the creative process with the pragmatic, technological side of animation. The choice of either major allows students to focus on developing the specific skills needed as early in the curriculum as possible, while still offering the opportunity and encouragement to explore subjects in the other major later on.

The Animation Department faculty strives to teach students about the rich history of animation, keep them informed about current developments in the industry, and help them imagine and create the complex and ever-changing future of animation. Graduates of RMCAD's Animation Department are well prepared to become independent artists, animators and producers.

ANIMATION: TWO DIMENSIONAL

2009-2010 BFA Degree Requirements

Liberal Studies: 39 credits
Please refer to the Liberal Studies section for specific course requirements.

Foundation Studies: 21 credits

FD 1010 Digital Image Making	3
FD 1115 Visual Design 1	3
FD 1275 Drawing 1	3
FD 1375 Drawing 2	3
FD 1370 Life Drawing 1	3
FD 1380 Life Drawing 2	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design 2	3

Animation: 33 credits

AN 1310 History of International Animation	3
AN 2230 Fundamentals of Animation	3
AN 2310 Creative Visualization	3
AN 2340 Tools + Techniques of Contemporary Animation	3
AN 2420 Animation Sound Design + Video Production	3
AN 3000 Animation Sophomore/Junior Portfolio Review	0
AN 3305 Animation Media Delivery Techniques	3
AN 3840 2-D/3-D Animation Thesis 2	3
AN 4000 Animation Senior Portfolio Review	0
AN 4130 Business, Ethics + Copyright for Animation	3
AN 4330 Animation Collective 1	3
AN 4445 Animation Collective 2	3
AN 4460 2-D/3-D Advanced Compositing	3

Animation: Two Dimensional: 21 credits

AN 2330 Experimental Animation/2-D + Mixed Media	3
AN 2360 Drawing + Acting for Animation	3
AN 3310 Character Animation + Motion Studies	3
AN 3320 2-D Computer Animation	3
AN 3341 2-D Animation Thesis 1	3
AN 3350 Stop Motion Animation	3
AN 4010 Animation Layout + Production Design	3

Studio Elective Requirements: 6 credits
The following electives are recommended:

AN 3380 Scriptwriting for Animation	3
AN 4310 Design + Animation for Games	3
AN 4350 Experimental Computer Animation	3
AN4410 Advanced Character Animation and Motion Studies	3
AN 4480 Advanced Scripting	3

Total credits required   120

ANIMATION: THREE DIMENSIONAL

2009-2010 BFA Degree Requirements

Liberal Studies: 39 credits
Please refer to the Liberal Studies section for specific course requirements.

Foundation Studies: 21 credits

FD 1010 Digital Image Making	3
FD 1115 Visual Design 1	3
FD 1275 Drawing 1	3
FD 1375 Drawing 2	3
FD 1370 Life Drawing 1	3
FD 1380 Life Drawing 2	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design 2	3

Animation: 33 credits

AN 1310 History of International Animation	3

AN 2230 Fundamentals of Animation	3
AN 2310 Creative Visualization	3
AN 2340 Tools + Techniques of Contemporary Animation	3
AN 2420 Animation Sound Design + Video Production	3
AN 3000 Animation Sophomore/Junior Portfolio Review	0
AN 3305 Animation Media Delivery Techniques	3
AN 3840 2-D/3-D Animation Thesis 2	3
AN 4000 Animation Senior Portfolio Review	0
AN 4130 Business, Ethics + Copyright for Animation	3
AN 4330 Animation Collective 1	3
AN 4445 Animation Collective 2	3
AN 4460 2-D/3-D Advanced Compositing	3

Animation: Three Dimensional: 21 credits

AN 2370 3-D Computer Animation Modeling	3
AN 3342 3-D Animation Thesis 1	3
AN 3360 3-D Computer Animation Concepts + Techniques	3
AN 3660 3-D Computer Animation Lighting + Materials	3
AN 3720 3-D Computer Animation Motion Studies	3
AN 4420 3-D Advanced Dynamics + SFX	3
AN 4440 3-D Advanced Character Creation Methods	3

Studio Elective Requirements: 6 credits
The following are recommended:

AN 3380 Scriptwriting for Animation	3
AN 4310 Design + Animation for Games	3
AN 4350 Experimental Computer Animation	3
AN 4410 Advanced Character Animation and Motion Studies	3
AN 4480 Advanced Scripting	3

Total credits required   **120**

ART EDUCATION

Teaching artists share their expertise, knowledge and skills to motivate others to learn about, think about and make 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 mission of the 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.

RMCAD Art Education students understand young peoples' experiences in relation to society and they 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.

The RMCAD Art Education program is approved by the Colorado Department of Education (CDE) and the Department of Higher Education (DHE). RMCAD graduates in Art Education are prepared to apply for a K-12 teaching license in the visual arts with the Colorado Department of Education. The RMCAD program accords with the Colorado Performance-based Standards for Teachers of the Colorado Department of Education (CDE): literacy, content standards, performance standards, assessment, general knowledge of art, pedagogy, democratic principles, educational governance and careers in teaching. Coursework supports the Statutory Performance Measures of the Colorado Commission on Higher Education and the Model Content Standards of the CDE and the National Art Education Association.

RMCAD Art Education graduates are leaders, innovators, and thinkers poised to enrich the profession. They can inspire young learners to become communicators and critical thinkers, able to reason and analyze; researchers; problem solvers; group contributors, and socially responsible people who defend their values through the arts. Educated to be lifelong learners, graduates are conversant with the role of education with technology, the language, concepts and skills of art, the history of ideas and events, and they believe that everyone should have the opportunity explore ideas and meaning making in and through the arts.

ART EDUCATION: PAINTING

2009-2010 BFA Degree Requirements

Liberal Studies: 24 credits

AH 1010 Art + Design History 1: Ancient to Medieval	3
AH 1020 Art + Design History 2:	
Renaissance to Contemporary	3

AH 2010 History of Art + Design in the Nonwestern World	3
AH 3010 Advanced Studies in the History of Art + Design	3
NS Physical + Natural Science	3
SBS Social + Behavioral Science	3
WO 1020 Written + Oral Communication	3
WO 1025 Written + Oral Communication Lab	0
WO 1060 Philosophy of Art + Design	3

Foundation Studies: 15 credits

FD 1115 Visual Design 1	3
FD 1275 Drawing 1	3
FD 1375 Drawing 2	3
FD 1370 Life Drawing 1	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design 2	3

Art Education: 51 credits

AE 2000 Art Education Sophomore Portfolio Review	0
AE 2215 Introduction to Art Education	3
AE 2220 Philosophy of Art + Education	3
AE 2230 Psychology of Creativity	3
AE 2240 Instructional Technology	3
AE 3000 Art Education Junior Portfolio Review	0
AE 3220 Teaching in a Multicultural Environment	3
AE 3240 Reading in the Content Area	3
AE 3250 Printmaking 1	3
AE 3260 Methods in Art Education K-12	4
AE 3280 Statistics: Assessing Learning + Teaching	3
AE 3330 Jewelry	3
AE 3345 Fibers Studio	3
AE 4245 Classroom Management	3
AE 4255 Student Teaching: Elementary	6
AE 4265 Student Teaching: Secondary	6
AE 4935 Student Teaching Seminar	2

Fine Arts: 18 credits

FA 1150 Introduction to Painting	3
FA 1410 Basic Photography	3
FA 2015 Seminar in Modern + Contemporary Art	3
FA 2020 Form and Content	3
FAC 1265 Ceramic Sculpture 1: Handbuilding	3
FA 4991 Senior Studio	3

Painting: 12 credits

FAP 2150 Painting 1: Painting Practicum	3
FAP 3100 Painting Sophomore/Junior Portfolio Review	0
FAP 3150 Painting 2	3
FAP 3170 Figure Painting	3
FAP 4050 Painting 3	3
FAP 4000 Painting Senior Portfolio Review	0

Total credits required	**120**

ART EDUCATION: SCULPTURE

2009-2010 BFA Degree Requirements

Liberal Studies: 24 credits

AH 1010 Art + Design History 1: Ancient to Medieval	3
AH 1020 Art + Design History 2:	
Renaissance to Contemporary	3
AH 2010 History of Art + Design in the Nonwestern World	3
AH 3010 Advanced Studies in the History of Art + Design	3
NS Physical + Natural Science	3
SBS Social + Behavioral Science	3
WO 1020 Written + Oral Communication	3
WO 1025 Written + Oral Communication Lab	0

WO 1060 Philosophy of Art + Design   3

Foundation Studies: 15 credits
FD 1115 Visual Design 1   3
FD 1275 Drawing 1   3
FD 1375 Drawing 2   3
FD 1370 Life Drawing 1   3
FD 1990 Freshman Portfolio Review   0
FD 2120 Visual Design 2   3

Art Education: 51 credits
AE 2000 Art Education Sophomore Portfolio Review   0
AE 2215 Introduction to Art Education   3
AE 2220 Philosophy of Art + Education   3
AE 2230 Psychology of Creativity   3
AE 2240 Instructional Technology   3
AE 3000 Art Education Junior Portfolio Review   0
AE 3220 Teaching in a Multicultural Environment   3
AE 3240 Reading in the Content Area   3
AE 3250 Printmaking 1   3
AE 3260 Methods in Art Education K-12   4
AE 3280 Statistics: Assessing Learning + Teaching   3
AE 3330 Jewelry   3
AE 3345 Fibers Studio   3
AE 4245 Classroom Management   3
AE 4255 Student Teaching: Elementary   6
AE 4265 Student Teaching: Secondary   6
AE 4935 Student Teaching Seminar   2

Fine Arts: 18 credits
FA 1150 Introduction to Painting   3
FA 1250 Introduction to Sculpture   3
FA 1410 Basic Photography   3
FA 2015 Seminar in Modern + Contemporary Art   3
FA 2020 Form and Content   3
FAC 1265 Ceramic Sculpture 1: Handbuilding   3

Sculpture: 12 credits
FAS 2250 Sculpture 1: Sculpture Practicum   3
FAS 3200 Sculpture Sophomore/Junior Portfolio Review   0
FAS 3250 Sculpture 2: Exhausting the Metaphor   3
FAS 3270 Investigations 1 OR
FAS 4810 Investigations 2   3
FAS 4100 Sculpture Senior Portfolio Review   0
FAS 4150 Sculpture 3: Directed Studies OR
FA   4991 Senior Studio   3

Total credits required   120

ART EDUCATION: ILLUSTRATION

2009-2010 BFA Degree Requirements

Liberal Studies: 24 credits
AH 1010 Art + Design History 1: Ancient to Medieval   3
AH 1020 Art + Design History 2: Renaissance to Contemporary   3
AH 2010 History of Art + Design in the Nonwestern World   3
AH 3010 Advanced Studies in the History of Art + Design   3
NS Physical + Natural Science   3
SBS Social + Behavioral Science   3
WO 1020 Written + Oral Communication   3
WO 1025 Written + Oral Communication Lab   0
WO 1060 Philosophy of Art + Design   3

Foundation Studies: 18 credits
FD 1115 Visual Design 1   3
FD 1275 Drawing 1   3

FD 1375 Drawing 2	3
FD 1370 Life Drawing 1	3
FD 1380 Life Drawing 2	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design 2	3

Art Education: 51 credits

AE 2000 Art Education Sophomore Portfolio Review	0
AE 2215 Introduction to Art Education	3
AE 2220 Philosophy of Art + Education	3
AE 2230 Psychology of Creativity	3
AE 2240 Instructional Technology	3
AE 3000 Art Education Junior Portfolio Review	0
AE 3220 Teaching in a Multicultural Environment	3
AE 3240 Reading in the Content Area	3
AE 3250 Printmaking 1	3
AE 3260 Methods in Art Education K-12	4
AE 3280 Statistics: Assessing Learning + Teaching	3
AE 3330 Jewelry	3
AE 3345 Fibers Studio	3
AE 4245 Classroom Management	3
AE 4255 Student Teaching: Elementary	6
AE 4265 Student Teaching: Secondary	6
AE 4935 Student Teaching Seminar	2

Fine Arts: 6 Credits

FA 1410 Basic Photography	3
FAC 1265 Ceramic Sculpture 1: Handbuilding	3

Illustration: 21 credits

IL 2000 Illustration Sophomore Portfolio Review	0
IL 2510 History of American Illustration	3
IL 2520 Illustration Media	3
IL 2570 Basic Illustration	3
IL 2650 Life Painting 1	3
IL 3000 Illustration Junior Portfolio Review	0
IL 3590 Conceptual Illustration	3
IL 3650 Children's Book Illustration 1	3
IL 4550 Computer Illustration 1 OR	3
IL 1020 Mastering the Pencil	3

Total credits required	**120**

FINE ARTS

The Fine Arts Department educates and develops in future artists the conceptual and technical abilities necessary to pursue professional careers in art. The curriculum addresses the cross-disciplinary approaches that have become the mainstay of cutting-edge, contemporary art, as well as the specializations within contemporary art. Courses provide a broad range of studio and educational experiences that foster artistic, professional, and personal growth. Core courses stress the fundamental principles of art, and encourage the assimilation of personal ideas, global thinking, and varying approaches and technical skills for the creative process. Students identify their individual educational goals through core courses; elective courses subsequently permit a customized learning experience. Customized learning allows students to concentrate on painting, sculpture, drawing, ceramics, photography, videography or multidisciplinary studies.

Within the interdisciplinary RMCAD philosophy, beginning Fine Arts students study the human form, drawing, painting, sculpture, photography and design concepts. Using a variety of materials, visual skills and technical skills are expanded and explored. As the program becomes more intense, students progress to more advanced problems in concept and composition in their chosen discipline. Advanced coursework provides for in-depth artistic development, expression, and increasingly advanced visual and conceptual stimuli: contemporary figurative work, nonobjective work, abstraction, installation, large-scale projects, and expanded definitions of art in contemporary terms. Personal and group critiques offer informed analysis of student work. Form and content, structured experimentation, and theoretical and philosophical areas of study provide the advanced student with a basis for developing a lifelong personal visual vocabulary.

The Fine Arts faculty is composed of practicing artists who exhibit a diversity of interests, objectives, experiences, and expertise. The creative atmosphere of the studio classroom is enhanced by visiting artists, gallery/museum visits, and field trips to artists' studios and regional public art collections. Fine Arts graduates are well prepared for careers in the arts and for graduate studies. Equally important, they are able to make unique, informed, active judgments and to use their art to affect the future of the world around them.

FINE ARTS

2009-2010 BFA Degree Requirements

Liberal Studies: 39 credits
Please refer to the Liberal Studies section for specific course requirements.

Foundation Studies: 18 credits

FD 1010 Digital Image Making	3
FD 1115 Visual Design 1	3
FD 1275 Drawing 1	3
FD 1375 Drawing 2	3
FD 1370 Life Drawing 1	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design 2	3

Fine Arts Core Requirements: 27 credits

FA 1150 Introduction to Painting	3
FA 1250 Introduction to Sculpture	3
FA 1410 Basic Photography	3
FA 2015 Seminar in Modern + Contemporary Art	3
FA 2020 Form and Content	3
FA 4660 Experimental Studies	3
FA 4990 Professional Practices	3
FA 4991 Senior Studio	3
FAC 1265 Ceramic Sculpture 1: Handbuilding	3

Students choose: Painting Core OR Sculpture Core OR Photo + Video Art Core

Painting Core: 12 credits

FAP 2150 Painting 1: Painting Practicum	3
FAP 3100 Painting Sophomore/Junior Portfolio Review	0
FAP 3150 Painting 2	3
FAP 3170 Figure Painting	3
FAP 4050 Painting 3	3
FAP 4000 Painting Senior Portfolio Review	0

OR
Sculpture Core: 15 credits

FAS 2250 Sculpture 1: Sculpture Practicum	3
FAS 3200 Sculpture Sophomore/Junior Portfolio Review	0
FAS 3250 Sculpture 2: Exhausting the Metaphor	3
FAS 3270 Investigations 1	3
FAS 4100 Sculpture Senior Portfolio Review	0
FAS 4150 Sculpture 3: Directed Studies	3
FAS 4810 Investigations 2	3

OR
Photography + Video Art Core: 15 credits

FAV 2245 Photography 2	3
FAV 2570 Digital Color Photography	3
FAV 2320 Introduction to Video Art	3
FAV 3100 Photo/Video Soph/Junior Portfolio Review	0
FAV 3480 Intermediate Video Art	3
FAV 4000 Photo/Video Senior Portfolio Review	0
FAV 4991 Advanced Photo Video: Senior Studio	3

Studio Electives: 21-24 credits
A minimum of 12 credits must be in upper division (3000 or 4000 level) courses. Studio electives may also include any non-required FAP or FAS Core courses. Photo video students may take only 3 credits of FAV 4991.

Ceramics

FAC 3250 Ceramics Sculpture 2: Tools, Tech, Process	3
FAC 3450 Ceramic Sculpture 3: New Directions in Clay	3
FAC 4450 Glaze Calculation	3

FAC 4910 Advanced Ceramic Sculpture   3

Figure Studies

FA 3060 Experimental Figure Studies   3
FD 1380 Life Drawing 2   3
IL 2550 Life Drawing 3: Human Anatomy   3
FAP4170 Advanced Figure Painting   3

Experimental Media

FA 3015 Contemporary Art Studio   3
FA 3172 Experimental Drawing   3
FA 3610 Installation   3

Photography

FAV 2245 Photography 2   3
FAV 2570 Digital Color Photography   3
FAV 4991 Adv. Photo-Video: Senior Studio   up to 6 credits

Two-Dimensional Media

AE 3250 Printmaking   3
AE 3251 Printmaking 2   3
FAP 4991 Adv. Painting: Senior Studio   up to 6 credits

Three-Dimensional Media

AE 3330 Jewelry   3
AE 3345 Fibers Studio   3
FAS 4992 Adv. Sculpture: Senior Studio   up to 6 credits

Video

DM 2120 Raster Image Processing   3
FAV 2320 Introduction to Video Art   3
FAV 3480 Intermediate Video Art   3
FAV 4991 Adv. Photo Video Senior Studio   up to 6 credits

Other Options

Choose up to two electives (6 credits) outside of the Fine Arts
Department; prerequisite requirement(s) must be met.

Total credits required   **120**

GAME ART

The BFA in Game Art provides a balanced curriculum of artistic and technical skills and understandings coupled with the development of a broad world perspective. It provides students with the creative thinking and problem solving skills needed to excel in the rapidly changing game art industry.

The Game Art program combines core foundation courses (drawing, design, sculpture) with liberal studies courses (math, writing, physics, art history, social and behavioral sciences, humanities) to give students a strong foundation and a cultural and historical view of the world. Industry-standard production software is used to teach the nuts and bolts of game design, including modeling, motion, texturing, lighting, rigging, leveling, and game, character and story development. Business components are addressed through courses on copyright, ethics and portfolio/reel development.

Game art is one of the fasted growing industries today and the demand for qualified designers grows with it. As the world changes and technology grows, so will the ways that game designers are utilized. In addition to entertainment games, the industry is expanding into mobile phones, MP3 players, PDAs, set-top boxes, children's toys and exercise machines. There are also new applications in fields such as the military, architecture, medicine and education. Game art graduates must be able to do much more than just push buttons. They must be artists who are original thinkers and problem solvers, able to integrate history, culture and art into varied electronic uses. The RMCAD program prepares design professionals who are well-rounded artists and who have a world view and the technical skills necessary to succeed in the technically challenging and expanding game industry.

Foundation Studies and Liberal Studies core classes provide a strong base from which students can understand future trends and adapt to them. Game Art students' senior graduation portfolios must show evidence of the technical ability needed to work in any game production industry. Game Art students become creative designers with an original style, adaptable and creative thinkers and problem solvers.

GAME ART

2009-2010 BFA Degree Requirements

Liberal Studies: 39 credits
Please refer to the Liberal Studies section for specific course
requirements. Please note that, within Liberal Studies requirements, Game Art students must take MA2010 Math + Physics and SBS3050
Psychology of Human Interaction.

Foundation Studies: 12 credits

FD 1010 Digital Image Making	3	FD 1115 Visual Design 1 3
FD 1275 Drawing 1	3	
FD 1370 Life Drawing 1	3	
FD 1990 Freshman Portfolio Review	0	

Core Requirements 66 credits

AN 2230 Fundamentals of Animation	3
AN 2420 AN Sound Design + Video Prod	3
AN 3720 3-D Comp AN motion Studies	3
AN 4130 Business, Ethics + Copyright	3
GA 1010 Script to Screen	3
GA 1020 3D World Modeling	3
GA 2110 Digital Sculpture 1	3
GA 2210 Texture/Lighting 1	3
GA 2310 Photo-Reel Game Modeling	3
GA 2000 Game Art Sophomore Portfolio Review 1	0
GA 2100 History of Game + Animation	3
GA 2220 Game Texture/Lighting 2	3
GA 2050 Game Art Sophomore Portfolio Review 2	0
GA 3000 Game Art Junior Portfolio Review 1	0
GA 3110 Game Animation	3
GA 3120 Advanced Animation	3
GA 3200 Level Design	3
GA 3300 GC for Games	3
GA 3050 Game Art Junior Portfolio Review 2	0
GA 4000 Game Art Senior Portfolio Review 1	0
GA 4100 Motion Capture	3
GA 4210 Game Project 1	3
GA 4300 Independent Asset Pre-Production	3
GA 4400 Character Rigging	3
GA 4500 Portfolio + Demo Reel Development	3
GA 4220 Game Project 2	3
GA 4600 Independent Asset Creation	3
GA 4050 Game Art Senior Portfolio Review 2	0

Studio Elective Requirements: 3 credits
The following electives are recommended:

AN 3380 Scriptwriting for Animation	3
AN 4480 Advanced Scriptwriting	3
AN 4700 Realtime AN Based Film Production	3

Total credits required   120

Please note: The Game Art program will be offered for the first time in Fall 2009; each course listed above within the curriculum will be offered for the first time within the term identified by the eight-term program plan (available upon request).

GRAPHIC DESIGN + INTERACTIVE MEDIA

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 + Interactive Media program combines theory and practice to challenge students to discover their own individual design expression, and at the same time prepares 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 + Interactive Media 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 communications 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 clients' 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 four years at RMCAD.

GRAPHIC DESIGN + INTERACTIVE MEDIA

2009-2010 BFA Degree Requirements

Liberal Studies: 39 credits
Please refer to the Liberal Studies section for specific course requirements.

Foundation Studies: 15 credits
FD 1010 Digital Image Making	3
FD 1115 Visual Design 1	3
FD 1275 Drawing 1	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design 2	3
FA 1410 Basic Photography	3

Digital Media: 18 credits
DM 1120 Electronic Page Layout	3
DM 2110 Vector Illustration	3
DM 2120 Raster Image Processing	3
DM 3105 User Prototyping	3
DM 3115 Web Design	3
DM 3130 Digital Editing	3

Graphic Design + Interactive Media: 36 credits
GD 1020 Design Concepts + Methods	3
GD 2440 Typographic Design	3
GD 2445 Seminar in the History of Graphic Design	3
GD 2520 Sign + Symbol	3
GD 3000 GD + IM Sophomore/Junior Portfolio Review	0
GD 3020 Visual Sequencing	3
GD 3040 Design Systems	3
GD 3440 Experimental Typography	3
GD 3470 3-D Packaging	3
GD 4000 GD + IM Senior Portfolio Review	0
GD 4020 Experience Design	3
GD 4501 Topics in Graphic Design OR	
GD 4970 Internship Honors Course	3
GD 4980 Senior Graphic Design Seminar	3
GD 4990 Graphic Design Graduation Portfolio	3

Studio Elective Requirements: 12 credits
The following electives are recommended:
DM 3110 Electronic Prepress	3
DM 4310 Motion Design	3
DM 4320 Interaction Design	3
DM 4420 Media Design	3

Total credits required   120

RMCAD's Graphic Design + Interactive Media program follows a strict and logical sequence of specific studio courses which increase in difficulty. Students who do not transfer or receive portfolio credit for any of the courses below will require a minimum of seven terms to graduate. The courses in this sequence build upon the knowledge and skills acquired from previous courses, and therefore must be taken in the following order:

Term 1: FD 1010 Digital Image Making and
FD 1115 Visual Design 1
Term 2: DM 1120 Electronic Page Layout and
GD 1020 Design Concepts/Methods

Term 3: DM 2110 Vector Illustration, DM 2120 Raster Image Processing
and GD 2440 Typographic Design
Term 4: GD 2520 Sign + Symbol
Term 5: GD 3020 Visual Sequencing
Term 6: GD 3040 Design Systems
Term 7: GD 4020 Experience Design

ILLUSTRATION

Illustration students develop the classic skills of drawing and painting to tell stories through innovative pictures, often applying computer technology to express their ideas and communicate to a global audience. Diverse clients hire illustrators for their professional skills, to collaborate with movie directors, book authors, animation studios, television, advertising agencies, toy manufacturers, video gaming corporations, children's book publishers, comic book studios, graphic designers, greeting card companies and a host of other businesses whose needs depend on imaginative visual thinkers.

The Illustration Department provides a program in the visual arts that emphasizes the significant issues necessary to work professionally. The department's primary objective is to develop conceptual, technical and business skills necessary to ensure the success of each student. Faculty members who are experienced professional illustrators teach students the principles of visual communication through studio courses emphasizing visual perception, aesthetic awareness, conceptual problem solving and the mastery of skills in drawing and painting using both traditional and digital media to promote imaginative illustrations.

The Illustration Department offers an area of specialization with two advanced courses in Children's Book Illustration. With a well-prepared portfolio and commitment to the profession, RMCAD graduates are well qualified to begin focusing their careers in a variety of opportunities available to them.

ILLUSTRATION

2009-2010 BFA Degree Requirements

Liberal Studies: 39 credits
Please refer to the Liberal Studies section for specific course requirements.

Foundation Studies: 21 credits
FD 1010 Digital Image Making	3
FD 1115 Visual Design 1	3
FD 1275 Drawing 1	3
FD 1375 Drawing 2	3
FD 1370 Life Drawing 1	3
FD 1380 Life Drawing 2	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design 2	3

Illustration: 54 credits
IL 1020 Mastering the Pencil	3
IL 2000 Illustration Sophomore Portfolio Review	0
IL 2440 Typography for Illustration	3
IL 2510 History of American Illustration	3
IL 2520 Illustration Media	3
IL 2550 Life Drawing 3: Human Anatomy	3
IL 2560 Still Life Painting	3
IL 2570 Basic Illustration	3
IL 2650 Life Painting 1	3
IL 3000 Illustration Junior Portfolio Review	0
IL 3250 Life Painting 2	3
IL 3580 Landscape Painting	3
IL 3590 Conceptual Illustration	3
IL 3610 Life Drawing 4	3
IL 3660 Illustrating Literature	3
IL 4450 Illustration Web Portfolio	3
IL 4530 Directed Themes in Illustration	3
IL 4550 Computer Illustration 1	3
IL 4551 Computer Illustration 2	3
IL 4990 Illustration Graduation Portfolio	3

Studio Elective Requirements: 6 credits
The following are recommended:

IL 2840 Animal Anatomy + Drawing	3
IL 3301 Artists' Books as Visual Literature	3
IL 3650 Children's Book Illustration 1	3
IL 3655 Character Design	3
IL 4650 Children's Book Illustration 2	3

Total credits required	**120**

ILLUSTRATION WITH CHILDREN'S BOOK ILLUSTRATION AREA OF SPECIALIZATION

2009-2010 BFA Degree Requirements

Students must officially declare the Children's Book Illustration Area of Specialization in order for it to be indicated on the permanent student record.

Liberal Studies: 39 credits

Please refer to the Liberal Studies section for specific course requirements.

Foundation Studies: 21 credits

FD 1010 Digital Image Making	3
FD 1115 Visual Design 1	3
FD 1275 Drawing 1	3
FD 1375 Drawing 2	3
FD 1370 Life Drawing 1	3
FD 1380 Life Drawing 2	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design 2	3

Illustration: 60 credits

IL 1020 Mastering the Pencil	3
IL 2000 Illustration Sophomore Portfolio Review	0
IL 2440 Typography for Illustration	3
IL 2510 History of American Illustration	3
IL 2520 Illustration Media	3
IL 2550 Life Drawing 3: Human Anatomy	3
IL 2560 Still Life Painting	3
IL 2570 Basic Illustration	3
IL 2650 Life Painting 1	3
IL 3000 Illustration Junior Portfolio Review	0
IL 3250 Life Painting 2	3
IL 3580 Landscape Painting	3
IL 3590 Conceptual Illustration	3
IL 3610 Life Drawing 4	3
IL 3650 Children's Book Illustration 1	3
IL 3660 Illustrating Literature	3
IL 4450 Illustration Web Portfolio	3
IL 4530 Directed Themes in Illustration	3
IL 4550 Computer Illustration 1	3
IL 4551 Computer Illustration 2	3
IL 4650 Children's Book Illustration 2	3
IL 4990 Illustration Graduation Portfolio	3

Total credits required	**120**

INTERIOR DESIGN

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's species.

In accordance with the accreditation standards of the Council for Interior Design Accreditation (CIDA), the Interior Design program prepares students to contribute to society as skilled, ethical, environmentally responsible professional designers committed to improving the health, safety and welfare of the public. This philosophy holds that the built environment is central to many quality 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 have 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, socially and environmentally responsible design solutions.

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 Green Design Area of 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.

INTERIOR DESIGN

2009-2010 BFA Degree Requirements

Liberal Studies: 39 credits
**Please refer to the Liberal Studies section
for specific course requirements.**

Foundation Studies: 12 credits
FD 1010 Digital Image Making	3
FD 1115 Visual Design 1	3
FD 1275 Drawing 1	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design 2	3

Interior Design: 60 credits
ID 1680 Introduction to Interior Design	2
ID 1780 Green Design 1	2
ID 1820 Drafting	3
ID 1840 Textiles	2
ID 1870 Surfacing Materials	2
ID 1890 History of Architecture + Furniture 1	2
ID 2000 ID Sophomore/Junior Portfolio Review	0
ID 2010 Introduction to Computer Aided Design (CAD)	3
ID 2830 Architectural Perspective/Rendering Techniques	3
ID 2850 Basic Space Planning	3
ID 2860 Residential Design	3
ID 2920 History of Architecture + Furniture 2	2
ID 3750 Building Structures and Systems	3
ID 3790 Intermediate CAD	3
ID 3810 Office Design	3
ID 3850 Construction Documents	3
ID 3860 Restaurant + Retail Design	3
ID 3970 Lighting Layout + Design	3
ID 3980 Business of Interior Design	2
ID 4000 Interior Design Senior Portfolio Review	0
ID 4840 Design Research	2
ID 4850 Furniture Design	2
ID 4870 Special Use Design	3
ID 4880 Interior Design Internship Program	3
ID 4990 Senior Design Project	3

Studio Elective Requirements: 9 credits
The following are recommended:
ID 2200 Architectural Model Making	3
ID 3200 Green Design 2	3

ID 3300 Interior Design Portfolio Development	3
ID 4200 Green Design 3	3
ID 4820 Advanced CAD	3

Total credits required	**120**

Requirements for
Area of Specialization in Green Design

Students are responsible for formally declaring the Green Design Area of Specialization with the Registrar's Office prior to enrolling in ID 3810 Office Design or in ID 3860 Restaurant + Retail Design.
Students must officially declare the Green Design Area of
Specialization for it to be indicated on permanent student records.

ID 3200 Green Design 2	3
ID 4200 Green Design 3	3

In addition to the required coursework:

1. Students must complete a total of no less than three major design projects emphasizing green design solutions within the following courses: Residential Design, Restaurant + Retail Design, Office Design, Special Use Design.

2. Students must focus upon innovative green design solutions within Design Thesis and Senior Project.

ID 4100 Green Design Senior Portfolio Review	0

Students who have declared a specialization in Green Design must complete this review to verify that all requirements and competencies for the Green Area of Specialization have been achieved. Upon successful completion of the review, students will be able to further develop their individual portfolios and will be prepared to move from the academic environment into the professional world.

RMCAD's CIDA-accredited (Council for Interior Design Accreditation) Interior Design program follows a strict and logical sequence of specific studio courses, which increase in difficulty. Each course in this sequence builds upon the knowledge and skills acquired from previous courses and therefore must be taken one per term in the following order:

Term 1: ID 1820 Drafting
Term 2: ID 2850 Basic Space Planning
Term 3: ID 2860 Residential Design
Term 4: ID 3810 Office Design*
Term 5: ID 3860 Restaurant + Retail Design*
Term 6: ID 4870 Special Use Design
Term 7: ID 4990 Senior Design Project

*Courses # 4 and # 5 are interchangeable in the sequence. The prerequisites for both courses are the same; therefore, either course may be taken directly after ID 2860 Residential Design. Students who do not transfer or receive portfolio credit for any of the above courses will require a minimum of seven terms to graduate.

COURSE DESCRIPTIONS

Course Prefixes

AE	**Art Education**
AH	**Art + Design History**
AN	**Animation**
DM	**Digital Media**
FA	**Fine Arts**
FAC	**Fine Arts: Ceramics**
FAP	**Fine Arts: Painting**
FAS	**Fine Arts: Sculpture**
FAV	**Fine Arts: Photography + Video Art**
FD	**Foundation Studies**
GA	**Game Art**
GD	**Graphic Design + Interactive Media**
HU	**Humanities + Contemporary Thought Seminars**
ID	**Interior Design**
IL	**Illustration**
MA	**Mathematics**
NS	**Physical + Natural Science**

SBS   Social + Behavioral Science
WO   Communication + Critical Thought

Definitions

Prerequisite: A course that must be taken prior to a given course.
Co-requisite: A course that may be taken before or at the same time as a given course.
Concurrent Requisite: A course that must be taken at the same time as a given course.

Independent Study

Independent Study is a course 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).

Art + Design History

AH 1010
Art + Design History 1:
Ancient to Medieval
(3 credits)

In the first of four required courses in the history of art and design, students explore the major artists, movements and artistic themes of the Western tradition, beginning with Prehistoric art and concluding with the Gothic in the late thirteenth century.
Lectures and readings examine ways in which artists conceive of religion, society, politics and the role of men and women within their historical and stylistic context. In addition, the course considers various media and materials, such as painting, sculpture, and architecture, and the fundamentals of design and composition.
At the conclusion of this course, students will recognize a broad range of artists, works, and styles from ancient to medieval art. Further, students will learn to conduct research within the discipline of art history, and write knowledgeably on topics from ancient to medieval art.
Prerequisite: none

AH 1020
Art + Design History 2: Renaissance to Contemporary (3 credits)

In the second of four required courses in the history of art and design, students explore the major artists, movements and artistic themes of the Western tradition, beginning with the Renaissance and concluding with contemporary art of the twenty-first century. Lectures and readings examine ways in which artists conceive of religion, society, politics and the role of men and women within their historical and stylistic context. In addition, the course considers various media and materials, such as painting, sculpture, and architecture, and the fundamentals of design and composition. At the conclusion of this course, students will recognize a broad range of artists, works, and styles from Renaissance to contemporary art. Further, students will learn to conduct research within the discipline of art history, and write knowledgeably on topics from Renaissance to contemporary art.
Prerequisite: AH 1010 Art + Design History 1: Ancient to Medieval

AH 2010
History of Art + Design in the Nonwestern World
(3 credits)

In the third of four courses focusing on the history of art and design, students study the painting, sculpture, craft, architecture and design of Africa, India, Southeast Asia, China, the Pacific, and the Americas. Students encounter appropriate works from the prehistoric period to the present, exploring the cultural, religious, political and historical circumstances of their creation. Nonwestern art and design are studied both in their own national and cultural contexts and from the perspective of the European cultures.
Prerequisite: AH 1020 Art + Design 2: Renaissance to Contemporary

AH 3010
Advanced Studies in the History of Art + Design
(3 credits)

In the last of four required courses, students concentrate on one topic in the history of modern and contemporary art and design. Advanced studies are designed to allow students to focus intensively on themes, issues, and theoretical frameworks that define twentieth and twenty-first century art and design. Lectures, readings and assignments emphasize research, writing, and oral presentations. Topics vary from one semester to another. Sample topics include: Modern Latin American Art, Abstract Expressionism, the History of Photography, Modern German Art. At the conclusion of this course, students possess a deeper understanding of art historical movements, methods, and theories. Further, students refine and deepen their research and writing skills, researching and writing knowledgeably on topics from the course.
Prerequisite: AH 2010 History of Art + Design in the Nonwestern World

Humanities + Contemporary Thought Seminars

HU 2010
Humanities Seminar 1
(3 credits)

This is the first of three courses in which students examine important intellectual and social currents of the past in order to develop a broad context and perspective from which to evaluate their culture, their own work as artists, and their lives as human beings. Students read primary source materials from a wide range of disciplines, including philosophy, social and political history, drama, poetry, fiction, music, the sciences, and religion. The goal of this course is not to provide full historical "coverage," but to give students a basic intellectual vocabulary with which to engage in honest self-examination and thoughtful, reflective discourse.
Prerequisite: WO 1060 Philosophy of Art + Design

HU 2050
Humanities Seminar 2
(3 credits)

This is the second in a series of three courses in which students examine important intellectual and social currents of the past in order to develop a broad context and perspective from which to evaluate their culture, their own work as artists, and their lives as human beings. Students read primary source materials from a wide range of disciplines, including philosophy, social and political history, drama, poetry, fiction, music, the sciences, and religion. The goal of this course is not to provide full historical "coverage," but to help students develop increasingly sophisticated intellectual vocabulary with which to engage in honest self-examination and thoughtful, reflective discourse.
Prerequisite: HU 2010 Humanities Seminar 1

HU 4015
Seminar in Contemporary Thought: History and Theory of the Body
(3 credits)

Students examine important intellectual and social currents of the past in order to develop a broad context and perspective from which to evaluate their culture, their own work as artists, and their lives as human beings. In this final course, students focus on contemporary intellectual debates within aesthetic and social theory. At the conclusion of the course, students will have developed paradigms to understand the body from a variety of forms and across disciplinary and institutional contexts.
Prerequisite: HU 2050 Humanities Seminar 2

HU 4020
Seminar in Contemporary Thought: Theatre Studies
(3 credits)

Students examine important intellectual and social currents of the past in order to develop a broad context and perspectives from which to evaluate their culture, their own work as artists, and their lives as human beings. In this final course, students focus on contemporary intellectual debates within aesthetic and social theory. At the conclusion of the course, students will have developed a heightened awareness of theatre through a multi-disciplinary study, incorporating both theoretical perspectives and practical experiences.
Prerequisite: HU 2050 Humanities Seminar 2

HU 4025
Seminar in Contemporary Thought: A Moral History of the Past Century
(3 credits)

Students focus on numerous case studies to build a critical understanding of historical events of the twentieth century. Theories of history, ethics, justice, economics, and politics help provide an intellectual framework from which to evaluate various major events of the period. As a result of work in this course, students develop intellectual tools to critically evaluate historical and, by extension, contemporary events, through a variety of disciplinary approaches and through the lens of moral philosophies.
Prerequisite: HU 2050 Humanities Seminar 2

HU 4030
Seminar in Contemporary Thought: Identity and Power
(3 credits)

Students focus on contemporary intellectual debates within aesthetic and social theory. "Identity and Power" examines the role of society and culture in the construction of gender and ethnic differences in the American historical and contemporary contexts. As a result of work in this course, students will: know the history of the Feminist Movement and the Civil Rights Movement in the United States from the 1800's to the present; understand the impact of these movements on politics and self-identity; critically examine the role of society and culture in the construction of gender and ethnic differences; understand and use social theory to explore social inequalities.
Prerequisite: HU 2050 Humanities Seminar 2

HU 4035
Seminar in Contemporary Thought: The Cultural Politics of Consumption
(3 credits)

This seminar focuses on the activity of consumption in a variety of forms, emphasizing the various relations of human beings to the goods they produce, desire, exchange, and use. In this final course of the humanities series, students focus on contemporary intellectual debates

within aesthetic and social theory. Students develop a broad familiarity with the nineteenth century rise and twentieth century development of economic trends and their impact on philosophical, historical and social relations. Students gain a greater awareness of the complexities of economic structures and systems that permeate every aspect of contemporary culture.

Prerequisite: HU 2050 Humanities Seminar 2

Mathematics

MA 1210
Basic Mathematics
(3 credits)

For students who need a fresh start, this course will cover the basic mathematical concepts and skills that are relevant to anyone. This course starts with elementary mathematical operations, followed by the basic concepts of functional analysis, graphs, algebra, geometry, trigonometry, probability and statistics. Concepts will be introduced with examples that emphasize problem-solving using visualization of the problem. Applications will address the many manifestations of mathematical laws in nature. Intended for those with little mathematical background. At the conclusion of the course, students will be able to solve simple mathematical equations, use and understand graphical methods, understand the mathematics of patterns found in nature and art, and appreciate the relevance of mathematics to everyday life: general scientific issues, polls, finance and business.

Prerequisite: none

MA 1215
Applied Mathematics
(3 credits)

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, tilling), symmetry, perspective, polyhedra, equations and graphs of trajectories, computer graphics, and fractals. At the conclusion of this course, students will be able to apply mathematical equations to solve problems related to the topics listed above.

Prerequisite: none

MA 1220
Financial Principles + Practices (3 credits)

Students are exposed to the principles and practices of financial management in the contemporary world. Topics include basic financial concepts and tools, business plans, financial statement analysis, and working capital management investment strategies. Students set an earning goal and design a business plan and investment strategy to reach that goal.

Prerequisite: none

Physical + Natural Science

NS 2015
Climate Change
(3 credits)

This course examines climate change from the perspective of several scientific disciplines. The class will introduce students to scientific thinking with concepts from plant ecology, glaciology, earth science and meteorology. Students will learn how scientists have begun to understand the earth as an integrated system. Special note will be taken of features in the Intermountain West such as snowfields, glaciers, gas, oil and coal fields and emerging trends in energy use. At the conclusion of this course, students will have the tools to critically evaluate climate issues using scientific principles to critique a rapidly-evolving world of conscious consumerism and energy use.

Prerequisite: WO 1060 Philosophy of Art + Design

NS 2020
Earth Science
(3 credits)

This course introduces students to the major processes responsible for the physical appearance of our planet and for the changes in our environment. Through the study of minerals and rocks, and through field trips to explore the striking geology of Colorado, students study plate tectonics, volcanism, oceanography, and ecological issues. Students explore the connections between art and design and earth science.

Prerequisite: WO 1060 Philosophy of Art + Design

NS 2030
Life Science
(3 credits)

Students explore the basic aspects of life on Earth, including its requirements and patterns; its basic units; the organization of the living world; and the interdependence of living organisms. The concepts of energy and the flow of matter, heredity and natural selection; population dynamics; and community interactions are also examined. Field trips and case studies are used to evaluate the living world. Upon completion of this course, students understand how biology explains the living world, and are able to address the questions of evolution and

ethics that face the world today.
Prerequisite: WO 1060 Philosophy of Art + Design

NS 3050
Human Ecology
(3 credits)

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 through a review of ecological principles and terms. Topics include: disease, sustainability, famine, and pollution at the local and global levels. At the conclusion 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.
Prerequisite: WO 1060 Philosophy of Art + Design

Social + Behavioral Science

SBS 2010
Anthropology
(3 credits)

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 our perceived understanding of other cultures and the role of that understanding in our own culture. Outcomes: Students will learn about a variety of cultures; grasp and use the principles governing the discipline of anthropology, including its methods of research and writing.
Prerequisite: WO 1060 Philosophy of Art + Design

SBS 2020
Social Psychology
(3 credits)

Students investigate the multitude of environmental elements that contribute to the development of the personality or the "self." Humans are born into a preexisting world of social demands and expectations, and so each person's entry into and journey through that world shapes the personality in many ways; the individual journey takes place in the midst of social forces over which one has little or no control. This course provides an understanding of the balance between the internal workings of individuals and the external forces surrounding them.
Prerequisite: WO 1060 Philosophy of Art + Design

SBS 3030
World Belief Systems
(3 credits)

Students explore the nature and function of belief structures or "world views." The dynamic, living relationship between a religious organization or world view and its immediate cultural environment provides a "living laboratory" for the study of beliefs and believers. Students gain initial exposure to Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity and Islam. The course focuses on understanding the basic tenets, similarities and differences of belief systems, and on developing tolerance for others' views.
Prerequisite: WO 1060 Philosophy of Art + Design

SBS 3040
Biological Anthropology
(3 credits)

Biological Anthropology examines human biology and genetics within an evolutionary framework. Beginning with basic genetics, students explore how humans are similar to other animals and how they are unique. From this foundation, the uses, ramifications, and ethics of our knowledge of biology and genetics is studied and discussed. By the end of the course, students are able to knowledgeably discuss and write about biological anthropology, genetics and their ethical implications; human evolution; and humans' biological and genetic adaptations to the environment.
Prerequisite: WO 1060 Philosophy of Art + Design

Communication + Critical Thought

WO 1020
Written + Oral Communication (3 credits)

This is the first course in the Liberal Studies sequence and serves as an introduction to college-level reading, writing, discussion, and presentation. Relying upon significant works from our intellectual tradition as stimuli, students will increase their writing skills using a number of different genres and further develop oral communication skills commensurate with those required at the college level.
Prerequisite: none

WO 1025

**Written + Oral
Communication Lab
(non-credit graduation requirement)**

Written and Oral Communication Lab is designed to promote student success in college. By focusing on strategies and skills critical to academic progress and to personal adjustment, students become successful in college and throughout adult life. Several major topics are addressed within the Lab curriculum. Each topic is introduced within a large group session, and then explored in depth within small group sessions. The first session is scheduled during Week 3 of the term. At the conclusion of the course, students demonstrate increased understanding of what academic success entails and are empowered to make appropriate choices for their own academic careers.

Prerequisite: must be taken concurrently with WO1020 Written + Oral Communication

WO 1060
Philosophy of Art + Design
(3 credits)

In this second and final course in freshman reading and writing, students explore major paradigms of aesthetic theory. Building upon the work of WO 1020, WO 1060 challenges students to greater complexity of thought and greater competency in verbal and written argumentation. Together, WO 1020 and WO 1060 provide the foundations for the remainder of the liberal studies curriculum. Students develop information literacy and research abilities, critically examine the understanding of their own aesthetic, and develop appropriate levels of communication necessary to proceed in their college careers.

Prerequisite: WO 1020 Written + Oral Communication and WO1025 Written + Oral Communication Lab

Art Education

AE 2000
Art Education Sophomore Portfolio Review
(non-credit graduation requirement)

Students who have completed 45-60 credit hours participate in a portfolio review to ensure they are progressing appropriately in the art education program. A cumulative portfolio of work from art education courses is presented by the student; field observation hours are reviewed; and documentation of having passed the fingerprint and background checks is examined.

Prerequisite: FD1990 Freshman Portfolio Review

AE 2215
Introduction to Art Education (3 credits)

Field experience/observation hours: 30 clock hours in a public or private school setting. The goal of this lecture/field experience class is to introduce philosophical issues about art education and to anticipate the practical application and resolution of these issues. Students research introductory and basic elements of curriculum design, lesson/unit plans, and assessment strategies. They generate applicable and pedagogically sound solutions addressing whom to teach, what to teach, how and when to teach. At the conclusion of this course, students will be familiar with leaders in art education and the issues and debates that currently define the field. Utilizing classroom observations and hands-on teaching practice, students will gain the knowledge to engage in learning and teaching as a reflective and active process.

Prerequisite: None

AE 2220
Philosophy of Art and Education
(3 credits)

Field experience/observation hours: 30 clock hours in a public or private school setting. This course discusses and analyzes philosophical issues in art and education and their historical contexts. Students analyze the differences between and similarities among many philosophies, and examine how each led to and affect one another, as well as society and culture. At the conclusion of this course, students have developed an individualized philosophy of art and education. Students identify theories and philosophies in action through readings, discussions and field observations in K-12 classrooms, and they better understand current debates in art education and how they affect society and culture.

Prerequisite: WO 1060 Philosophy of Art + Design; AE 2215 Introduction to Art Education; must be an Art Education major

AE 2230
Psychology of Creativity
(3 credits)

Field experience/observation hours: 30 clock 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 influenced 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. At the conclusion of this course, students are able to apply the principles of psychology to the process of creativity. Through assignments, papers, observations, and readings, students learn of the complexity of creative thinking and how it applies in K-12 art education.

Prerequisite: WO 1060 Philosophy of Art + Design; AE 2215 Introduction to Art Education; must be an Art Education major

AE 2240

Instructional Technology
(3 credits)

Students learn applications that support instruction and enhance student learning, including the use of the computer as an image-making tool. Skills at various levels include: technical use of the computer, spreadsheets, databases, presentation software, wikis, blogs, basic stop motion animation and editing, digital storytelling and use of the Internet. By the conclusion of the course, students are able to use the computer for a variety of teaching situations, are familiar with digital image making software, can track and analyze student progress, and have prepared and delivered visual presentations.

Prerequisite: AE 2215 Introduction to Art Education; must be an Art Education major

AE 3000
Art Education Junior Portfolio Review
(non-credit graduation requirement)

Students who have completed 75-90 credit hours participate in a portfolio review to ensure they are progressing adequately in the art education program. A cumulative portfolio of work from Art Education courses is presented by the student; filed observation hours are reviewed; documentation of having passed the fingerprint and background checks is examined. Passing of the PLACE test is required for this review.

Prerequisite: AE2000 Art Education Sophomore Portfolio Review

AE 3220
Teaching in a Multicultural Environment
(3 credits)

Field experience/observation hours: 30 clock hours in a public or private school setting. Students learn how race, culture, and immigration affect society, and the role of public education in a democratic society. Students investigate how culture affects education. They learn current theories of multicultural education and their place in the contemporary politics of public education. Students use this knowledge to develop successful instructional practices that create positive learning environments for a variety of diverse K-12 learners. By the conclusion of this course, students have developed curriculum that educates K-12 students on the importance of critical citizenship, and have learned how to take action on social issues in their own lives.

Prerequisite: WO 1060 Philosophy of Art + Design; AE 2210 Introduction to Art Education; must be an Art Education major

AE 3240
Reading in the Content Area
(3 credits)

Field experience/observation hours: 30 clock hours in a public or private school setting. The course has three main goals: identifying the metacognitive skills inherent in an arts curriculum; investigating models of arts integration; researching potential texts, art making activities, and classroom activities that support higher order thinking in the arts. Objectives include comparing and contrasting the common elements of written, spoken, and visual language. Journaling serves as a main strategy. By the conclusion of this course, students understand the many correlations between visual arts and literacy development, and have developed lesson plans that illustrate learning that is unique to the arts classroom. They demonstrate an understanding of visual literacy through the development of strategies for teaching and the creation of lesson plans that incorporate critical thinking skills in arts-based curricula.

Prerequisite: WO 1060 Philosophy of Art +Design; AE 2210 Introduction to Art Education; must be an Art Education major

AE 3250
Printmaking 1
(3 credits)

Students transfer their drawing skills to a variety of printmaking techniques and mediums that have direct application to techniques, materials, and equipment appropriate to the public school and professional setting. Water-based materials are emphasized. Safe practices using minimal amounts of oil-based mediums and solvents are explored, including monoprint, linotype, dry point, relief and chemical resist printmaking methods. By the conclusion of this course, students have learned a variety of printmaking techniques and practices for utilization in the K-12 classroom.

Prerequisite: FD 2120 Visual Design 2

AE 3251
Printmaking 2
(3 credits)

This course is for students who are interested in advancing their knowledge and skills in the area of printmaking. Students learn more advanced techniques as they work towards independently creating an individualized body of work. At the conclusion of this course, students will have obtained sufficient technical ability to undertake more advanced work.

Prerequisite: AE 3250 Printmaking 1

AE 3260
Methods of Art Education, K-12
(4 credits)

Field experience/observation hours: 40 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 author and instruct standards-based units that effectively combine their practice as artists, their knowledge as educators, and their liberal studies 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. At the conclusion 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.

Prerequisite: AE 2215 Introduction to Art Education; AE 2220 Philosophy of Art + Education; AE 2230 Psychology of Creativity; AE 2240 Instructional Technology; must be an Art Education major

AE 3280
Statistics: Assessing Learning and Teaching
(3 credits)

Field experience/observation hours: 30 clock hours in a public or private school setting. The course introduces basic statistics principles and applies them to the purposes for and 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. Proficiencies are determined by measuring the student's ability to organize data, plan teaching effectiveness, devise and demonstrate assessment and evaluation instruments and methodologies. At the conclusion 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.

Prerequisite: AE 2215 Introduction to Art Education; AE 2220 Philosophy of Art + Education; AE 2230 Psychology of Creativity; AE 2240 Instructional Technology; must be an Art Education major

AE 3330
Jewelry
(3 credits)

This metal working and jewelry making course has an emphasis on K-12 projects. Professional applications include basic fabricating, forging, lost-wax casting, stone setting, soldering, joining, fastening and forming, patinas and other surface treatments. At the conclusion of this course, students will understand basic jewelry techniques and develop projects for utilization in the K-12 classroom.

Prerequisite: FD 2120 Visual Design 2

AE 3345
Fibers Studio
(3 credits)

Various fiber media are explored, emphasizing those with direct application to a public art school program and professional practice. On- and off-loom weaving (including handmade, strap, table or floor looms) are integrated with soft-sculpture approaches. Students learn warping of looms from 2 to 4+ harness design and investigate different fibers in relationship to these processes. At the conclusion of this course, students will be familiar with the diverse vocabulary of fiber media through a variety of hands-on and research assignments. Students will also learn traditional and historical weaving and surface design processes, as well as contemporary potential for creative expression with natural and man-made fibers.

Prerequisite: FD 2120 Visual Design 2

AE 4245
Classroom Management
(3 credits)

Field experience/observation hours: 30 clock hours in a public or private school setting. 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.

Prerequisite: AE 2215 Introduction to Art Education; AE 2220 Philosophy of Art + Education; AE 2230 Psychology of Creativity; AE 2240 Instructional Technology; must be an Art Education major

AE 4255
Student Teaching: Elementary (6 credits)

Field experience/observation hours: 300 clock hours in a public or private elementary school setting. This is an extended field experience and mentorship. The student teacher spends eight weeks in an elementary 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. A summative evaluation of the student teacher's performance establishes proficiencies, which are translated into a Pass/Fail grade. The Student Teaching Seminar is taken concurrently.

Prerequisites: All AE courses, field hours completed and all required studio classes. Concurrent requisite: AE 4260 Student Teaching: Secondary and AE 4930 Student Teaching Seminar; must be an Art Education major

AE 4265
Student Teaching: Secondary (6 credits)

Field experience/observation hours: 300 clock hours in a public or private secondary school setting. This is an extended field experience and mentorship. The student teacher spends eight weeks in a 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. A summative evaluation of the student teacher's performance establishes proficiencies, which are translated into a Pass/Fail grade. The Student Teaching Seminar is taken concurrently.

Prerequisites: All AE courses, field hours completed and all required studio classes. Concurrent requisite: AE 4250 Student Teaching: Elementary and AE 4930 Student Teaching Seminar

AE 4935
Student Teaching Seminar
(2 credits)

This capstone, culminating course is taken concurrently with student teaching. 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, résumé critique, advising on the students' action research project which 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 course work.

Concurrent requisites: AE 4250 Student Teaching: Elementary and AE 4260 Student Teaching: Secondary

Animation

AN 1310
History of International Animation
(3 credits)

This course explores the evolution of the animation art form, its ways of expression, the power of its language, symbolism, variety of mediums, 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. At the conclusion 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.

Prerequisite: none

AN 2230
Fundamentals of Animation
(3 credits)

This course focuses on gaining an understanding of the basic principles of movement, which form the foundation of both 2-D and 3-D animation. Students analyze motions of people and objects, and translate that knowledge into animation. Motion attributes such as gravity, weight, spacing and timing are studied, in order to create animation that is believable and that expresses mood and personality through a character's individualized movement. Also discussed are various technical aspects of animation filmmaking, typical production workflows, and standard industry terms and tools. At the conclusion of this course, students will have a clear understanding of motion dynamics and the associated practices and principles of animation that provide a strong foundation for their continuing animation studies.

Prerequisite: none

AN 2310
Creative Visualization
(3 credits)

The emphasis of this course is on developing imaginative concepts, using the language of film and animation through the storyboard process. Students illustrate animated story ideas, focusing on expressive character development, layout and set design. At the conclusion of this course, students will be capable of using the storyboard process to write animated story ideas, utilizing elements of composition, camera angles, continuity, character and motion dynamics.

Prerequisite: none

AN 2330
Experimental Animation/ 2-D + Mixed Media
(3 credits)

This course begins with a broadened definition of the word "animation": a viewpoint of the animator as artist, and an emphasis on the importance of the concepts an animator brings to explorations of frame-by-frame filmmaking. Hands-on experimentation includes a variety of non-standard techniques and materials: pixilation, painting and scratching on film, cut-out collage animation, sand or gravel animation, silhouette animation. Students study the work of early and contemporary experimental animators. By the conclusion of the course, students have learned to utilize numerous innovative methods for creating animation and developed their ability to integrate an experimental approach when working with more conventional 2-D and 3-D animation production techniques.

Prerequisite: AN 2230 Fundamentals of Animation

AN 2340
Tools + Techniques of Contemporary Animation
(3 credits)

Students are introduced to the digital tools necessary to integrate animated, live action and still imagery into a final video production. Techniques include image capture and manipulation, matte generation and keying, keyframe animation using layered digital images, color correction and special effects. Students each create a customized interactive DVD, using rendered class productions. At the conclusion of this course, students will have learned to composite a variety of digital elements, correct and eliminate inherent problems, and enhance the video imagery with effects.

Prerequisite: FD 1010 Digital Image Making

AN 2360
Drawing + Acting for Animation (3 credits)

Drawing and Acting for Animation requires a solid understanding of human and animal anatomy and behavior. Within the course, students work in a studio life-drawing environment, and participate in field trips focused on the outdoor lab, character model building and sculpture. Simplified drawing technique is examined, along with character behavior as it applies to "moving drawings," with an emphasis on mass, volume, structure, and design. By the end of the course, students have learned 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.

Prerequisite: AN 2310 Creative Visualization and AN 2230 Fundamentals of Animation

AN 2370
3-D Computer Animation Modeling
(3 credits)

The methodology and technique of modeling for three-dimensional animation -- space, form and surface -- are introduced in this course. Students are introduced to a 3-D animation environment and strategies for model creation of animate and in-animate forms, with which anything imagined can be created. By the conclusion of the course, students have completed the first step in building a 3-D skill set, evidencing expertise in the design and creation of 3-D model geometry.

Prerequisite: FD 1010 Digital Image Making

AN 2420
Animation Sound Design + Video Production
(3 credits)

Students learn sound design and production for creation of dialogue, sound effects, and music tracks. Recording techniques for the creation of these audio elements are studied and practiced. Video production, including DV camera operation and non-linear editing will be studied in the second half of the term. Sound and video editing, as well as pre-visualization software, is used to link and finish these elements of the animation post-production process. By the conclusion of the course, students demonstrate an understanding of the fundamental principles of video editing and sound design, and their practical application to an understanding of animation production. Through numerous tutorials and individual projects, students evidence comprehension and creative application of course material.

Prerequisite: AN 2340 Tools + Techniques of Contemporary Animation

AN 3000
Animation Sophomore/ Junior Portfolio Review
(non-credit graduation requirement)

Students who have completed 60 – 90 credit hours must participate in a first animation portfolio review. Each student's portfolio is critiqued for style, creativity, composition, color, execution and presentation of the work, with direction of how to improve the work.

Prerequisite: FD1990 Freshman Portfolio Review

AN 3305
Animation Media Delivery Techniques
(3 credits)

The final step in the animation creation process is the delivery to an audience. Students may study HDTV, IMAX, multi-view dimensional imaging, rapid prototyping, mobile video and robotics. They participate in studio work applying their own animation techniques to some of these new formats. At the conclusion of the course, students will have developed strategies and experience in assessing future technologies and integrating them into their own animation work flow.

Prerequisites: AN 1310 History of International Animation

AN 3310

Character Animation + Motion Studies
(3 credits)

This class continues to develop the student's skills in motion analysis. More advanced action and movement concepts are introduced. Further study of human and animal locomotion is covered. Students are encouraged to develop some of their own characters in the latter half of the course and will begin to investigate personality and emotion in their animation. Other subjects covered during this class will be dialogue or lip sync and effects animation, such as fire, smoke, rain, and snow. At the conclusion of this course, students will have a greater understanding of weight, motion, timing, and various aspects of drawing as they relate to believable character animation.

Prerequisite: AN 2360 Drawing + Acting for Animation

AN 3320
2-D Computer Animation
(3 credits)

This course deals with the preproduction, scanning, digital ink and paint, and postproduction techniques of traditional hand-drawn animation. Individual projects include work with digital camera moves, three-dimensional space, sound editing and scene timing. Each project is designed to be suitable for a demo reel, encouraging students to challenge and exceed current expectations of their abilities. At the conclusion of this course, students have a body of work that represents attention to professional 2-D computer production techniques, and several creative shorts appropriate for demo reels. Students must demonstrate an ability to adhere to a demanding schedule and evidence an understanding of 2-D digital pre-production and post techniques, as well as creative filmmaking and direction.

Prerequisite: AN 2340 Tools + Techniques of Contemporary Animation

AN 3341
2-D Animation Thesis 1
(3 credits)

Students direct their knowledge of 2-D hand layout and drawing, scanning, digital ink and paint knowledge into designing, planning, and producing a high quality animation, including sound and computer post-production. At the conclusion of the course, students will have completed a schedule of milestones, including script/storyboard, schedule development, design and layout of characters and sets, acquisition of music, effects and dialog, and the production of an animatic of the story. Subsequently, within AN 3840, students will produce and post the film.

Prerequisites: AN 2420 Animation Sound Design + Video Production

AN 3342
3-D Animation Thesis 1
(3 credits)

Students direct their knowledge of 3-D computer modeling, surfacing, lighting into designing, planning and producing a high quality animation, to include sound and computer post-production. At the conclusion of the course, students will have completed a schedule of milestones, including script/storyboard, schedule development, design and modeling of characters and sets, acquisition of music, effects and dialog, and the production of a pre-visualization of the story. Subsequently, within AN3840, students will produce and post the film.

Prerequisite: AN 2420 Animation Sound Design + Video Production

AN 3350
Stop Motion Animation
(3 credits)

Using clay figures and wire armature puppets, students will explore the world of stop motion animation. Application of fundamental animation principles in a stop motion setting is emphasized, along with expression of personality through movement. Students will gain experience with techniques and concepts for lighting dimensional characters and sets, and will analyze outstanding examples of stop motion animation. At the conclusion of this course, students will have learned how to: build a puppet suitable for animation; operate a camera and software for capturing their work; achieve smooth movement and believable timing in stop motion animation.

Prerequisite: AN 2420 Animation Sound Design + Video Production

AN 3360
3-D Computer Animation Concepts + Techniques
(3 credits)

Students who have become skilled in traditional 3-D computer modeling methodologies and skills are introduced to intermediate and advanced levels. Concepts and techniques required for forthcoming productions are practiced using the high-end power of 3-D computer animation.

Prerequisites: AN 2230 Fundamentals of Animation and AN 2370 3-D Computer Animation Modeling

AN 3380
Scriptwriting for Animation
(3 credit elective)

This course is designed to give students an opportunity to experience another facet of animation pre-production: the script. Students develop a rough story idea, including characters, settings, conflicts, resolutions, and develop of a final, 22-minute script. Several smaller creative assignments lead to the final project. At the conclusion of the course, students will understand how to write a short script, have a body of creative pre-production suitable for animation development, and understand the aspects of storytelling that make a film memorable

and successful.
Prerequisite: AN 2310 Creative Visualization

AN 3660
3-D Computer Animation Lighting + Materials
(3 credits)

The class is for the advanced study of 3-D lighting techniques and materials creation. 3-D students study lighting theory as it relates to the synthetic animation environment, range from a photo realistic style to 3-D cell shading style. Materials creation techniques range from photographing the real world for textures, to sophisticated procedural shader network design. Upon completion of this course, students will understand and employ the art and science of creating and manipulating lighting and surfaces in a 3-D animation environment.
Prerequisite: AN 3360 3-D Computer Animation Concepts + Techniques

AN 3720
3-D Computer Animation Motion Studies
(3 credits)

Students learn how to animate and analyze 3-D movement as a means of expressing weight, gravity, dynamics and choreography of human and animal motions, as well as the influence of physical laws upon them. Studies include key framing, inbetweening, creative phrasing and timing, and use of the many tools available in a 3-D environment. Upon completion of this course, students will have gained practical knowledge of the technical requirements necessary to produce believable character animation. In addition, they will have gained valuable insight in terms of creative thinking and how to impart personality, expression, and emotion into a 3-D character.
Prerequisite: AN 3360 3-D Computer Animation Concepts + Techniques

AN 3840
2-D/3-D Animation Thesis 2
(3 credits)

This second thesis class provides students with continued opportunity to create and produce an animated film that further expands their styles, skills and techniques. Students utilize pre-production progress gained within AN 3341 and AN 3342. Following the schedules developed in Thesis I, students are able to successfully complete the animation production process. Using the plan visualized through the animatics, students work through tasks and problems as each shot is animated and rendered. Post production includes editing the shots, syncing all sound and music and final delivery and projection of the film. At the conclusion of the class, students have completed the process of animation production and the film envisioned in Thesis I.
Prerequisites: AN 3341 2-D Animation Thesis 1 or AN 3342 3-D Animation Thesis 1

AN 4000
Animation Senior Portfolio Review
(non-credit graduation requirement)

The Senior Portfolio Review is scheduled at the end of the term preceding the final term of study. The review begins student's preparation for the graduation exhibition and for transition from the academic environment to the professional world. The student's demo/graduation show reele is critiqued by department faculty, and post graduation plans are discussed.
Prerequisite: AN 3000 Animation Sophomore/ Junior Portfolio Review

AN 4010
Animation Layout + Production Design
(3 credits)

Students explore different stylistic approaches for individual animated productions, and design original characters and environments. Areas of study include perspective, character and prop model sheets, background and character layouts, and proportion sheets (for multiple characters in a production). In addition, students produce full color samples of their master backgrounds and color keys of the main characters.
Upon completion of this course, students will have a greater working knowledge of perspective and composition, knowledge of how these pertain to cinematic motion and design, and several finished works for their portfolios.
Prerequisite: AN 3310 Character Animation + Motion Studies or AN 3720 3-D Computer Animation Motion Studies

AN 4130
Business, Ethics + Copyright for Animation
(3 credits)

Students learn about business practices in the animation 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 the ethical/non-ethical uses of animation. At the conclusion of this course, students will have assessed their animation education through the lens of the reality of the business world, and assessed their expectations for a career in animation. Students will understand the realities of the budgeting process, learned procedures for legal use and protection of copyright, and developed an understanding of the ethical use of this art form.
Prerequisite: AN 1310 History of International Animation

AN 4310
Design + Animation for Games (3 credit elective)

This elective is an introduction to the arena of interactive game design. Students create digital animations that may be used in game design

and creation. At the conclusion of the course, students understand the foundations of good game design, including story development, level design and modeling, lighting and texturing.

Prerequisite: AN 3360 3-D Computer Animation Concepts + Techniques

AN 4330
Animation Collective 1
(3 credits)

This course is designed to simulate a real production studio environment. Students work together to produce a high-quality short film. Together, students combine their ideas into a cohesive theme, using skill sets learned in previous courses. Students' collective knowledge is used to develop an idea, write the script, produce a storyboard, and design the look and feel of the animation. Students experience the importance of successful leadership and team member interactions. At the conclusion of the course, students will have completed the pre-production necessary for AN 4445 Collective 2.

Prerequisite: AN 3840 2-D/3-D Animation Thesis 2

AN 4350
Experimental Computer Animation
(3 credit elective)

Advanced students explore their creative ideas by stepping outside the boundaries of digital animation technology and art through the historic study and creation of unique animation. This experimental course allows the exploration of various forms of computer animation as a means of expression. Upon completion of the course, students will have expanded their artistic style through the creation of a finished animation.

Prerequisites: AN 4420 3-D Advanced Dynamics + SFX

AN 4410
Advanced Character Animation and Motion Studies
(3 credit elective)

This course is a continuation of Character Animation and Motion Studies. Students will further develop their skills, insights, and knowledge of character animation through more advanced assignments. Studies will involve animal movement such as advanced bipedal walks, runs and other forms of locomotion. Quadruped motion will be covered, as well as aviary flight. More emphasis will be placed on acting and performance, with dialogue or lip-sync, combined with characters in a specific activity or conflict. Students may be directed to environmental motion studies such as wind, water, fire, smoke, etc. At the conclusion of this course, students will have completed a series of animation exercises which will be presented as a collection of finished, animation pencil tests.

Prerequisites: Character Animation and Motion Studies AN 3310

AN 4420
3-D Advanced Dynamics + SFX (3 credits)

Explosions, waterfalls, and flocking birds are just a few of the effects students will learn to create using 3-D dynamics and Special Effects. Harnessing the power of physics and mathematics to control the creation and motion of particles, students will learn to simulate and recreate forces of nature. Once the motion is created, light, color, and texture is applied through software and hardware rendering. These effects are then rendered and combined to create state of the art digital effects composites. At the conclusion of this course students are able to manipulate forces, light, particles, materials, cloth, hair and fluids to solve visual problems in SFX.

Prerequisite: AN 3660 3-D Computer Animation Lighting + Materials

AN 4440
3-D Advanced Character Creation Methods
(3 credits)

Students assimilate their traditional abilities and character animation skills into the third dimension. They are exposed to advanced 3-D computer character animation methodology, including advanced modeling, UV mapping, rigging and advanced animation controls such as scripting and expressions. This is considered a Technical Director level class and is very advanced. Upon completion of this course, students understand the workflow of character setup, and have the skills and methodology to develop a functional and clean model with the appropriate control feature rig for any production.

Prerequisite: AN 3720 3-D Computer Animation Motion Studies

AN 4445
Animation Collective 2
(3 credits)

Following AN 4330 Animation Collective 1, this course focuses on completion of the animation production and post-production, including key-frame character animation, effects animation, rendering, editing, and final sound. Students learn the value of cooperation for achievement of a goal, and gain experience in conflict resolution. At the conclusion of the course, the collective team will have successfully completed a high-quality film suitable for entry in film festivals.

Prerequisite: AN 4330 Animation Collective 1

AN 4460
2-D/3-D Advanced Compositing
(3 credits)

Students study compositing techniques for matting 2-D and 3-D animation with live action. Techniques include blue/green screen set-up, lighting and camera techniques, using 2-D/3-D, motion tracking and compositing software. Students explore necessary pre-and post-production project planning strategies to ensure seamless results invisible to the viewer. This is an advanced class/ Technical Director level. At the conclusion of the course, students will have practical experience in visualizing, planning, and executing original and innovative approaches to the seamless combination of different layers of art, as well a finished piece representing the work.

Prerequisite: AN 3320 2-D Computer Animation or AN 3660 3-D Computer Animation Lighting + Materials

AN 4480
Advanced Scripting
(3 credit elective)

An advanced Technical Director class that examines basic programming and scripting techniques as related to specific CGI applications. Included are research, development, writing and testing of expressions and plug-ins for 2-D and 3-D software. Projects are integrated with other animation classes to solve production problems or create new CGI tools. At the conclusion of the course, students will have gained practical experience with various professional scripting/programming procedures by applying them to specific Animation Department production problems, and have a finished piece representing the work.

Prerequisite: AN 4420 3-D Advanced Dynamics + SFX

Digital Media

DM 1120
Electronic Page Layout
(3 credits)

An introductory, interdisciplinary course that addresses the principles of page layout through the use of digital technology. Areas of study will include page layout, page systems, typographic hierarchy, type and image, and the use of grids. At the conclusion of this course the students will demonstrate a basic understanding of typography, paragraph formatting, and grid structures, as it pertains to desktop publishing.

Prerequisite: FD 1010 Digital Image Making

DM 2110
Vector Illustration
(3 credits)

An introductory, interdisciplinary course that introduces the student to the production of vector art. Students learn the basic features and commands of a vector program and produce graphics with a variety of styles. At the conclusion of this course, the student will understand the principles of vector art, create original graphics, modify existing graphics, work with color libraries, and a variety of drawing tools.

Prerequisite: FD 1010 Digital Image Making

DM 2120
Raster Image Processing
(3 credits)

An introductory, interdisciplinary course that introduces the student to an industry-based image manipulation processing program. The designer, illustrator, or fine artist can use the program as a paint, prepress, color correction, and darkroom system. Numerous image effects are possible after black/white or color images have been scanned and/or electronically created. At the conclusion of this course, the student will have a proficient understanding of raster images, how they are created, manipulated, and output to print or web environments.

Prerequisite: FD 1010 Digital Image Making

DM 3105
User Prototyping
(3 credits)

This is a foundation 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. At the conclusion of this course students will gain a thorough understanding of paper prototyping, user testing, and pre-visualization methods for onscreen environments creating a user centered design foundation for digital media.

Prerequisites: DM 2110 Vector Illustration, and DM 2120 Raster Image Processing

DM 3110
Electronic Prepress
(3 credit elective)

This course will address the industry standard techniques and practices used to prepare files for professional output by a printer or service bureau. It will explore printing techniques and terms associated with designing and producing technically correct files. Field trips to various professional environments will be included for the student to become familiar with what tools and services are available and appropriate for a variety of situations. At the conclusion of this course the student will understand basic printing techniques and terms pertaining to prepress and be able to design and produce technically correct files.

Prerequisites: DM 1120 Electronic Page Layout, DM 2110 Vector Illustration, and DM 2120 Raster Image Processing

DM 3115
Web Design
(3 credits)

This intermediate course uses the knowledge from DM 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. Web sites will be tested and used for optimal browser display, information architecture and user needs. At the conclusion 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.

Prerequisite: DM 3105 User Prototyping

DM 3130
Digital Editing
(3 credits)

This intermediate course builds on the knowledge of DM 3105 User Prototyping and introduces digital tools to create real-time non-linear editing for video and sound. Students learn to use and design digital tools for online environments and apply them to projects that integrate sound, motion and writing. Through the introduction of history, research, and storytelling, students create final video and sound productions that will be used for pre-production, production, and post-production design projects. At the conclusion of this course, students will have gained an advanced understanding of digital media design through time-based storytelling, theory, pre-production, production and post-production techniques.

Prerequisite: DM 3105 User Prototyping

DM 4310
Motion Design
(3 credit elective)

Further enhancing the skills acquired in Digital Editing for broadcast animation. This course is an advanced process in designing and developing 2-D motion graphic titles. Students script, animate, produce and composite sequences for television and film. At the conclusion of this course students will gain enhanced knowledge of the process for designing and creating broadcast digital media projects through the use of scripting, animation, sequencing, titling and final production.

Prerequisite: DM 3130 Digital Editing

DM 4320
Interaction Design
(3 credit elective)

This advanced course brings together the tools learned in previous digital media courses. Students will create and design dynamic interactive websites using the new tools of information architecture, animation, digital code, and advanced motion design. At the conclusion of this course, students will have an increased understanding of information processing and skills in rich media; will have animated and coded a motion interface introduction for online media; and will have designed a functional interactive website.

Prerequisite: DM 3115 Web Design

DM 4420
Media Design
(3 credit elective)

Converging multiple skill sets from the interaction and motion design classes into one integrated project approach, this course is the finalization of the Digital Media series. Students design and develop a variety of projects that are versatile across various on-screen environments. At the conclusion of this course students will demonstrate an advanced ability to use all the tools of digital media in previous prerequisite classes and integrate them into a final design project that merges across all areas of the interactive environment.

Prerequisites: DM 4310 Motion Design and DM 4320 Interaction Design

Fine Arts

FA 1150
Introduction to Painting
(3 credits)

An introduction to the tools, materials and processes of painting including: building stretcher frames, stretching and preparing the canvas and paint application with various brushes and tools. Topics include: the cultivation of self-expression through exploring basic painting techniques; developing art literacy, including terminology. Upon completion of this course, students will be technically prepared to undertake projects in higher level painting courses. Students will demonstrate in critiques and projects their knowledge of canvas and panel construction, painting techniques, light and color, and an introductory knowledge of contemporary art trends.

Prerequisite: none

FA 1250
Introduction to Sculpture
(3 credits)

This course is an introduction to a wide variety of the processes, materials, and conceptual aspects of 3-D art making. Students learn to engage their art making in a three-fold approach: critical thinking as a process, attention to materials, and knowledge and exposure to contemporary and historical artists through lectures. Students investigate formal aspects of sculpture and the development of ideas. They expand written and oral communication skills regarding aesthetics and art as they develop and employ research methods by which to nourish their art making. They explore a variety of new working methods: individual, small group, and class collaboration. At the conclusion of this course, students will have worked with wood, fibers, metals and other alternative forms to create a coherent body of work.

Prerequisite: none

FA 1410
Basic Photography
(3 credits)

This course is an introduction to black and white photography: from a working knowledge of the camera, through film processing, to printing in a darkroom using traditional light-sensitive materials. Students are introduced to the history of photography – its approaches and trends – resulting in a basic knowledge of photography and its relationship to contemporary art. They explore the relationship between this acquired knowledge in photography and the individual, and then begin to apply this knowledge to a realized personal vision through critical thinking and seeing. At the conclusion of this course, students have a broad understanding of black and white photography and its relationship to contemporary art, and have created a thoughtful portfolio of photographs. Students need a manual 35mm camera and should expect to spend $100-$150 in materials for this class.

Prerequisite: none.

FA 2015
Seminar in Modern + Contemporary Art
(3 credits)

This lecture course focuses on issues, art movements, and criticism from 1950 to the present. Students investigate art through the writings of artists and critics that correspond with, but are not limited to, movements that include: Abstract Expressionism, Pop Art, Minimalism, Earth Art, Process Art, Conceptual Art, Feminist and other political art movements, video, and multimedia work. Students study important issues and philosophies in contemporary art. Discussions are led by visiting lecturers, and field trips are taken to museums, galleries, and artists' studios. Course work includes a research project covering contemporary artists and issues.

Prerequisite: AH 1020 Art History 2: Renaissance to Contemporary.

FA 2020
Form and Content
(3 credits)

Students thoroughly analyze the total organic structure of a work of art and its meaning. The class also studies light and space in relation to both two and three dimensions. Psychology, theory, history, design, and aesthetics are investigated as tools to develop a visual vocabulary. At the conclusion of this course, students are expected to demonstrate knowledge of visual vocabulary, formally and in relationship to content in class projects.

Prerequisite: none.

FA 3015
Contemporary Art Studio
(3 credit elective)

Students investigate contemporary movements and concepts including happenings, installation, performance, new figuration, and postmodern aesthetics in studio projects that reflect knowledge and insights gained from a series of panel discussions led by college faculty, critics, and visiting artists. These studio projects culminate in a major research project covering contemporary artists and issues as they relate to the student's own artistic vision.

Prerequisite: FA 2015 Seminar in Modern + Contemporary Art

FA 3060
Experimental Figure Studies
(3 credit elective)

Students are encouraged to explore and develop innovative approaches to formal and conceptual content while expanding their range of materials and techniques for expressing the figure. Emphasis is on increasing an awareness of contemporary modes and on continuing to build a thorough understanding of traditional approaches to figurative drawing.

Prerequisite: FD 1380 Life Drawing 2

FA 3172
Experimental Drawing
(3 credit elective)

The focus is on an individually oriented pursuit of drawing. The sense of artistic discovery is enhanced by the development of a series of drawings in which sources in contemporary art history, along with an awareness of selected materials and media, are combined with a more conceptual, creative process. Extreme departures in scale, surface tool and medium are investigated.

Prerequisite: FD 1275 Drawing 1

FA 3610

Installation
(3 credit elective)

This course traces the origins of installation art as early as 1923 when El Lissitzky created sculptures that occupied the corners of his "Proun Rooms." In this advanced level studio course, students investigate contemporary and historical artists who work in this genre. Students work on and off campus to create their own installation-based works. Field trips are taken to view locally exhibited examples of installation art. At the conclusion of this course, students understand the vernacular of installation art, and create their own installation-based work confidently.

Prerequisite: FD 2120 Visual Design 2. Non-Fine Arts majors accepted upon department Chair's or department Head's approval. Must be a junior or a senior.

FA 4660
Experimental Studies
(3 credits)

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. At the conclusion of this course, student projects exhibit awareness of current art practices, increased art literacy and understanding of the role of technology and experimentation in contemporary art.

Prerequisite: none

FA 4990
Professional Practices
(3 credits)

This course prepares fine art majors with essential knowledge and practical strategies necessary to effectively seek out venues for their own art, which include 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 critics, art administrators, gallery directors and museum curators. At the conclusion of the course, students will have created a professional-grade portfolio, which includes artist statement, resume, and photography of artwork. Students use their portfolios to submit applications to exhibitions, residency programs, grants, and graduate schools. Students also learn how to properly display, store and ship art using sound archive methods.

Prerequisite: must be a junior or senior. Non-Fine Arts majors accepted upon department Chair's or department Head's approval

FA 4991
Senior Studio
(3 credits)

This course allows students to work independently with the instructor assisting as needed. Personal interpretations of the meaning of art are encouraged. Emphasis is placed on incorporating design elements, material handling, technique, concept development and expression, and in the meaning of the work presented. In-depth individual and group critique analysis is expected.

Prerequisite: must be a junior or senior.

Fine Arts: Ceramics

FAC 1265
Ceramic Sculpture 1: Handbuilding
(3 credits)

Students explore basic hand-building techniques using ceramic materials to make sculpture and vessels. Emphasis is placed on individual style and how clay can be used as a vehicle for expression. Students make work from low-fire clay using a combination of coil, slab, and texturing techniques, surface slips, and glazes. An introduction to ideas about sculpture, the vessel, and the Raku process are presented through slide lectures and research assignments. At the conclusion of this course, students will be well-versed in hand-building techniques, basic glaze formulation, and firing of electric and Raku kilns. Students will learn to develop strategies to translate an idea into sculptural form.

Prerequisite: none

FAC 3250
Ceramic Sculpture 2:
Tools, Techniques, Process
(3 credit elective)

This course focuses on using the potter's wheel as a tool to make functional and sculptural forms. Emphasis is placed on combining and altering forms made on the wheel, experimenting with low-fire clays, surface slips and glazes, and developing critical skills for looking at art. Students research the works from historical time periods and of contemporary clay artists. At the conclusion of this course, students will understand the immense possibilities of using the wheel and the clay process, and its application to their personal vision.

Prerequisite: FAC 1265 Ceramic Sculpture 1: Handbuilding

FAC 3450
Ceramic Sculpture 3:
New Directions in Clay

(3 credit elective)

Students incorporate contemporary ceramic sensibilities and techniques into their own work. These methods are explored from the perspective of new directions in contemporary ceramics and the larger art world. Press molds, two-part molds and slip-casting techniques are introduced, as well as thinking skills to juxtapose forms into more complex content. Students are introduced to high-temperature clays and the gas reduction kiln. At the conclusion of this course, students will be well-equipped to make work using modular building techniques that foster an individual, innovative creative practice.

Prerequisite: FAC 1265 Ceramic Sculpture 1: Handbuilding

FAC 4450
Glaze Calculation
(3 credit elective)

Students are exposed to the science and techniques of making glazes. Students learn the chemical properties and firing properties of approximately 160 different glaze mixtures. Students learn the safe use of glaze materials and the application to advanced ceramic sculpture. At the conclusion of this course, students demonstrate competency in safely formulating the chemical compounds required for original ceramic sculptures, as well as the relationship of materials, firing processes, and these compounds in the practice of ceramic sculpture. Competency is determined through written tests, sample tiles analysis and critiques.

Prerequisite: FAC 3450 Ceramics 3

FAC 4910
Advanced Ceramic Sculpture (3 credit elective)

Students investigate sculptural form and space through the clay process. Diverse, individually-developed projects allow the student to further investigate the technical properties of various clays, surface applications, and firing processes. Emphasis is placed on the development of an individual aesthetic and conceptual vocabulary. Students will look at works in both the historical and contemporary art worlds. This course is designed to give the student ample opportunity to experiment and to direct his or her vision.

Prerequisites: FAC 3250 Ceramic Sculpture 2: Tools, Techniques, Process; and FAC 3450 Ceramic Sculpture 3: New Directions in Clay

Fine Arts: Painting

FAP 2150
Painting 1: Painting Practicum (3 credits)

Students deal with intermediate painting issues as they continue to develop skills in their chosen media. The course includes exploration of the human figure and the landscape 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. At the conclusion of this course, students are expected to demonstrate knowledge of research skills and its application to individual process.

Prerequisite: FA 1150 Introduction to Painting

FAP 3100
Painting Sophomore/ Junior Portfolio Review
(non-credit graduation requirement)

Students who have completed over 60 credit hours (junior year) are required to participate in a mid-career portfolio review before reaching 90 credits (senior year). This review is designed to identify students' strengths and weaknesses so that they may address both in their upcoming major coursework.

Prerequisite: FD1990 Freshman Portfolio Review

FAP 3150
Painting 2
(3 credits)

In this course the emphasis is on dealing with 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. At the conclusion of this course, students have obtained sufficient technical ability to undertake more advanced work.

Prerequisite: FAP 2150 Painting 1: Painting Practicum

FAP 3170
Figure Painting
(3 credits)

The theme of figure is utilized as a point of departure. Issues of craft, content, and the dialog between the artist and the viewer are emphasized. A broadening of format, image, and theme allows students to independently analyze and develop their own painting media and forms.

Prerequisite: FAP 2150 Painting 1: Painting Practicum

FAP 4000
Painting Senior Portfolio Review
(non-credit graduation requirement)

All seniors who are ready to graduate are required to participate in a departmental senior portfolio review. This pre-graduation portfolio review is an initial step in preparing students for their graduation exhibition and their movement from the academic environment into the professional world.

Prerequisite: FAP 3100 Painting Sophomore/ Junior Portfolio Review; Must be a junior or senior.

FAP 4050
Painting 3
(3 credits)

Students research advanced contemporary issues while refining a personal visual vocabulary. Emphasis is on building a stylistically coherent body of work evolving out of concepts explored in previous courses. At the conclusion of this course, students will have a working knowledge of contemporary painting practices and its application to their individually-derived content.

Prerequisite: FAP 3170 Figure Painting, or FAP 3150 Painting 2

FAP 4170
Advanced Figure Painting
(3 credit elective)

This is the second of a two-semester course sequence in Fine Arts for the student interested in the Contemporary Figure. Students are versed in advanced concepts in painting the figure, including further anatomical studies, media and forms, lighting, and social content. A further broadening of format, image, and theme allows students to independently analyze and develop their own painting at a more advanced level. At the conclusion of this course, students will demonstrate advanced skills and concepts relevant to the contemporary figure in assignments and formal critiques.

Prerequisites: FAP 3170 Figure Painting

FAP 4991
Advanced Painting: Senior Studio (1-6 credit elective)

Students paint independently with the instructor assisting as needed. Personal interpretations of the meaning of art are encouraged. Topics include: painting materials and handling, design elements, color and compositional devices.

Prerequisites: FAP 3170 Figure Painting, or FAP 3150 Painting 1

Fine Arts: Sculpture

FAS 2250
Sculpture 1: Sculpture Practicum
(3 credits)

Students develop practical skills to successfully execute, exhibit, and document their art works. The course includes honing visual thinking skills, understanding real–world exhibition concerns, documenting works with digital and slide formats, and becoming more self-aware of their process through readings about contemporary artists and writing exercises. At the conclusion of the course, students will be able to construct various exhibition devices, be well-versed with the tools and techniques in the metal and wood shops, and have a strong understanding of the conceptual and technical consistencies in their individual process.

Prerequisite: FA 1250 Introduction to Sculpture

FAS 3200
Sculpture Sophomore/ Junior Portfolio Review
(non-credit graduation requirement)

Students who have completed over 60 credit hours (junior year) are required to participate in a mid-career portfolio review before reaching 90 credits (senior year). This review is designed to identify students' strengths and weaknesses so that they may address both in their upcoming major coursework.

Prerequisite: FD1990 Freshman Portfolio Review

FAS 3250
Sculpture 2: Exhausting the Metaphor
(3 credits)

In this course, students define their individual direction as they investigate more closely the issues that pertain to their work. Through the activity of locating a topic (or topics) of interest, students "exhaust the metaphor" in their work through the development of sound research methods and exploration of various new and traditional sculpture techniques. At the conclusion of this course, students demonstrate research skills through written papers and oral presentations. Students demonstrate, through formal critiques, increased technical skills that are applied to topic(s) of research within a series of sequential sculpture projects.

Prerequisite: FAS 2250 Sculpture 1: Sculpture Practicum

FAS 3270
Investigations 1
(3 credits)

This is the first of a two-semester course sequence of Fine Arts investigations, designed to expand awareness of materials and concepts available in the field. Contemporary and/or traditional materials and methods are introduced, including, but not limited to: kinetic and robotic

art, public art, earth art, fibers, interactive art, sound and light, relational art, intervention art, and figure studies. At the conclusion of this course, students are versed in the topic selected for the semester and create work that demonstrates this knowledge.

Prerequisite: FAS 2250 Sculpture 1: Sculpture Practicum. Non-Sculpture students can take as a Fine Arts Elective

Non-Fine Arts majors accepted upon department Chair's or department Head's approval

FAS 4100
Sculpture Senior Portfolio Review
(non-credit graduation requirement)

All seniors who are ready to graduate are required to participate in their departmental Senior Portfolio Review, which is always the last day of the term preceding the final term of study. This pre-graduation portfolio review is an initial step in preparing students for both their graduation exhibition and their movement from the academic environment into the professional world. Participation in the Senior Portfolio Review is mandatory.

Prerequisite: FAS 3200 Sculpture Sophomore/Junior Portfolio Review

FAS 4150
Sculpture 3: Directed Studies (3 credits)

Through advanced research, students consider contemporary issues while refining a personal visual vocabulary. Emphasis is on content, idea development and process. At the end of this course, students have developed their art into a coherent body of work, evolving out of concepts explored in previous studies. Individual influences and sources are researched and investigated. Extended studies include in-depth readings, reports and visits to area art venues.

Prerequisite: FAS 3250 Sculpture 2: Exhausting the Metaphor

FAS 4810
Investigations 2
(3 credits)

This is the second of a two-semester course sequence of fine arts investigations, designed to expand awareness of materials and concepts available in the field. Contemporary and/or traditional materials and methods are introduced, including, but not limited to: kinetic and robotic art, public art, earth art, fibers, interactive art, sound and light, relational art, intervention art, and figure studies. At the conclusion of this course, students are versed in the topic selected for the semester and create work that demonstrates this knowledge.

Prerequisite: FAS 2250 Sculpture 1: Sculpture Practicum. Non-SC students can take as a Fine Arts Elective

Non-Fine Arts majors accepted upon department Chair's or department Head's approval

FAS 4992
Advanced Sculpture:
Senior Studio
(1-6 credit elective)

This course allows students to sculpt independently with the instructor assisting as needed. Personal interpretations of the meaning of art are encouraged. Emphasis is placed on incorporating design elements, material handling, technique, concept development, and expression, and in the meaning of the work presented. In-depth individual and group critique analysis is expected. A final slide presentation in written and oral form is presented to the sculpture department, which professionally presents the artist's body of work and its context over the span of advanced level studies.

Prerequisite: must be a junior or senior

Fine Arts: Photography + Video

FAV 2245
Photography 2
(3 credits)

This course is a continuation of the Basic Photography class. Students are expected to have a working knowledge of beginning photographic techniques (camera operation, exposure, developing, printing, finishing, and presentation). Photography 2 focuses on controlling all aspects of photographic image making. Designed to put the student firmly in command of the mechanics of photography, this course explores contrast control, the zone system, exhibition size and scale, different papers and film, toning, studio lighting, and alternative cameras. At the conclusion of this course, students have focused their personal creative vision and presented this knowledge in a refined and thoughtful portfolio.

Prerequisite: FA 1410 Basic Photography

FAV 2320
Introduction to Video Art
(3 credits)

This course introduces video as a medium for artistic expression and social inquiry. In this introductory course in digital video production and non-linear editing, students produce short works and are introduced to a range of approaches including experimental, documentary, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists of the past 40 years. At the conclusion of this course, students have a working knowledge of this medium and its history.

Prerequisite: FA 1410 Basic Photography

FAV 2570
Digital Color Photography
(3 credits)

This course is designed for students to learn to make, control and manipulate photographs with the aid of a computer. Students will need a digital camera to produce their own images, and the use of scanned and appropriated imagery is explored. Attention is given to refining technical skills in Adobe Photoshop but the major concern will be the ongoing development of skills in critical thinking and the realization of a personal vision. At the conclusion of this course, students will have a working knowledge of the history of color fine arts photography and its application to their personal vision.

Prerequisites: FA 1410 Basic Photography and FD1010 Digital Image Making

FAV 3100
Photo + Video Sophomore/Junior Portfolio Review
(non credit graduation requirement)

Students who have completed over 60 credit hours (junior year) are required to participate in a mid-career portfolio review before reaching 90 credits (senior year). This review is designed to identify students' strengths and weaknesses so that they may address both in their upcoming major course work.

Prerequisite: FD1990 Freshman Portfolio Review

FAV 3250
Contemporary Digital Portraiture
(3 credits)

 For students seeking further photographic study in Portraiture, this course presents options in portraiture outside the traditional studio environment. Conceptual issues such as exploration of local cultural environments, self-portraiture and narrative portraiture are addressed, as well as understanding of meanings derived from social content and texture. Technical concerns such as lighting, wardrobe, and locations are emphasized. At the conclusion of this course, students have an understanding of contemporary issues in portraiture and present their work in a refined portfolio of photographs.

Prerequisites: FA1410 Basic Photography and FD1010 Digital Image Making.

FAV 3480
Intermediate Video Art
(3 credits)

This course continues the practice of video as an artistic medium; expanding the use to include longer format pieces, installation and interdisciplinary strategies. Further refinement of digital editing techniques and studio production are emphasized. At the conclusion of this course, students are expected to have achieved a level of technical competence necessary to undertake a more ambitious work.

Prerequisite: FAV 2320 Introduction to Video Art

FAV 4000
Photo + Video Senior Portfolio Review
(non-credit graduation requirement)

All seniors who are ready to graduate are required to participate in a departmental senior portfolio review. This pre-graduation portfolio review is an initial step in preparing students for both their graduation exhibition and their movement from the academic environment into the professional world.

Prerequisite: must be a junior or senior. FAV 3100 Photo/Video Sophomore/ Junior Portfolio Review

FAV 4991
Advanced Photo + Video Senior Studio (1-6 credits)

This course allows students to work independently with the instructor assisting as needed. Personal interpretations of the meaning of art are encouraged. Emphasis is placed on incorporating formal and technical knowledge with concept and idea development and personal expression resulting in a more refined body of artwork. In-depth individual and group critique analysis is expected. At the conclusion of this course, students will present a department-wide lecture of their work and organize and present their portfolio in an exhibition.

Prerequisite: Must be a Junior or Senior and have permission of the P/V Head

Foundation Studies

FD 1010
Digital Image Making
(3 credits)

This course introduces students to the use of the computer as an image-making tool used across all art/design disciplines. Students are introduced to Photoshop and Illustrator techniques, as well to printing and type management. At the conclusion of this course, students will demonstrate their ability to solve visual, compositional, and technical problems on Mac/PC platforms.

Prerequisite: none

FD 1115

Visual Design 1
(3 credits)

This course investigates the language, theories, and practices of color and two-dimensional design in the visual arts. This course familiarizes students with the basic relationships between color and compositional practices such as space, unity, emphasis, balance, rhythm, and proportion.

Prerequisite: none

FD 1275
Drawing 1
(3 credits)

This course investigates the creative possibilities found in the act of drawing and thinking. Students draw from seen and invented subject matter to practice with conceptual ideas, experimental materials, and techniques. Drawing exercises emphasize composition, positive/negative space, figure-ground relationship, and multiple points of view. At the conclusion of this course students demonstrate improved ability to implement creative, expressive, and personal solutions to visual problems.

Prerequisite: none

FD 1375
Drawing 2
(3 credits)

This 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, tone, proportion, texture, mass, volume, and technique are introduced. Utilizing the study of natural and man-made objects, students become familiar with one, two, and three point perspective. At the conclusion of this course, the students demonstrate improved knowledge and skills in translating what is observed from life into 2-D picture plane.

Prerequisite: FD 1275 Drawing 1

FD 1370
Life Drawing 1
(3 credits)

This course focuses on the basic anatomy of the human figure. Students improve their understanding of figure drawing through the studies of skeletal structures and muscle masses. Issues such as foreshortening, accurate proportion, lighting, and composition are explored.

Prerequisite: none

FD 1380
Life Drawing 2
(3 credits)

This course introduces students to expressive issues in drawing the human figure. Students learn to analyze the figure in terms of planes, masses, shapes, action, proportion, rhythm and personal mark-making. Areas covered include: gesture, quick sketch, long poses, foreshortening, and composition.

Prerequisite: FD 1370 Life Drawing 1

FD 1990
Freshman Portfolio Review (non-credit graduation requirement)

This is a non-credit portfolio review taken by all freshmen at the end of their second semester of study. Attendance at the freshman portfolio review is mandatory as this is a graduation requirement.

Prerequisite: two semesters of Foundation study

FD 2120
Visual Design 2
(3 credits)

This course explores theories and practices of three-dimensional design. Students use a variety of materials, processes, and techniques to explore fundamental issues such as volume mass, gravity, tension, compression, light, color, and structure.

Prerequisite: FD 1115 Visual Design 1

Game Art

GA 1020
Script to Screen
(3 credits)

Students learn the basics of taking a storyboard to a 3-D model creation focusing on surfacing, lighting, animation and rendering. Students learn software interface and controls of applications, while developing an overview of the animation production process. From written script, to storyboard, through actual production process, this course is designed to provide understanding of the production pipeline and prepare students for future courses in the program. Students learn a 3-D animation workflow and follow that through to the creation of a simple movie.

GA 1020
3D World Modeling
(3 credits)

A first fundamental course for hard surface modeling techniques and non-organic geometry, the focus is on developing strong surface construction techniques and the importance and understanding of surface types. Students are introduced to all surface types (MCR) and polygon, sub-d and NURBS.

Prerequisite: none

Graphic Design + Interactive Media

GD 1020
Design Concepts and Methods (3 credits)

This is a survey course for freshman intending to pursue a major in Graphic Design + Interactive Media. Students are introduced to professional graphic design organizations such as the American Institute of Graphic Arts (AIGA) and the design offices of practicing professionals. At the conclusion of this course, students successfully complete a broad range of two- and three-dimensional studio projects that demonstrate proficiencies with research methods, problem analysis, brainstorming strategies, team interactions, and graphic visualization techniques.

Prerequisite: none

GD 2440
Typographic Design
(3 credits)

This formative 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. At the conclusion of this course, students demonstrate conceptual and technical proficiencies with letterform structures, legibility, readability, text manipulation, typographic space, and communication hierarchies.

Prerequisites: FD 1115 Visual Design 1 and DM 1120 Electronic Page Layout

GD 2445
Seminar in the History of Graphic Design
(3 credits)

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. At the conclusion this course, students will have engaged in reading, writing and verbal critical thinking skills, both s individuals and in teams. Students will understand the embedded relationships between graphic design, culture, technology and society.

Prerequisite: WO 1060 Philosophy of Art + Design

GD 2520
Sign + Symbol
(3 credits)

Graphic design principles, elements, and methodology are addressed in this introductory course. Major topics include anatomy of visual form, simplification, typography, sequence, composition, and basic graphic communication theory. Projects are designed to build sound conceptual thinking and practical expertise by making use of brainstorming, sketching, visual diagramming, and computer generated imagery. Projects are directed towards the understanding of signs, symbols, pictograms, logos, and logotypes. At the conclusion of this course, students working as individuals and in teams demonstrate a basic understanding of graphic design principles and methodology.

Prerequisites: DM 2110 Vector Illustration, DM 2120 Raster Image Processing, GD1020 Design Concepts/Methods, and GD 2440 Typographic Design

GD 3000
Graphic Design + Interactive Media Sophomore/ Junior Portfolio Review
(non-credit graduation requirement)

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 course work.

Prerequisite: FD1990 Freshman Portfolio Review

GD 3020
Visual Sequencing
(3 credits)

The significance of design research, analysis, and demographics is addressed in this advanced course. Using concepts and principles from the previous course, 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. At the conclusion of this course, students demonstrate the ability to conceptualize, design, and execute more complex communication projects.

Prerequisite: GD 2520 Sign + Symbol

GD 3040
Design Systems
(3 credits)

This intensive course focuses on the principles and elements of brand marks and identity systems. Students work as individuals and in teams to 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. At the conclusion of this course via long-term projects, students demonstrate the conceptual and technical ability to establish, define, and design a graphic standards system.

Prerequisite: GD 3020 Visual Sequencing

GD 3440
Experimental Typography
(3 credits)

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. At the conclusion of this course, students understand both abstract and objective forms of typography.

Prerequisite: GD 2440 Typographic Design

GD 3470
3-D Packaging
(3 credits)

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 and 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: FD 2120 Visual Design 2, DM 2110 Vector Illustration and DM 1120 Electronic Page Layout

GD 4000
Graphic Design + Interactive Media Senior Portfolio Review (non-credit graduation requirement)

All seniors who are ready to graduate are required to participate in a departmental senior portfolio review, which is always on the last day of the term preceding the final term of study. This pre-graduation portfolio review is an initial step in preparing students for both their graduation exhibition and their movement from the academic environment into the professional world.

Prerequisite: GD 3000 Graphic Design + Interactive Media Sophomore/ Junior Portfolio Review

GD 4020
Experience Design
(3 credits)

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 as individuals and in teams 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. At the conclusion of this course, students demonstrate a sound knowledge of research and user-centered design via studio projects and client/ user presentations.

Prerequisite: GD 3040 Design Systems

GD 4501
Topics in Graphic Design
(3 credits)

An alternative to the Internship Honors Course, Topics 4501 offers seniors the opportunity to enhance their conceptual thinking, research methodologies, communication skills, and technical expertise. At the conclusion of this course, students will have successfully researched, organized, and produced a comprehensive graphic design project for later inclusion in their senior graphic design portfolio. In order to qualify, students submit a portfolio of previous work and provide a preliminary plan of study to the department chair and advisor for approvals. Students must plan carefully one semester in advance in order to qualify for this course. All reviews and paperwork must be completed two weeks prior to the end of the student's currently enrolled term.

Prerequisite: GD 3040 Design Systems and written approval by the instructor, department Chair, and Vice President for Academic Affairs.

GD 4970
Internship Honors Course

(3 credits)

An honors program that enables qualified seniors to work within established graphic design studios, advertising agencies, and new media facilities. Seniors must have a cumulative 3.0 grade point average and have completed all required forms and documentation. Upon acceptance, the College guides a candidate into the best possible student/professional connection. The planned program of activities is controlled by RMCAD, not by the officials of a job establishment. Class attendance is on a weekly basis and is regularly scheduled to provide for interaction between Internship sponsor, instructor, and student. Appropriate assignments are required for completion of the course. Students who do not meet the above criteria are required to take GD 4501 Topics in Graphic Design.

Prerequisite: Must be a senior with approval of the Graphic Design department Chair

GD 4980
Senior Graphic Design Seminar (3 credits)

This course investigates seminal issues and ideas in graphic design. Topics include 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. Visiting designers contribute to a thought provoking seminar environment. At the conclusion of this course, students have successfully completed a thesis project, writing portfolio, and marketing materials.

Prerequisite: FD1990 Freshman Portfolio Review, GD 3000 Graphic Design + Interactive Media Sophomore/ Junior Portfolio Review and must be a senior.

GD 4990
Graphic Design Graduation Portfolio
(3 credits)

The 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.

Prerequisite: GD 4000 Graphic Design + Interactive Media Senior Portfolio Review

Interior Design

ID 1680

Introduction to Interior Design (2 credits)

This course is an introduction to the interior design profession and practice. The course introduces students to the design process, fundamental skills, principles, and theories related to the interior environment and human behavior within a variety of contexts. Students learn vocabulary and terminology related to the profession of interior design and architecture. Upon successful completion of this course, students will have broad perspective awareness of the processes, practices, terminology, and skills necessary for continued study; and a foundation for the ethical approach to creating interior environments.

Prerequisite: none

ID 1780
Green Design 1
(2 credits)

This course presents an introduction to the philosophical and practical principles of green design. Students gain knowledge of environmental issues, sustainability, and professional design standards for ecological projects, services, and materials. Green design projects are highlighted through case studies and field trips. Local resources for green design research, materials, products, and services are introduced through guest speakers and class discussions. Upon successful completion of this course, students will have an understanding of sustainable design concepts in preparation for Green Design 2 and 3, as well as their application to other courses, and will develop research skills for green design criteria necessary for all future projects.

Prerequisite: none

ID 1820
Drafting
(3 credits)

This introductory 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 hand drafting including: layout and lettering, dimensioning, and the development of floor plans and elevations. Upon successful completion of this course, students will acquire the necessary hand drafting skills to apply to future courses in the curriculum and to advance to the study of Computer Aided Design (CAD).

Prerequisite: none

ID 1840
Textiles
(2 credits)

This course is an in-depth study of textiles, the industry that produces them, and their integral relationship to interior design. Students investigate textile construction, and their use in interior design. Emphasis is on the selection of appropriate and code-compliant products for

environmental and life safety. Upon successful completion of this course, students will be able to recognize, categorize, and evaluate different textile products to create aesthetic and functional designs appropriate for residential and commercial interiors that protect health, safety, and welfare.

Prerequisite: none

ID 1870
Surfacing Materials
(2 credits)

This course is an in-depth study of surface materials, the industries that produce them, and their integral relationship to interior design. Students investigate appropriate conventional and sustainable material choices for use in non-structural applications and examine the process of selecting and specifying appropriate materials for different interior elements. Upon successful completion of this course, students will able to recognize, categorize and evaluate different surfacing materials to create aesthetic and functional designs appropriate for residential and commercial interiors that protect health, safety, and welfare.

Prerequisite: ID 1840 Textiles

ID 1890
History of Architecture + Furniture 1
(2 credits)

This course is an introduction to the history of interiors and western architecture from antiquity to the mid-19th century. Students investigate period design within the context of the cultural, economic, lifestyle, and technological issues of each era including interior and exterior architectural elements; furniture, design motifs and ornamentation; fine arts; and construction methods. Upon successful completion of this course, students will have the ability to identify style elements of architecture, furniture and ornamentation for each period studied, and to apply these skills to period renovation/restoration, or to reinterpret historical design elements for current uses.

Prerequisite: none

ID 2000
Interior Design Sophomore/Junior Portfolio Review
(non-credit graduation requirement)

Students who have completed over 60 credit hours (junior year) are required to participate in a mid-career portfolio review before reaching 90 credits (senior year). Upon successful completion of the Sophomore/Junior Portfolio Review, students will have identified their individual strengths and weaknesses so that they may address both in their upcoming major course work.

Prerequisite: FD1990 Freshman Portfolio Review

ID 2010
Introduction to Computer Aided Design (CAD)
(3 credits)

This 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 upon proper use of software commands, layer organization and strategies, efficient drawing practices, and the production of scaled drawings. Upon successful completion of this course, students will establish time management skills to meet deadlines; understand the terminology and use of CAD Systems and commands following acceptable standards and procedures; and utilize appropriate file management methods.

Prerequisites: FD 1010 Digital Image Making, and ID 2850 Basic Space Planning

ID 2200
Architectural Model Making
(3 credit elective)

This course introduces students to enhanced three-dimensional visualization techniques for commercial and residential environments. Principles and elements include scale, proportion, plane, volume, light and space. Various types of scale models and construction techniques are investigated. Students learn how to assemble accurate three-dimensional representations based on existing plans and elevations. Upon successful completion of this course, students will have the skills to create appropriate scale models to represent the desired three-dimensional intent of a given design.

Prerequisite: FD 2120 Visual Design 2

ID 2830
Architectural Perspective + Rendering Techniques
(3 credits)

This 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.

Prerequisite: ID 1820 Drafting

ID 2850
Basic Space Planning

(3 credits)

Students in this course investigate three principal areas of information required for design problem solving, within the confines of introductory building code and barrier-free requirements. Emphasis is upon the study of the physical and psychological factors of design that impact people in their environment including: ergonomics, behavioral patterns, and interpersonal interaction; the programming methods of gathering and organizing data for solving design problems; and creating appropriate spatial relationships and furniture layouts for residential and commercial projects. Upon successful completion of this course, students will have the ability to space plan common residential and commercial spaces with considerations for physical and psychological factors, spatial relationships, functionality, and safety.

Prerequisite: ID 1820 Drafting

ID 2860
Residential Design
(3 credits)

This course examines the functional and aesthetic elements and considerations of design for residential environments within the context of current design philosophies and best practices. Students investigate and apply diverse design solutions through projects involving space planning, spatial development, and furniture and finish selections, as well as appropriate, professional presentation methods. Upon successful completion of this course, students will have the ability to recognize and evaluate different residential design alternatives; understand and apply aesthetic principles and human factors; utilize two- and three-dimensional elements and principles of design; and apply appropriate regulations, standards and codes to protect health, safety and welfare of residential clients.

Prerequisite: ID 2850 Basic Space Planning

ID 2920
History of Architecture + Furniture 2
(2 credits)

This course is a continuation of History of Architecture and Furniture 1 and examines the history of interiors and architecture of American and Western European cultures from the 19th century through Post-Modernism. Students investigate period design within the context of the cultural, economic, lifestyle, and technological issues of each era including interior and exterior architectural elements; furniture, design motifs and ornamentation; fine arts; and construction methods. Upon successful completion of the course, students will have the ability to identify style elements of architecture, furniture and ornamentation for each period studied, recognize and evaluate architectural and interior three-dimensional principles, and apply these skills to period renovation/restoration, or to reinterpret historical design elements for current uses.

Prerequisite: ID 1890 History of Architecture + Furniture 1

ID 3200
Green Design 2
(3 credit elective)

Real-world applications of green design principles, products, and processes in the built environment are examined through in-depth analysis of sustainable building procedures. Also, specifications of sustainable products, and a variety of interior applications are explored. Students visit local sustainable building sites, and meet with local sustainable interior designers, architects, and building experts. Students who successfully complete this course will create sustainable design checklists for projects utilizing appropriate LEED and other green rating systems and will have developed skills in identifying, specifying and applying successful sustainable design strategies to both residential and commercial design projects.

Prerequisites: ID 1780 Green Design 1, ID 1870 Surfacing Materials, and ID 2860 Residential Design

ID 3300
Interior Design Portfolio Development
(3 credit elective)

This course provides students with direction and guidance for the development of their interior design portfolio. Emphasis is on the format and presentation of course work 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. 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 3970 Lighting Layout + Design, ID 3790 Intermediate CAD, ID 3850 Construction Documents, and ID 3980 Business of Interior Design

ID 3750
Building Structures and Systems
(3 credits)

This course examines building structural methods and materials as well as mechanical, electrical and plumbing 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 variations, experimental and sustainable alternatives; utilize primary reference sources for specific building systems and materials; and complete a set of residential construction documents.

Prerequisites: ID 2860 Residential Design (Residential Design may be taken concurrently)

ID 3790
Intermediate CAD

(3 credits)

This course is a continuation of Introduction to Computer Aided Design, ID 2010 and provides an in depth study of industry CAD standards and procedures using advanced application and utility functions. Emphasis is upon two-dimensional drafting and design as they relate to the interior design industry through the development of detailed CAD drawings using advanced protocols and management/distribution systems. Upon successful completion of this course, students will demonstrate competence with advanced CAD standards and procedures through the development, management and distribution of CAD documents.

Prerequisite: ID 2010 Introduction to Computer Aided Design (CAD)

ID 3810
Office Design
(3 credits)

Students in this course gain the technical and practical knowledge and skills necessary to design large-scale work environments. Emphasis is on advanced programming, space planning and systems, ergonomics, building system integration, finish and furnishing specification, fire and safety codes, and ADA requirements as they relate to problem solving strategies, design development and presentation. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a work environment.

Prerequisite: ID 2860 Residential Design

ID 3850
Construction Documents
(3 credits)

This course builds upon the skills acquired in previous courses to interpret the graphics, terms, and accepted practices necessary to prepare construction documents for commercial interior spaces. Students develop in-depth knowledge of the codes, laws, and references necessary to prepare a valid set of construction documents, and develop knowledge and skills required for the design of custom millwork, and the preparation of specifications 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 and related preliminary budget documentation.

Prerequisites: ID 3750 Building Structures and Systems and ID 3790 Intermediate CAD

ID 3860
Restaurant + Retail Design
(3 credits)

This course introduces students to the space planning techniques, image development, merchandising, and physical and psychological considerations involved in designing restaurants and retail spaces. Students investigate the color, material, furniture, and equipment selections necessary to design restaurant and retail spaces, with emphasis upon quick problem-solving and presentation methods. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a restaurant and a retail environment.

Prerequisite: ID 2860 Residential Design

ID 3970
Lighting Layout + Design
(3 credits)

This course provides students with information necessary to select light sources that enhance the functional and aesthetic elements of interior spaces. Students learn to apply criteria related to human activity and environmental psychology in the development of appropriate lighting strategies. Emphasis is upon the understanding and application of light criteria, as well as the development of calculation methods, lighting and reflected ceiling plans, and lighting specifications. 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 wellbeing within residential and commercial spaces.

Prerequisites: ID 3810 Office Design or ID 3860 Restaurant + Retail Design (Office Design or Restaurant + Retail Design may be taken concurrently)

ID 3980
Business of Interior Design
(2 credits)

This 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, professional documents and contracts, effective marketing techniques, professional working relationships with related disciplines; principles of job-cost estimating, budgeting methods, and project management methods. Upon successful completion of this course, students will have the ability to successfully assess their interior design career options and understand the principles and practices of the interior design profession.

Prerequisite: ID 3810 Office Design or ID 3860 Restaurant + Retail Design

ID 4000
Interior Design Senior Portfolio Review
(non-credit graduation requirement)

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 for both their graduation exhibition and their movement from the academic environment into the

professional world. Specific portfolio requirements and schedules vary by department. Upon successful completion of the Interior Design Senior Portfolio Review, students will be able to further develop their individual portfolios for entrance into the design profession and/or graduate school.

Prerequisite: ID 2000 Interior Design Sophomore/ Junior Portfolio Review

ID 4100
Green Design Senior Portfolio Review
(non-credit graduation requirement)

Students who have declared a specialization in Green Design must complete this review to verify that all requirements and competencies for the Green Area of Specialization have been achieved. Upon successful completion of the review, students will be able to further develop their individual portfolios and will be prepared to move from the academic environment into the professional world.

ID 4200
Green Design 3
(3 credit elective)

This course builds upon the previous Green Design courses to provide students with a working knowledge of the products, processes, and applications for sustainable interior design solutions. The course also examines how designers can quantify the impacts of their design decisions though research, and how to use this research to contribute to the body of green design knowledge. Students who successfully complete this course will understand how to use LEED rating systems, specify and describe sustainable building and interior materials in construction documents, work with local green designers, architects, and sustainability specialists in workshops, and produce a Green Design portfolio.

Prerequisites: ID 3200 Green Design 2, ID 3850 Construction Documents, ID 3810 Office Design and ID 3860 Restaurant + Retail Design

ID 4820
Advanced CAD
(3 credit elective)

This course introduces students to the skills and software for CAD-based three-dimensional computer modeling and rendering for architecture and interior design. Emphasis is upon the appropriate use of commands, routines, operations, and settings for studying and presenting three-dimensional spaces. Upon successful completion of this course, students will understand terminology related to the software and systems studied and use those systems to develop three-dimensional computer models to represent design solutions.

Prerequisite: ID 3790 Intermediate CAD

ID 4840
Design Research
(2 credits)

Students in this course develop an understanding of research methodologies and information-gathering techniques for application to their Senior Design Project. Emphasis is upon code analysis, surveys, literature reviews, observational and case studies, and critiques. Upon successful completion of this course, students will have researched, compiled, and analyzed all information relevant to their Senior Design Project and organized it into a professional reference notebook that includes a detailed project proposal and programming analysis.

Prerequisite: ID 4870 Special Use Design (may be taken concurrently)

ID 4850
Furniture Design
(2 credits)

This course emphasizes innovation and creativity in the design of functional and aesthetically-pleasing furniture designs. Students investigate appropriate materials, including sustainable alternatives, and apply appropriate 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.

Prerequisite: ID 3850 Construction Documents

ID 4870
Special Use Design
(3 credits)

Building complexes utilizing mixed function and use are the subject of the course. The student applies previously learned information to specific design problems associated with large building complexes. Project topics include retirement centers, health care facilities, and hotels. Emphasis is upon the preservation and rehabilitation of buildings, and design solutions for special needs. Upon successful completion of this course, students will demonstrate advanced abilities to plan and implement design solutions for complex design problems.

Prerequisites: ID 3860 Restaurant + Retail Design and ID 3810 Office Design

ID 4880
Interior Design Internship Program
(3 credits)

This 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 and 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 and/or architectural firm that prepares them to successfully enter the design profession.

Prerequisites: Senior status and department Chair approval

ID 4990
Senior Design Project
(3 credits)

Students independently develop and present a major design project in this course. Emphasis is upon the application of research completed in the Design Research course to a project of special interest to the student. The project must meet the program's guidelines and departmental approval. Each student presents and defends the finished project to a jury of professional designers. 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-professional designers.

Prerequisites: ID 4870 Special Use Design and ID 4840 Design Research, must be a senior in their last term (Special Use Design may be taken concurrently, although it is not recommended)

Illustration

IL 1020
Mastering the Pencil
(3 credits)

This course will focus entirely on finely rendered small scale pencil drawings. At the completion of this course the student will have a great appreciation of how to apply sharp-focus line drawing, fundamental perspective methods, tonal emphasis, and subtle form description as it pertains to narrative illustrations.

Prerequisites: none

IL 2000
Illustration Sophomore Portfolio Review
(non-credit graduation requirement)

Students who have completed over 60 credit hours (at the end of their sophomore year) are required to participate in this mid-career portfolio review. This review is designed to identify students' strengths and weaknesses so that they may address both in their upcoming major course work. At the end of this review, students and faculty will have identified and discussed both strength and weaknesses in the student portfolios so that the students may address both in their upcoming major coursework.

Prerequisite: FD1990 Freshman Portfolio Review

IL 2440
Typography for Illustration
(3 credits)

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. By the end 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: FD1010 Digital Image Making and FD2120 Visual Design 2

IL 2510
History of American Illustration
(3 credits)

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. By the end 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.

Prerequisite: none

IL 2520
Illustration Media
(3 credits)

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. At the conclusion 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 non-traditional solutions. The student will understand efficient methods of creating images that

require short deadlines.

Prerequisites: FD 1115 Visual Design 1 and FD 1375 Drawing 2

IL 2550
Life Drawing 3: Human Anatomy
(3 credits)

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. At the end of this course, students shall, 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 story-telling setting.

Prerequisite: FD 1380 Life Drawing 2

IL 2560
Still Life Painting
(3 credits)

This course introduces basic oil painting materials and methods, using the still life as inspiration to develop the students' perceptual abilities. At the conclusion of this course, the student will have been introduced to and understand the basics of observational painting materials and methods in oils, using the still life as subject matter.

Prerequisites: FD 2120 Visual Design 2 and FD 1375 Drawing 2

IL 2570
Basic Illustration
(3 credits)

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 completion of this course, students will have the knowledge of how professional quality illustrations are produced. They will have the understanding on 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.

Prerequisite: IL 2510 History of American Illustration

IL 2650
Life Painting 1
(3 credits)

Students paint from live 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. At the end 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.

Prerequisite: IL 2550 Life Drawing 3: Human Anatomy

IL 2840
Animal Anatomy + Drawing
(3 credit elective)

Students of all abilities learn wildlife sketching and drawing techniques based on comparative anatomical studies of the principle 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. At the end 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.

Prerequisite: FD 1375 Drawing 2

IL 3000
Illustration Junior Portfolio Review
(non-credit graduation requirement)

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.

Prerequisite: IL 2000 Illustration Sophomore Portfolio Review

IL 3250
Life Painting 2
(3 credits)

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 2650 Life Painting 1. Oils and acrylics are the primary materials used in this painting course. At the end 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.

Prerequisite: IL 2650 Life Painting 1

IL 3310
Artists' Books as Visual Literature
(3 credit elective)

This course investigates the book structure as a space for the containment of visual communication. Students will create artists books through a guided exploration that will include basic book binding skills, conceptual development, typographic hierarchy, sequencing, grid systems and visual/textural integration. Upon completion of this course, students will have the knowledge to more effectively conceptualize, design, and execute complete visual communication problems while learning practical hands-on skills.

Prerequisite: none

IL 3580
Landscape Painting
(3 credits)

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. At the conclusion of the course, the student will understand the basics of observational painting in oils, using the landscape as subject matter.

Prerequisite: IL 2560 Still Life Painting

IL 3590
Conceptual Illustration
(3 credits)

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 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. At the conclusion 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.

Prerequisite: IL 2570 Basic Illustration

IL 3610
Life Drawing 4
(3 credits)

A figure drawing course that 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. At the end 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 1, 2, and 3, 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.

Prerequisite: IL 2550 Life Drawing 3: Human Anatomy

IL 3650
Children's Book Illustration 1
(3 credit elective)

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 3-D 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. At the conclusion 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.

Prerequisite: IL 2570 Basic Illustration

IL 3655
Character Design
(3 credit elective)

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 3-D materials. At the conclusion of this class, the student will have a better understanding of how to create a more fully-developed drawn character.

IL 3660
Illustrating Literature
(3 credits)

This course is designed to inform students about the issues involved in visual storytelling. Through a series of interpretive studio projects, students will derive their inspiration from various texts, illustrating classic short stories, poems, and children's literature. By emphasizing advanced story analysis, development process, pictorial composition, and color organization, students will analyze and develop a succession of narrative illustrations. At the conclusion of this class, the student will have a better understanding of storytelling, understanding and interpreting text as well as other basic illustration principles such as composition, communication, drawing, character and color.

Prerequisite: IL3590 Conceptual Illustration

IL 4450
Illustration Web Portfolio
(3 credits)

Today, illustrators advertise their services to clients through their web page. Knowing the history, limitations and opportunities in web design using various browsers enables illustrators enrolled in this course to research, design, and implement a professional-level web portfolio. At the end of this course, the student will possess the ability to clearly communicate and interpret ideas regarding basic graphic design concepts as they relate to webpage building. Additionally, the student's web site will show effective understanding of using web-building software. Finally, the student will demonstrate the integration of knowledge from other classes to help enhance the student's web-building abilities.

Prerequisites: None: must be a Senior

IL 4530
Directed Themes in Illustration
(3 credits)

Students specialize in a single area of illustration for the entire term. They may choose illustration projects in editorial, advertising, book, or institutional areas, in order to explore artwork in a related series of instructor-directed themes. At the completion of this course, the student will have created a series of three related portfolio projects that demonstrate advanced problem solving ability, greater command of a personal style in their artwork, as well as continued improvement in developing skills in illustration methods and materials.

Prerequisite: IL 3660 Illustrating Literature

IL 4550
Computer Illustration 1
(3 credits)

For many areas of illustration, the computer is the tool of choice, used in creating sketches, studies and refined finished artwork. Working from various illustration themes, students, will combine traditional skills and materials with the computer to learn a variety of methods for developing their artwork digitally. At the completion of this course, students will have learned the basic tools for raster and vector programs that are used for digital drawing, painting and composition.

Prerequisite: IL2570 Basic Illustration

IL 4551
Computer Illustration 2
(3 credits)

This course is the second half of Computer Illustration, a course meant for furthering the illustrator's ability to combine traditional art skills with the advantages inherent in the computer. At the 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.

Prerequisite: IL 4550 Computer Illustration 1

IL 4650
Children's Book Illustration 2
(3 credit elective)

Children's Book Illustration 2 is the second half of Children's Book Illustration. Individual assignments augment the earlier course and extend the practical methods. At the conclusion 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.

Prerequisite: IL 3650 Children's Book Illustration 1

IL 4990
Illustration Graduation Portfolio
(3 credits)

This course allows senior students to develop their individual illustration concepts within the boundaries of editorial, advertising, or book illustration areas. Timetables and assignment themes are self-directed in consultation with the instructor. At the end of the course, a portfolio

of professional-level work is completed for display in the graduation exhibition.

Prerequisite: must be a senior in their last term

ADMISSIONS REQUIREMENTS AND POLICIES

Rocky Mountain College of Art + Design selectively 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 potential in the College's fine and applied art disciplines is the primary consideration in the admissions process.

RMCAD continues to accept application paperwork, admit and accept students and/or award financial aid until about three weeks before the start of each term. All applicants are notified in writing of their admission decision as soon as the application requirements have been filled, with most decisions made within two weeks from the date all documents are received.

U.S. Applicants

1. Application for Admission

Applicants must submit a completed Application for Admission and a $50 application fee. Applications should be typed or printed neatly and the information provided should be as thorough and accurate as possible. Application forms can be completed online by visiting the college website at www.rmcad.edu.

2. Transcripts

Official college or high school transcripts or GED test scores should be sent directly to the Admissions Department. Transfer students may be asked to submit a high school transcript, pending review of college credits completed and college GPA.

Unofficial transcripts may be submitted at the same time as the completed Application for Admission. The unofficial transcript will be used to evaluate the admission file for acceptance. Official transcripts must be received before applicants can be enrolled in classes.

All applicants must either possess a cumulative grade point average of 2.0 or higher, or possess a high school equivalency diploma with satisfactory GED scores. Home schooled students must submit satisfactory GED scores or submit proof of graduation by an accrediting body which is recognized by RMCAD. Applicants who do not possess a cumulative grade point average of 2.0 or higher will be required to submit an essay explaining why their GPA is below 2.0 and how they intend to be successful in their studies at RMCAD. Upon review they may be admitted with a provisional status.

Students who have completed coursework at colleges outside the United States should ask their Admissions Counselor for more information about transfer credit evaluation.

3. Portfolio

See the "Submitting a Portfolio" section of this publication for further instructions (below). Please note that students declaring Interior Design as their intended area of study are not required to submit a portfolio. RMCAD acknowledges that students often enter college with varying degrees of art experience and that some applicants may not have a current or traditional portfolio. Applicants without a portfolio should ask an Admissions Counselor about substitute arrangements..

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.

5. Standardized Tests

This requirement applies to first-time freshmen applicants only
(under the age of 24 years) only.

First-time freshman applicants (under the age of 24 years) must take the SAT or ACT examination and have the test scores sent to RMCAD either at the time of the test, or we a record of scores may be iincluded on the high school transcripts. Scores will be used primarily for the purpose of academic counseling and placement, and may be used as a factor in the admission decision. RMCAD's school code for ACT is 5359 and for SAT is 1943.

International Applicants

International applicants are persons who are not residents of the United States and who already have, or will be applying for, a temporary U.S. visa (most commonly the F-1 visa). All records should be submitted in the native language. Credentials written in languages other than English must be accompanied by a certified English translation. Translations must be literal, not interpretive.

1. Application for Admission

Applicants must submit a completed Application for Admission and a $50 application fee. Applications should be typed or printed neatly, and the information provided should be thorough and accurate. International applicants must provide their full legal name, birth date and place of

birth. If applying on line, 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. Applicants are encouraged to apply for admission as soon as possible, even if the required portfolio of work is not yet ready to be submitted (see item #3 below).

2. Transcripts
International applicants are required to submit official transcripts to RMCAD, in addition to the completed ECE evaluation (ECE will not forward transcripts to RMCAD). Applicants must submit official transcripts from each college attended. 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 evaluated by RMCAD.
International applicants must arrange to have transcripts translated and evaluated.
International transcripts must be evaluated by an approved organization and the applicant is responsible for paying the fees for all evaluations. The organization RMCAD currently designates for this is Educational Credential Evaluators Inc. (ECE): ECE, P.O. Box 514070, Milwaukee, WI 53203-3470, USA. Telephone: 414.289.3400. E-mail: eval@ece.org. Website: www.ece.org

ECE prepares evaluation reports that identify the United States equivalents of education completed in other countries. An online application is available at the web site listed above. Applicants should request a course-by-course evaluation for college/university studies. A general evaluation may be used for high school/secondary school transcripts. Additionally, international applicants must request that a copy of their evaluation be sent directly to RMCAD, as the default option on the ECE web site application sends an evaluation only to the applicant. ECE turnaround time is up to five weeks.
Upon receipt of the ECE evaluation, RMCAD will determine which credits will be accepted by RMCAD based on the guidelines outlined by policy. Students who do not list all colleges attended on the application may have their admission rescinded. Credit will not be awarded at a later date from colleges not listed on the application. Contact the Admissions Department for additional information. For more information about transcript evaluation agencies, contact the Admissions Office.

3. Portfolio
See the "Submitting a Portfolio" section of this publication. Students declaring Interior Design as their intended area of study are not required to submit a portfolio.

4. Interview with an Admissions Counselor
An interview with an Admissions Counselor, either in person, by e-mail 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.

5. Official TOEFL Scores or Acceptable Equivalent
Since English is the language of instruction at RMCAD, all students are required to be proficient in English. Non-US resident students must submit official copies of the Test of English as a Foreign Language (TOEFL) with a minimum score of 213 on the computerized test, a score of 550 on the written test, a score of 80 on the internet-based test, or other proof of English proficiency. Successful completion of an English as a Second Language (ESL) course or ESL evaluation may be required as a condition of admission at the discretion of the International Student Admissions Officer. 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.

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, he or she 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. It is suggested that international applicants apply at least six months prior to their intended start date.

Admittance/Acceptance

RMCAD has a continuous enrollment process and applications are reviewed upon receipt of all admissions materials. Applicants are notified in writing as soon as the application requirements have been filled, with most decisions made within two weeks from the date all documents are received.

Students with transfer credits from accredited colleges will receive a credit evaluation prior to scheduling. All admission decisions are binding. An appeal will be heard only if a student is able to introduce new information or material that has not already been reviewed in making the original decision.

Acceptance alone does not secure enrollment in the College. Accepted students are required to sign an "Intent to Enroll" agreement and remit a deposit of $150 in order to secure their place in the incoming class and be scheduled into classes. The deposit is non-refundable and will be applied toward the first semester bill. Students will not be scheduled into classes until the deposit is paid, financial aid paperwork is complete and/or proof of ability to pay is provided.

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 his or her 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, change the standing, and inform professional or disciplinary agencies of such changes, of any person who, while a student or applying for admission to RMCAD, engages in, submits, or who has engaged in or submitted false, dishonest or inaccurate credentials, coursework, or other information, or has violated RMCAD policies, rules or regulations.

Part-Time Degree Students

Part-time applicants who declare a major in pursuit of a degree must complete all admissions requirements in order to gain acceptance as a matriculated student. Part-time students seeking a degree have priority over non-matriculating part-time students. A student is considered less than full-time if he/she registers for fewer than 12 credits.   Part-time students will not be scheduled into classes until financial aid paperwork is complete and/or proof of ability to pay is provided.

NonDegree Seeking and Auditing Students

A student who wishes to audit or take courses for credit but not necessarily for a degree may enroll as a non-degree seeking student. Non-degree-seeking students do not qualify for financial aid. Non-degree seeking students who later decide to pursue a degree are required to have a minimum cumulative grade point average of 2.0, make formal application as degree-seeking student, fulfill any additional admission requirements and be accepted before their credit may be applied toward a degree. Non-degree seeking students are expected to have experience commensurate with course demands and requirements. Instructor approval is required in cases where non-degree seeking students have not satisfied prerequisite requirements. Non-degree students will not be scheduled into classes until financial aid paperwork is complete and/or proof of ability to pay is provided. Students seeking a degree have scheduling priority over non-degree seeking students.

High School Dual Enrollment (Honors Program)

High school seniors who exhibit a high level of artistic skill and talent and who live in the Denver metro area may apply for admission to take Rocky Mountain College of Art + Design credit courses while still enrolled in high school as part of the Honors Program. Please speak with an Admissions Counselor for more information.

Cancellation Policy

Prior to matriculation, applicants may cancel their enrollment in person, by telephone, or in writing before the start of classes. It will be assumed that accepted applicants who do not request cancellation before their scheduled starting date plan to attend. 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 and the nonrefundable tuition deposit.
Students who have been admitted to the College but choose not to matriculate may not defer their acceptance. They may, however, 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.

Returning Students

Students who were previously enrolled at RMCAD, have not attended RMCAD for three consecutive terms or longer, and who wish to return, must reapply, remit the $50 application fee, submit a personal statement 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 re-admittance, students will be bound by the catalog that is in place the first term they return. Also upon re-admittance, 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. Returning students will not be scheduled into classes until financial aid paperwork is complete and/or proof of ability to pay is provided.

Veterans Information

Rocky Mountain College of Art + Design is approved to offer education and training to veterans and their eligible dependents. Veterans must make formal application to RMCAD. Applicants must report all previous education and training in order to be evaluated for transfer credit. The veteran is responsible for contacting the Financial Aid Department and the Veterans Administration in order to initiate all necessary arrangements. Training allowances from the Veterans Administration will not be granted for repeating previously completed courses. VA guidelines state that students must be enrolled in 12-18 credit hours to be considered full time, 9-11 credit hours to be considered three-quarters time, 6-8 credit hours to be considered half time and 2-5 credit hours to be considered less than half time. No benefits are granted to Veterans enrolled in less than 2 credit hours per term. Students enrolled during the summer term may contact the Financial Aid Office for VA status credit hour information.

SUBMITTING A PORTFOLIO

The portfolio should include 15 to 20 pieces of work and be submitted in digital format. 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).

Original artwork, slides or photographs should not be submitted. The portfolio should be submitted on a disk delivered via mail or in-person. Applicants should keep another copy of the digital portfolio, as disks submitted to RMCAD will not be returned upon conclusion of the review process.

RMCAD acknowledges that students often enter college with varying degrees of art experience and that some applicants may not have a current or traditional portfolio. Applicants without a portfolio should speak with an Admissions Counselor about substitute arrangements.

Power Point Presentation

One of the best and easiest ways to present portfolio work is through a Power Point presentation. In addition to seeing the digital images of the work, it is often helpful for reviewers to know the medium, size and title.

Digital Photographs

Digital photographs of work can be submitted in .jpg format in RGB Color Mode (the format produced by most digital cameras). Photos should not be larger than 1280 pixels in height or width. Applicants may submit up to two photos for each 2-d work -- a picture of the whole piece, and one shot of a detailed area. Name each photo with the applicant's first initial and last name, followed by a number. For example, Joe Smith's files should be named JSmith01.jpg, JSmith02.jpg, et cetera.

Videos, CDs, DVDs

Digital videos may be submitted on CD or DVD as part of the portfolio. Applicants may submit digital videos in .mpg, .mov, or .avi files with a frame size smaller than 352 x 240 pixels. Please follow the above procedure for file naming.

Animations

Animations may be submitted as part of the portfolio. Applicants may submit animations as .swf files or animated .gif files, or render them as .mpg, .mov, or .avi files with a frame size smaller than 352 x 240 pixels. Please follow the above procedure for file naming.

CREDIT EVALUATION

Evaluation of Transfer Credit
Applicants must arrange to have copies of official transcripts from all post-secondary institutions they have attended sent to the 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.
Students must earn a minimum of 120 credit hours in order to receive the Bachelor of Fine Arts degree. A maximum of 60 credits can be earned from external sources, including transfer credit, Advanced Placement (AP), CLEP, IB, and credit given through a portfolio review. Sixty credits must be earned in residency, the last 15 of which must be earned at RMCAD. 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. External credit is good for the catalog year for which credits were evaluated. Students who defer their start date to a new catalog are subject to re-evaluation at that time.
Official college transcripts are required, as well as a portfolio reflecting the prospective student's highest college-level studio work (if applicable). 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.
Courses are considered for transfer credit based on the following criteria:

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 earned at non-accredited institutions are not accepted.

Comparability of Credit to be Transferred

Credits at Rocky Mountain College of Art + Design are semester credits. A student coming from a college on the quarter system will receive two-thirds of a semester credit for every quarter credit. The maximum transfer credit accepted for any given course is the amount of credits assigned to the course at RMCAD. For example, if a student took an 8 quarter-credit physical science class at another institution, he/ she will receive only 3 RMCAD credits because RMCAD physical science courses are 3 credit courses.
Conversions are as follows:

Quarter credits	Semester Credits Transfer	Credits Accepted
3=	2=	2
4=	2 2/3=	2
5=	3 1/3=	3
6=	4=	3

Appropriateness and Applicability of Courses

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.

The grades received for completed courses -
Only courses with grades of "C" or better are accepted.

Recency Requirements

There are no recency requirements for credits that are deemed equivalent to lower division (1000 or 2000 level) RMCAD art and design

credits. Digital media and other computer-based courses are considered for transfer provided they were completed within the last two years prior to the date of matriculation.

Credits that are deemed equivalent to upper division (3000 or 4000 level) RMCAD credits must have been completed within the last ten years prior to the date of matriculation. Once the ten-year period has lapsed, credit is contingent upon a clearly demonstrated ability, as determined by the department Chair, to complete a given program of study (portfolio credit). These requirements apply to the transfer of art and design courses only; they do not apply to liberal studies courses.

Courses in Progress

Credit is 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. The Transfer of Credit Statement will list how the courses in-progress will transfer if successfully completed. These courses do not become part of a student's record unless they are successfully completed, as defined by RMCAD policy. Courses listed as pending do not meet prerequisite requirements for subsequent courses.

Failure to successfully complete courses in-progress results in no transfer credit for those courses and may jeopardize the student's admission status. An official transcript reflecting grades of the course(s) must be submitted before credit is awarded. Students are not permitted to register for subsequent terms at RMCAD until official transcripts are received.

Transfer and Articulation Agreements

Rocky Mountain College of Art + Design accepts transfer credit from institutions in the Colorado Community College System. Additionally, credits are accepted from two and four-year post-secondary institutions across the nation that are accredited by any of the six regional accrediting associations, the Council for Interior Design Accreditation, or the National Association of Schools of Art + Design, provided they meet the criteria outlined in the Evaluation of Transfer Credit section. Credit from schools outside the United States is evaluated on a case-by-case basis (refer to the application process for international students section, above). The College has articulation agreements with the Community College of Denver for graphic design and fine arts; Pikes Peak Community College for graphic design, Red Rocks Community College for graphic design and Laramie County Community College for fine arts. Contact the Admissions Department for information on specific transfer and articulation agreements.

Prior Degrees

Guidelines similar to those outlined in the Articulation Agreements are applied whenever possible in the evaluation of credits earned at regionally accredited institutions for applicants with Associate of Arts, Bachelor of Arts, or Bachelor of Fine Arts degrees (or higher degrees) in like majors in the visual arts. Students who have a prior Associate of Arts or Bachelor's Degree (or a higher degree) from a regionally accredited college or university in the United States automatically receive credit for all Liberal Studies requirements except for art history (AH 1010 Art + Design History 1: Ancient to Medieval, AH 1020 Art + Design History 2: Renaissance to Contemporary, AH 2010 History of Art + Design in the Nonwestern World, and AH 3010 Advanced Studies in the History of Art + Design). Credit for art history is evaluated based on course equivalency. Associate of Science or other degrees not specified here, as well as degrees from schools outside the U.S. that are not regionally accredited are evaluated based on individual course equivalency. This prior degree policy applies to Art Education majors only after all state requirements are met. Recency requirements are also likely to apply. Only courses with grades of "C" or better at the sending institution are accepted for transfer.

International Transcript Evaluations

International transcripts are those transcripts a student receives from any institution outside of the United States, except those institutions that are accredited by one of the six regional accrediting associations. International transcripts must be evaluated by an approved organization and prospective students are responsible for paying the fees for all evaluations. Refer to the International Transcript Evaluations section of this catalog for international transcript evaluation guidelines. Prospective students with international transcripts are not scheduled for courses until the international evaluation is received and processed. If prospective students have attended international schools and schools in the U.S., only the international transcripts need be submitted to the international evaluator. U.S. transcripts are evaluated by RMCAD staff as documented in the External Credit Policy. All official transcripts and the international evaluation must be received before they will be evaluated for RMCAD equivalency and credit. Therefore, early applications are strongly encouraged. Rush service is available for an additional fee.

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 on selected AP Exams are granted credit for selected RMCAD courses. AP Grade Reports (transcripts) include grades for all AP Exams taken. 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 web site at www.collegeboard.com 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 and are comparable to RMCAD course requirements. RMCAD requires a copy of the CLEP transcript in order to evaluate and award credit. Contact The College Board or visit their web site at www.collegeboard.com for procedures for requesting CLEP transcripts.

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 selected exams that have been determined to be comparable to RMCAD courses and degree requirements. 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 e-

mail). 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. Contact: International Baccalaureate North America, 475 Riverside Drive, 16th Floor, New York, NY, US-10115. USA Phone: +1 212 696 4464, Fax: +1 212 889 9242, E-mail: ibna@ibo.org

Portfolio Credit

The portfolios of all first-time freshmen are reviewed by the Chair of the Foundation Studies Department. In exceptional cases, incoming students may be granted portfolio credit for a maximum of three credits of Foundation Studies curriculum.

Military Credit

Experience in the Armed Services may be evaluated for college credit based upon a review of official AARTS or SMART transcripts, and according to the American Council on Education (ACE) guidelines and recommendations. AARTS transcripts may be requested at www.aartstranscript.leavenworth.army.mil/, or by contacting the Army/American Council on Education Registry Transcript System. 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 that the student has applied for.

Appeal Process for Credit or Transcript Evaluation

Students who wish to formally appeal for additional external credit must complete an appeal form that is obtained from their Admissions Counselor or the Office of the Registrar. Appeals must be submitted by the end of the first term of study.

Continuing Students Seeking Transfer Credit

Current RMCAD students seeking transfer credit while attending RMCAD must obtain written approval from the department Chair, the Registrar, and the Vice President for Academic Affairs prior to registering at the other institution. Students must submit official transcripts with final grades from that institution to the RMCAD Registrar's Office immediately upon completion of the courses. Official transcripts are due no later than one term after completion of the course.

Returning Students Who Have Prior Transfer Credit

Returning students who have not attended RMCAD for over one year must initiate their return through the 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 re-evaluated prior to re-enrolling, particularly if they 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 re-evaluated.

Student Records

Transcripts and diplomas are not released to students with a Financial Hold on their student account.

CAMPUS SERVICES

Campus Safety

A Campus Safety report containing calendar year crime statistics, campus policies, and a description of programs that promote campus safety is distributed to RMCAD students and employees annually. Students wishing to obtain the most recent report may request a copy from the Dean of Students or may find it on the College's website at www.rmcad.edu.

Career and Alumni Services

The Career + Alumni Services Office assists students and graduates with career planning and job search strategies. The office promotes student and graduate alliances with art related businesses and associations, and provides a network of employment contacts as a resource to career-seeking individuals. The office maintains information about employers and résumé preparation. Before graduation students may participate in internships, individual career counseling, networking, professional associations, career related programs and speakers on campus, and a variety of professional development workshops.

Another important function of the Career and Alumni Services Office is to provide job assistance to students in need of part-time work. The College's job board is updated weekly and displays a variety of part-time and freelance opportunities. Students may begin their career planning early by attending workshops, industry group functions, gallery exhibitions, visiting artist lectures, portfolio reviews, and by investigating art-related careers through a meeting with the Director of Career + Alumni Services.

Graduates of RMCAD receive free life-long career counseling as well as access to the RMCAD Alumni Association. The Alumni Association offers graduates the opportunity to keep their RMCAD e-mail address, have access to space and technology on campus, as well as mentoring and networking opportunities and events.

College Store

The RMCAD Store offers convenient shopping and competitive prices for the majority of necessary supplies and books. Required books and materials lists are posted outside the Store at the beginning of each term.

The RMCAD Store offers matte cutting, shrink-wrapping and comb-binding for the display of student artwork, class assignments, or personal use. Most students become proficient after several demonstrations on the store tools and routinely cut their own matte boards, illustration boards and foam core, and comb-bind their

own assignments.

RMCAD apparel has been chosen and designed by students, alumni and employees. The Store also offers other RMCAD products, such as water bottles, hats, mugs, aprons and portfolio cases. The RMCAD Freshmen Kit is bargain priced and some items are useful from the first term through to graduation. The Freshman Kit includes over 20 items, including a: drawing board, sketch books, RMCAD portfolio case, and metal toolbox.

The Store also offers The Underground Café Card, a prepaid laminated card for use in the Underground Café, for purchase of coffee or lunch on campus. Cards are available in $20.00 increments only. RMCAD Gift Certificates are available in any amount through the RMCAD Store.

The Store accepts the following for payment: cash; personal checks from enrolled students in good standing, MasterCard, Visa, Discover, and American Express.
A pre-paid student RMCAD Store account can be set up.
Questions about Store accounts can be answered by the,
Student Accounts Coordinator.

The Student Accounts Coordinator and/or the Director of Financial Aid can also work with students to have funds transferred from anticipated disbursement payment from the financial aid package into a prepaid RMCAD Store account.

Counseling

Professional personal counseling is available on campus students. Licensed professional counselors can assist students with personal issues, substance abuse, addiction, stress management, self esteem, and other issues. This confidential service is provided to students free of charge.

Drug and Alcohol Abuse Prevention

Rocky Mountain College of Art + Design has adopted and implemented a program to prevent the use of illicit drugs and the abuse of alcohol by students. Standards of conduct clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol by students on school property or as part of any school activities. Violations of this policy will result in disciplinary action. Violators are also subject to prosecution under local, state or federal law.

Galleries

RMCAD galleries enhance student learning by providing exhibitions of cutting-edge art and design and works of current significance. The campus houses three galleries with rotating exhibitions: the Philip J. Steele Gallery, Rude Gallery and Alumni Gallery.

The Philip J. Steele Gallery provides an average of 12 exhibitions annually of diverse artwork for the campus community and the general public. The gallery features year-round exhibitions that enhance classroom-learning experiences in all fields of study at RMCAD. Exhibitions range from student and faculty work to international and nationally renowned contemporary artists. The Rude Gallery is located at the top of the stairs in the Rude Building. This petite gallery showcases small works and installation art. The Alumni Gallery is located in the Texas Building lobby. This gallery exhibits the exemplary talent of RMCAD graduates.

A variety of educational programs accompany many of the exhibitions: gallery talks; slide presentations, workshops, critiques and panel discussions. These programs enhance the gallery experience and give students a look at the processes, concepts and philosophies behind the artworks. Gallery programs provide a forum for new concepts and lively dialogue, and allow students to interact with visiting professional artists and designers in a meaningful and supportive way. Gallery programs are open to RMCAD students, the regional art community and the general public.

Housing

RMCAD does not have a housing requirement or on-campus housing facilities. The College does, however, recommend that all first-time students who do not live at home or with family live at The Regency. Located near downtown Denver, The Regency provides dorm-style accommodations, meal plans in a secure environment, and free shuttle service to and from the campus.

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.

Problem Resolution

RMCAD is committed to providing the best possible educational environment for its students. The College encourages an open atmosphere in which any problem, complaint, suggestion or question receives a timely response from RMCAD staff and/or faculty. The step-by-step problem resolution procedure, as well as all other official student policies and processes, are described in the Student Handbook.

Student Activities

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 lunch break or after school, and are always free of charge. The Student Activities Office and Student Government (SG) 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 including hiking, biking, whitewater rafting, skiing and snowboarding, take place throughout the year.

Students with Disabilities

In compliance with local, state and federal law, the College affirms its commitment to make appropriate classroom accommodations for students with documented disabilities. Students seeking classroom accommodations must initiate a request by contacting the Dean of Students. Appropriate documentation will be required.

Tuition

The full-time tuition rate for new students starting in the fall of 2009 is $12,420 per term for students enrolled in 12 - 18 credit hours. Tuition is $1,035 per credit for part-time students and, for full-time students, per each credit over 18 credit hours per semester. Students wishing to take classes for non-credit will be charged a rate of $650 per credit hour.

A $150 tuition deposit is due after acceptance to the college. This deposit is applied toward the first term of study. This deposit is non-refundable unless written request for refund is received by the student's Admissions Counselor at least 120 days prior to the term start date. Tuition rates are effective through summer 2010.

Tuition Guarantee

Beginning with the fall 2009 term, RMCAD offers a tuition guarantee that locks in a student's tuition rate for up to ten terms, as long as the students maintains continuous full-time enrollment (minimum 12 credit hours per term). If a student enrolls in fewer than 12 credits in any given term including the summer, or takes a term off graduates, the tuition-rate guarantee no longer applies. Instead, the tuition rate will change to the rate that is current for students just entering RMCAD and will be subject to increase each subsequent acedemic year.

RMCAD provides FACTS as a payment process required for all students. Enrolling online is simple, secure, and easy. Students can connect to the e-Cashier Web site through the RMCAD Web site (www.rmcad.edu). Several payment plans are available and early enrollment allows for the maximum number of monthly payments. Before clicking the Submit button, students should carefully read the Final Review and Terms and Conditions. An immediate e-mail will be sent (if an email address is provided for the person responsible for payment) confirming enrollment in the payment plan through e-Cashier. Additional details about the payment process are provided in the Student Handbook, the RMCAD Parent Guide and the RMCAD website.

For all new students there is a one-time application fee of $50, which does not apply to tuition. The application fee should be submitted with an Application Form. In accordance with "The Buyer's Right to Cancel" the fee is fully refundable if a student cancels the application within three business days.

Tuition Health Insurance Refund and Grade Policy Chart

It is the student's responsibility to officially drop a class or withdraw from the College. Refunds will be calculated based on the date the student notifies the Registrar's Office of such intent, regardless of the last date of class attendance.
* Grade as assigned by instructor based on work completed during the term.

Effects of dropping individual classes

Week of the Term	Grade change	% of refund
Week 1	None	100
Week 2	None	90
Weeks 3 – 9	W	0
Weeks 10+	*	0

Effects of withdrawing from all classes

Week 1	None	100
Week 2	None	90
Week 3	W	75
Week 4	W	50
Weeks 5-9	W	0
Weeks 10+	*	0

Books and Supplies

Each student is required to furnish his/her own books and supplies for completion of each course. The estimated cost of books and supplies is $600 - $800 per term for a full-time student. Books and supplies may be purchased through the College Bookstore.

FINANCIAL AID

The Financial Aid Office is open from 8:00 am – 5:00 pm Monday through Friday. Walk-ins are welcome on a first-come first-served basis, and appointments are encouraged. The office is located on third floor of the Texas Building and can also be reached by phone (800.888.ARTS), fax (303.567.7280) or email (financial-aid@rmcad.edu).

Federal, state, and institutional aid is available to qualified students. While most aid is need-based, RMCAD also offers merit-based scholarships to students who show exceptional talent. Prospective students are encouraged to talk with an Admissions Counselor for more

information about available aid.

A variety of financial aid programs are available to students attending RMCAD. These programs are designed to assist students in meeting their educational expenses. Some financial aid funds are limited, so students are encouraged to apply early. Students can apply for all types of aid offered by completing the Free Application for Federal Student Aid (FAFSA). Applications can be completed online at www.fafsa.ed.gov or by paper. Online applications have a much shorter processing time and are encouraged. Students must sign and return their award letter before loan proceeds can be credited to their tuition account.

In order to receive financial aid from the State of Colorado, students must be a resident of Colorado and must have completed a Colorado residency form with the Financial Aid Office.

Financial Aid Programs

Grants
These funds do not have to be repaid.   **Federal Pell Grants**
Academic Competitiveness Grants (ACG)
Federal Supplemental Educational Opportunity Grants (SEOG)
Colorado Student Grant

Loans
Allow students and parents to borrow money for school
and must be repaid.   **Federal Subsidized Stafford Loans**
Federal Unsubsidized Stafford Loans
Federal PLUS loans (Parent Loan for Undergraduate Students)

Work Study
This program provides part-time jobs for students with financial need and allows students to earn money to help pay expenses; however, in general, it will not help students pay their charges during the term in which they are employed.
   Federal Work Study
   Colorado Work Study

Alternative Student Loans
Students can also apply for alternative student loans with private lenders. Eligibility for these loans is based on the borrower and co-signer's credit ratings. Loan limits are determined by the amount of other aid the student has/will receive and the total cost of attendance described above. Information on alternative student loans is available in the Financial Aid Office.

Veterans Educational + Vocational Benefits
Rocky Mountain College of Art + Design is approved to offer education and training to veterans and their eligible dependents. The Financial Aid Office can provide students with an application for educational benefits and will help students submit them to the Veterans Administration to determine eligibility. Students interested in Veteran Vocational Rehabilitation programs should obtain additional information from the following website: (http://www.vba.va.gov/bln/vre/index.htm). The Financial Aid Office recommends that all veterans of the U.S. Armed Forces contact the Veterans Administration to determine their eligibility for VA-administered programs.

Verification
Verification is a process used by the federal government and Rocky Mountain College of Art + Design to ensure that information provided on the FAFSA is accurate and correct. The federal government randomly selects a percentage of applicants for this process. RMCAD may also select students to complete the verification process. Students selected for verification must complete this process to receive most types of federal, state, and institutional assistance.

Required Documents
If the student's application is selected for verification, the Verification Worksheet and signed copies of Federal Tax Returns must be submitted to the Financial Aid Office in order to be considered for need-based assistance.

Corrections
If the application has an error that must be fixed by the student, RMCAD will notify the student via email at the RMCAD account, by mail, or by telephone, to make the required correction.

Deadlines
The priority deadline for submission of all financial aid application materials is March 15 of each year for fall enrollees, November 15 for spring enrollees, and February 15 for summer enrollees. Students may submit their documents at any time and will be awarded, assuming they meet the minimum eligibility requirements for the available programs, and assuming that all documents are submitted and processed before the final deadline (the earlier of the student's last day of attendance of an academic year or June 30 of the award year). Students submitting documents after the final deadline will most likely not be eligible for financial aid for that year. Students should keep in mind that applications submitted after the priority deadline may not be considered for all sources of available funding, as some funds are limited.

After Verification
Verification may result in a student's award being changed if any updates were processed. Students will be notified of any changes or new awards via RMCAD email or when they receive a revised award letter in the mail.

Referrals to the Office of Inspector General of the Department of Education (1.800.MISUSED)

RMCAD is required to submit for referral any credible information indicating that an applicant for Title IV (federal) assistance may have engaged in fraud or other criminal misconduct in connection with their application. Examples of the types of referrals that will be made include (but are not limited to):
• False claims of independent student status
• False claims of citizenship
• Use of false identities
• Forgery of signatures or certifications
• False statements of income
• Any credible information that any employee, third party servicer or other agent of the institution that is involved in any way with Title IV aid may be engaged in fraud, misrepresentation, conversion or breach of fiduciary responsibility, or other illegal conduct involving Title IV programs.

Satisfactory Academic Progress

Federal regulations require the RMCAD Financial Aid Office to monitor the academic progress of all students receiving financial aid toward the completion of their degree. This process is called Satisfactory Academic Progress (SAP). The SAP policy is enforced in conjunction with all other institutional policies and procedures, including the academic probation and suspension policy. SAP is monitored using two factors:
1. Cumulative Grade Point Average (CGPA) AND
2. Cumulative Maximum Time Frame (CMTF)%: All completed courses. All attempted courses
In addition to monitoring CMTF every term, students are also required to complete their degree within 150% of the minimum credits required to graduate. For example, a student may attempt a maximum of 180 semester hours; students are generally required to complete 120 semester hours in order to graduate. Once a student has attempted 150% of the minimum credits required to graduate they are no longer eligible for financial aid at RMCAD.
Please see the RMCAD Student Handbook for complete details regarding Satisfactory Academic Progress.

WITHDRAWAL PROCEDURES

Return of Title IV Funds Policy

A student who leaves RMCAD during any term must contact the Office of the Registrar to obtain a Withdrawal Form AND notify the Financial Aid Office of the withdrawal. Please see the RMCAD Student Handbook for complete details of withdrawal procedures.
Any student who begins classes at RMCAD, applies for financial aid, completes all of the requirements to obtain that aid, and then withdraws from classes may have their financial aid adjusted according to federal, state, and institutional regulations.
Title IV funds are awarded to students under the assumption that they will attend school for the entire period that the aid is awarded. Upon withdrawing from RMCAD, a student may no longer be eligible for the entire amount of Title IV aid they were awarded and/or received. The RMCAD Financial Aid Office is required to calculate how much of the Title IV aid the student is eligible for. Federal regulations state that a student earns Title IV aid based on the period of time they remain enrolled for a particular term.

RMCAD INSTITUTIONAL SCHOLARSHIPS

SCHOLARSHIPS FOR CURRENT STUDENTS

There are nine Memorial Scholarships awarded annually to RMCAD students who have proven themselves through outstanding work and effort during the academic year. Rocky Mountain College of Art + Design awards each of the following Memorial Scholarships three times per year:
• The William LeBarth Steele Memorial Scholarship Award
  for Freshmen
• The Paul Hall Memorial Scholarship Award for Animation
• The C.W. McNamara Memorial Scholarship Award for Art Education
• The David Bozeman Memorial Scholarship Award for Graphic
  Design + Interactive Media
• The Charlene Cosgrove Memorial Scholarship Award for Illustration
• The Roy Maddox Memorial Scholarship Award for Interior Design
• The Chuck Mattox Memorial Scholarship Award for Fine Arts
• The Brooke McElwain Memorial Scholarship Award
• The Greg Quinlan Memorial Scholarship Award

ACADEMIC POLICIES

Grading and Evaluating Student Progress

Students are graded on the basis of prompt and satisfactory completion of assignments, attitude, attendance and individual progress. Students are expected to have materials and supplies necessary for the successful completion of assignments. Grade reports reflect standard letter grades. RMCAD uses a 4.0 scale to calculate 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
Withdraw	W	0.0
Incomplete	I	0.0
Audit	AU	0.0
Pass	P	0.0
Fail	F.	0.0
Grade not received from instructor	N	0.0
Portfolio credit/ Transfer credit	TR	0.0
Repeat	R	0.0

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 a P (pass), W (withdraw), N (grade not received from the instructor), or AU (audit) is posted.

Withdrawals from individual courses are accepted at any time, but only those made within the first nine weeks of the term are considered non-punitive and are not computed into the grade point average. Withdrawals after this deadline receive a grade as assigned by the instructor based on work completed during the term. Students are allowed to repeat courses; both grades for the course are computed into the grade point average and considered in the total time frame calculations for satisfactory academic progress. (An exception to this procedure is the grade of R. Please refer to the Freshman Forgiveness policy described below.)

Students receive midterm and final term grades via RMCAD's online student information system. Final grades are distributed within two weeks of the end of the term. The Financial Aid Office is notified of unsatisfactory academic progress. All records of grades are kept on a permanent transcript by the College. Official copies are $4.00 each; student copies are $3.00 each. Student copies for currently enrolled students are free.

Freshman Forgiveness

RMCAD recognizes that establishing proper study habits and creating a balance in one's life takes deliberate care and work, and that these goals may not be immediately met by students in their first term of study. Therefore, the College has established the Freshman Forgiveness policy: If a first-time freshman student fails a course during the first term of enrollment at RMCAD and subsequently repeats it with a grade of C or higher, the first grade of F will be replaced by R on the transcript, and the student's cumulative grade point average will include only the C or higher grade. Specific parameters of the policy include: (a) the failed course occurs in the first semester of study at RMCAD; (b) the failed course is retaken within one year; (c) the student earns a grade of C or above when the course is retaken. Freshman Forgiveness applies to one course only, and students are charged tuition for the repeated course.

Dean's List/Distinguished Honors

Students must be enrolled full-time to be eligible for honors. Students who begin a term as full-time students 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 as follows: Dean's List: 3.5 – 3.9, Distinguished Honors: 4.0.

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. Students must achieve a minimum cumulative grade point average of 2.0 by the end of the first term 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 term and for the duration of the Art Education degree program.

Academic Probation

Student progress is monitored at the end of each term. Students who do not attain the cumulative grade point average of 2.0 (2.5 for Art Education majors) are placed on academic and financial aid probation for the following term. Students are notified of academic and financial aid probation in writing. The Financial Aid section of this catalog includes details on Financial Aid Probation and Suspension. Students who are on Academic Probation may not apply for an "Incomplete" grade in any course during the probationary period.

Academic Suspension

The college minimum required grade point average of 2.0 must be achieved by the end of the probationary term or the student will be academically suspended from the College.

Academic Suspension Appeals

Students may appeal academic suspensions. Any student who plans to appeal a suspension must notify the Registrar of the intent to appeal prior to the start of the term of suspension. All appeals must be made in writing and must be submitted to the Vice President for Academic

Affairs no later than the end of Week One of the term of suspension. Students who appeal by this deadline will be permitted to attend class while the appeal is under review. Responses to appeals will be provided by the end of the add/drop period. In cases where appeals are denied, students will be administratively dropped from all classes; no charges will be assessed and no grades assigned. The original terms of suspension as stated in the original notice will apply.

Re-Admittance Following Suspension

Upon re-admittance to RMCAD after academic suspension, students remain on academic probation for a duration that is at the discretion of the Registrar and Vice President for Academic Affairs but not less than one term. Students who do not meet the standards designated during this second probationary term will be suspended for not less than two consecutive terms. Future probation/suspension will be handled on an individual basis as is deemed appropriate by the Registrar and Vice President for Academic Affairs.

Contact Hours

In lecture courses, one semester credit hour represents 15 contact hours per term, plus two hours of work outside of class per week. Three-credit lecture courses meet for 45 hours during a term. In studio courses, one semester credit hour represents 30 hours of studio and/or laboratory time, with sufficient faculty contact to ensure the development of the knowledge and skills required by each course. Three-credit studio courses meet for 90 hours during a term. For internships and field experience, one semester credit hour represents 45 hours of internship or work-related experience. The credit-to-contact-hour ratio remains constant across all terms of study, regardless of the length of the term (see the academic calendar).

Due to Council for Interior Design Accreditation, contact hours for the Interior Design department are: 2-credit hour courses meet for 45 contact hours and 3-credit hour courses meet for 90 contact hours.

Academic Integrity

Rocky Mountain College of Art + Design is committed to academic honesty and integrity. Academic dishonesty includes cheating, plagiarism, theft, alteration or falsification of academic records and/or violation of any college, state or federal laws or policies. Committing or assisting 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, Tenth Edition. Springfield, MA: Merriam-Webster, Inc. 1993). Plagiarism is intellectual theft, a serious academic offense with serious consequences to be determined by the instructor, department Chair and Vice President for Academic Affairs.
1. Unintentional plagiarism can occur if a student mistakenly forgets to identify the author and source of another's words or ideas, and may result in an "F" for that particular assignment.
2. Intentional plagiarism or academic dishonesty of any sort may result in an "F" for the course.
3. The second instance of intentional academic dishonesty may result in expulsion from the College.

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 art and design professional education. The College continuously examines and adjusts the content and delivery of curriculum to correspond with expectations of the knowledge, capacities and skills of students. RMCAD engages in ongoing self-evaluation and modification, consistent with the nature of the art and design fields. Departmental program advisory committees review, evaluate and sometimes recommend updates to the curriculum, with faculty members responsible for curriculum development. Students have direct access to faculty, department chairs, and administration to ensure that student needs are known and addressed.

Academic Advising

The Department of Academic Advising and its administrative staff advise students through the first 45 credits of RMCAD study. Upon completion of the first 45 credits, students are assigned to a major-program academic advisor, a member of the faculty in the selected major department. Academic advising includes individualized class scheduling, registration, and discussions of RMCAD majors and course content. All degree-seeking students are required to meet with their advisor during registration each term.

Attendance Philosophy and Policies

Attendance matters. Research and experience show that students who attend classes are more likely to persist and to succeed. Essential content is included in each class session at RMCAD, along with in-class discussion of content that is critical to conceptual development. Each academic department has an attendance policy; the policy describes class attendance expectations and the academic consequences when expectations are not met. Students are responsible for knowing and following the attendance policy published in each class syllabus.

Add or Drop Classes

Classes may be added through the end of the first week of the term and dropped through the end of the second week of the term. Timelines are published each term and distributed to the student body via email. Tuition refund schedules are published in the Student Handbook.
After Week Two, schedules may not be changed, but students can withdraw from courses until Week Nine. Class adds, drops and withdraws are processed through the Office of the Registrar. No refunds are made on individually dropped classes after Week Two of the term. The Student Handbook contains additional information.

Change of Major

Some first-year course offerings are the same for all RMCAD programs. A change of major is possible at any time, but completing the new major may take longer than the original program chosen, since there many courses not common across majors. 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. Students must notify the Office of the Registrar in writing to change their major. A change in major may result in a change of catalog. A student who changes his/ her major is subject to the program requirements as specified in the catalog that is in place at the time the request is received. Change of Major forms are available from the Office of the Registrar.

Portfolio Reviews

Portfolio reviews are held during the last week of the fall and spring terms as part of RMCAD's regular assessment of student outcomes. Each program of study includes non-credit portfolio reviews as a required part of the curriculum (refer to major requirements and course descriptions for details). A student wishing to enrich the opportunity for formal feedback and self improvement may participate in additional evaluations.

Credits in Residency Requirement

Students are required to complete at least 50 percent of their total credits at RMCAD, including the final 15 credits of study, which must be completed in residency.

Requirements for Graduation

In order for a student to graduate from a BFA degree program at Rocky Mountain College of Art + Design he/she must:
1. Submit a Graduation Application by the end of the term in which
    he/she earns 90 credits (75 credits for Art Education majors).
2. Complete all required courses in a given program of study.
3. Have at least a 2.0 cumulative grade point average (2.5 for Art Education majors).
4. Have earned a minimum of 120 semester credits for a Bachelor of Fine Arts Degree. At least 60 credits must have been earned at RMCAD.
5. Have completed a minimum of three portfolio reviews.
6. Have an acceptable body of work for a Graduation Exhibition.

Graduation Honors

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 CGPA
Magna Cum Laude: 3.61 – 3.79 CGPA
Summa Cum Laude: 3.80 – 4.0 CGPA
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 semester before they graduate will be recognized at the commencement ceremony.

Eligibility for Participation in Graduation Events

Students are eligible to participate in commencement exercises and the RMCAD Graduation Show only if they are officially graduating in the same term. Students are added to the Graduation List when their Graduation Application + Academic Plan are on file and approved. Plans are due by the end of the term in which students earn 90 credits toward their degree (75 credits for Art Education majors), and are approved once all outstanding issues have been resolved. Students who are not on the official Graduation List by the last day of Week 4 will not be added to the list, and will not be permitted to walk or show that term. Students who have not met the degree requirement of participating in a Graduation Exhibition will receive a diploma after completion of the requirement, usually the following term.

Graduation Rates

The current six-year average graduation rate for Rocky Mountain College of Art + Design is 45 percent for full-time first-time freshmen who started in the Fall Term of 2002. This graduation rate is comparable to that of other schools of similar size and focus.

Probation and Dismissal Policy

Rocky Mountain College of Art + Design reserves the right to place on probation or dismiss any student whose conduct or attitude, as determined by the College, is detrimental to the learning progress of any other student, the classroom environment, the presentation of a faculty member, or the well-being of RMCAD students or school employees. RMCAD also reserves the right to place on probation or dismiss any student who brings unfavorable criticism or disrepute upon his/her fellow students or the College. Students who are delinquent in their payments or who have poor academic progress, excessive absences, or who do not follow the rules and regulations posted in the Catalog or in the Student Handbook are subject to probation or dismissal. The appropriate administrative office determines re-enrollment depending on the nature of the probation or dismissal.

Readmission

A student who has been suspended for unsatisfactory grade point average and who wishes to appeal should refer to the Probation and Suspension section of this catalog for additional information. A student who has been suspended for unacceptable conduct will not be readmitted without a successful appeal. If a student feels that there are mitigating circumstances, he/she may formally appeal a suspension. The appeal should be submitted to the party who issued the suspension/dismissal notice. Students may be readmitted on a probationary status if the appeal is approved.

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.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. FERPA rights apply to students who are in attendance at Rocky Mountain College of Art + Design, and former students. Students are "in attendance" the day they first attend a class.

These rights include:

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 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 his or her 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.

4. 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 his or her tasks.

5. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

6. Upon request, the College may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by RMCAD 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

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 home town
• Name of the student's academic advisor
• Full-time/part-time status
• Number of credit hours enrolled
• Dates of attendance
• Academic class
• Photographs
• E-mail address
• Previous institutions attended
• Major field of study
• Awards
• Honors
• Degree(s) conferred
• Past and present participation in officially recognized sports and activities

Publication

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 or any other purpose without the student's consent. 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 (refer to the Family Educational Rights and Privacy

Act section).

Library/Resource Center

The Library/Resource Center supports RMCAD's teaching and learning activities by providing print and non-print materials, audio-visual equipment, training, instruction and support services that support RMCAD students who will become leaders in their chosen fields of art and design. The Library/Resource Center currently has a specialized collection of over 9,500 monograph titles; subscriptions to more that 130 art and general education-related magazines and journals, as well as back issues of most titles for the five preceeding years; daily local newspapers; over 30,000 slides of artists' works consisting of painting, architecture, interior design, photography and sculpture; a large visual image/picture file arranged by subject; over 400 curriculum-supporting videotapes and DVDs; 110 multimedia CD-ROMs and music compact discs. The Library/Resource Center subscribes to the electronic full-text databases of Britannica On-Line, EBSCO Full Text Magazines, SIRS Researcher, the Grove Dictionary of Art and JStor. The L/RC has borrowing agreements with Denver Public Library, Jefferson County Public Library, Regis University and the Auraria Campus Library. Sixteen personal computers along with one high-end printer allow Library / Resource Center patrons access to the web-based card catalog, electronic databases, the Internet and word processing.

Accreditation

Rocky Mountain College of Art + Design

is accredited by

The Higher Learning Commission (HLC) of the North Central Association of Schools and Colleges (NCA)
Chicago, IL 60602-2504
Telephone: 800.621.7440 or 312.263.0456
Fax: 312.263.7462

Rocky Mountain College of Art + Design
is an accredited institutional member of
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
E-mail: info@arts.accredit.org

The Interior Design Program leading to the BFA
is accredited by
Council for Interior Design Accreditation (CIDA)
146 Monroe Center NW, Suite 1318
Grand Rapids, MI 49503-2822
Telephone: 616.458.0400
Fax: 616.458.0460
www.accredit-id.org

The Art Education Program leading to the BFA
is approved by
Colorado Department of Higher Education (CDHE) and Colorado Department of Education (CDE)
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

FACULTY

Jenny Stevenson, Vice President for Academic Affairs

PhD, Curriculum and Instruction/Cognitive Psychology, University of Wisconsin-Madison; MS, Education, University of Wisconsin-Madison; BA, English, College of Wooster. Dr. Stevenson has wide experience as an educator at all levels, elementary through college and adult, specializing in literacy research and education. She has a substantial background as an education leader, editor, and publisher in both the nonprofit and for profit sectors, including the International Reading Association and Highlights for Children, Inc. She is well published in professional books and journals, is past president of the Educational Press Association of America and has been listed many times in "Who's Who Among America's Teachers." At RMCAD, she was formerly a member of the faculty, Chair of the Liberal Studies Department and Dean of Instruction.

Lisa Hochtritt, Chair, Art Education

EdD, Art and Art Education, Teachers College, Columbia University; MA, Creativity and Creative Arts Education, San Francisco State University; BS, Radio/TV/Film, University of Wisconsin. Prior to her arrival at RMCAD, Dr. Hochtritt was Director of the Master of Arts in Teaching Program and a member of the faculty at The School of Art Institute of Chicago where she was selected as Faculty of the Year in 2004-05. Formerly at the college level, she taught at Teachers College, Columbia University, Bank Street College of Education, and Parsons School of Art and Design. She is an experienced educator at the elementary and secondary level as well, teaching in public schools in New York, Texas and California. Dr. Hochtritt exhibits her art nationally, and publishes and presents in the fields of art and education. Her research interests focus on the interrelationships between youth and popular cultures, lived experiences, and artist as critical researcher.

Dan James, Chair, Liberal Studies

MA, Lutheran School of Theology at Chicago; BA Southwest Missouri State University. Mr. James is Creative Director and Owner of Pursuit Advertising and Design, working with privately-held corporations, small businesses and industries, including the outdoor industry, event organizers, publishers, real estate, and the collectible industry. He creates and produces advertising campaigns, marketing materials, trade show displays, and web site planning and development. Mr. James works locally, nationally and internationally, and brings his passion for the study of people and times to RMCAD students in the classroom with enthusiasm and depth.

Laurence Kresek, Chair, Illustration

MA, Syracuse University; BA, Illustration, Eckerd College. Formerly, Mr. Kresek was the first chair of Illustration at the Ringling School of Art and Design and was instrumental in that department's growth and national reputation. He has been a professional freelance illustrator since 1970, specializing in science fiction paperback book illustration, with clients such as Doubleday, Warner Books, Fawcett and Dell publishing, as well as a creator of art for movie posters, advertising agencies and magazines for clients in the New York City area, and throughout the Southeast and China. Mr. Kresek has been included in "Who's Who Among America's Teachers," and has earned national recognition as an award winner, exhibitor, and judge for the New York Society of Illustrators, where he serves as a member of the Student Outreach Committee. Currently, Mr. Kresek is developing a wide range of projects with his wife Joan for their business, Kresek Art Studio.

Rebecca Vaughan, Interim Chair, Fine Arts and Head, Sculpture

MFA, Carnegie Mellon University; BFA, University of Colorado at Boulder; foreign study at Bernardinus College, Netherlands and the Nova Scotia College of Art and Design, Halifax, Canada. Rebecca Vaughan has exhibited sculptural installations, mixed media conceptual projects and installations in the Colorado region, New York, Los Angeles, Mexico and Canada. Publications include the Chicago Art Journal and KnitKnit. Ms. Vaughan has also received state grants from the Colorado Council on the Arts and Humanities and the Ohio Arts Council. Her research centers on gift economies and the cultural and biological methods by which we regulate and maintain our social relationships. Her work explores the unique resonance between organisms and the manners in which they embody the concepts of distribution and networking.

Frederick Murrell, Chair, Graphic Design + Interactive Media

MFA, College of Design, Basel, Switzerland; BFA, University of Washington. Fred Murrell has been a design consultant, design manager, creative director and educator for over 25 years, providing design/strategy solutions that have helped shape many leading companies with a new understanding of the value of design. Previous positions include: Vice President of Experience Design for Sapient, a global consultancy; Director of Design Worldwide at Texas Instruments, Corning Incorporated and Tenet Healthcare; Joyce C. Hall Distinguished Professor, Chair of the Design Department and Director for the School of Design at Kansas City Art Institute; member of the faculty at Carnegie Mellon University, SUNY Fredonia, Art Center, Rochester Institute of Technology and Alfred University. Mr. Murrell's board memberships include American Center for Design; American Institute of Graphic Arts; Advisors Design Management Institute; International Experience Design Group for AIGA.

Lauren Pillote, Chair, Interior Design

MA, Design Education, Regis University; BA, Interior Design, Michigan State University; NCIDQ certified. Ms. Pillote has over 20 years of professional experience in commercial and residential design and actively advocates for advancement of the profession through the maintenance of rigorous educational and professional standards, with sustainability at the core of good design practice. Her research interests and areas of specialization include design pedagogy for creativity, curriculum development, lighting design, sustainability, and environmental impact upon human behavior. She presents at national and international conferences, conducts workshops and seminars for members of the architectural and design community, and is co-authoring a textbook on sustainable design. Ms. Pillote is a professional member of IDEC, ASID, and is an IDEP Mentor for NCIDQ.

Dan Seely, Chair, Animation

MFA Sculpture, University of Colorado at Boulder, in progress. BS, Art, Rockford College. Dan Seely partnered in 1990 starting Pixel Kitchen, Inc. to supply 2-D and 3-D computer animation to the film, video and web market place. His animations have been shown at several film festivals including the Siggraph conferences and the Denver International Film Festival. Mr. Seely's work has earned several national awards including an Emmy and a NAGC award. He was awarded a Fellowship at the University of Colorado's Journalism School and also serves as President of ASIFA-Colorado.

Jeff Sheppard, Chair, Foundation Studies

MH Art History, University of Colorado at Denver; BA, Regis University; BFA, Rocky Mountain College of Art + Design; additional studies at Western State College. For over 20 years Mr. Sheppard has worked in the field of graphic design. Projects he has worked on include publication design, books, annual reports, brochures, and identity programs.

Gary Emrich, Head, Photography and Video Art

MFA, The School of the Art Institute of Chicago; BA, Political Science, University of Colorado at Boulder. Gary Emrich owns a successful film production company. He's been a fine arts instructor at Metropolitan State College and the University of Colorado at Denver. His work has

shown in three Denver International Film Festivals as well as the Atlanta and Dallas Film Festivals. He has received two individual arts fellowships from the Colorado Council on the Arts, grants from WESTAF and the National Endowment for the Arts. His work is in the collections of the Art Institute of Chicago, the Denver Art Museum, the State of Colorado and the City of Denver Public Art Collection. He has a 25 year exhibition history across the country and is represented by the Robischon Gallery in Denver.

Kiki Gilderhus, Head, Art History

PhD/ABD and MA, Art History, University of Wisconsin-Madison; BA, Gustavus Adolphus College. Kiki Gilderhus is an art historian and writer. She specializes in Modern European and Latin American art, focusing on the Mexican-themed work of German-born artist Josef Albers. Her essay "Homage to the Pyramid: The Photocollages of Josef Albers" appears in the Josef and Anni Albers exhibition catalog, published by the Reina Sophia Museum, Madrid, Spain. Ms. Gilderhus has taught at the University of Wisconsin-Madison, Kent State University, and Colorado State University. She is an art critic for the Rocky Mountain Chronicle.

Clark Richert, Head, Painting

MFA, University of Colorado; BFA, University of Kansas. Mr. Richert's group and solo gallery exhibitions span 25 years. In addition to public and corporate commissions, his work can be found in the collections of the Nelson-Atkins Museum, Wichita Art Museum, Denver Art Museum, Amoco, Container Corporation of America, and many others. Currently, Rule Modern and Contemporary Gallery in Denver, Cornell DeWitt Gallery in New York, and Linda Fairchild Gallery in San Francisco represent Mr. Richert's work.

Core Faculty

Hugh Alexander, Illustration

MA, University of Northern Colorado; BFA, Art Center College of Design; BA, Pacific University. Illustrator. Clients include: Adolph Coors Corp., Apple Computers, Burlington Northern, Butler Paper, CBS, Fuller Brush Corp., Gates Rubber Co., IBM, Motorola Electronics, Road & Track, Sports Car International, and Union Pacific.

Daniel Bohlen, Interior Design

M Arch, University of Colorado at Denver, in progress; BA, Colorado State University. Mr. Bolen's current area of creative work is in architectural illustration; research topics are green design in interior architecture and development of a sketching workshop and textbook. Mr. Bohlen has experience as a K-12 educator and college instructor in interior design and art. He is a commercial and residential designer, architectural illustrator and real estate developer; clients have included Denver Mayor's Office of Economic Development (MOED), Colorado Center for Community Development and Denver's Art District on Santa Fe. He is an associate with Spector and Associates Architecture. Awards include: USGBC Greenbuild 2006 Legacy Project; USGBC Colorado Chapter 2006 Exemplary Project; 2006 Mayor's Design Award: "It ain't easy being green"; Austin Building, 1997 Stephen H. Hart Award for Historic Preservation - Colorado Historic Society.

Sandra Jean Ceas, Foundation Studies

MFA, Fine Arts/New Genres, San Francisco Art Institute; BFA, Fine Arts/Sculpture, Rocky Mountain College of Art + Design; AAS, Fashion Design, Fashion Institute of Technology. Along with practicing her design and artistic skills independently and within large corporations, including Mattel Toys and Calvin Klein, Ms. Ceas has taught, lectured, and written curriculum in higher education across the United States since the early 1970's. She has been honored with a number of national awards and has exhibited her art at many international shows, some with "best of show" recognitions. Presently, Ms. Ceas' art is focused on process and public intervention. She is represented by SOHO20 Gallery in New York City.

David Collins, Illustration

MFA, Painting, New York Academy of Art; BA, Art History and BFA, Creative Arts /Painting, University of Colorado at Denver. Mr. Collins has worked in various fields of artistic production, including fine art figure, still life and landscape painting, portraiture, advertising, interior design (murals), toy/novelty design, and graphic design. He has worked for Parker Blake Design on designing and/or painting murals for Casinos in Blackhawk, Colorado, and Las Vegas (The Green Valley Ranch Hotel and Casino). An expert in human and animal anatomy for artists, his oil paintings have been shown in the National Arts Club, New York City; Tribeca Hall, New York City; R.L. Foster Gallery, Denver; Gallery 821, Denver; Milsap-Moore Gallery, Evergreen, Colorado; and the Millicent Rogers Museum, Taos, New Mexico.

Sam Fleming, Animation

BFA, Painting and Drawing, University of North Texas; graduate of Sheridan College International School of Animation, Toronto. Mr. Fleming is skilled in 2-D and 3-D animation, direction and production, including professional film, television, and commercial credits that span more than 20 years in the animation industry. Feature film project credits include: Jimmy Neutron, Boy Genius, 3-D character animator, Anastasia, Space Jam, Studio Producer/Texas Unit. Television credits include: King of the Hill, directed the original test pilot for Fox; The Proud Family, animation and layout for first episodes; Ren and Stimpy, assistant animator on the pilot episode. He has been a 2-D character animator for games and new media including Sponge Bob Square Pants and Disney's Villain's Revenge. He is an active member of ASIFA-Colorado.

Randy Fox, Graphic Design + Interactive Media

BFA, Rocky Mountain College of Art + Design. Graduate of studio arts at Clark University, Massachusetts. Freelance graphic designer creating interpretive exhibits for visitor centers. Projects include: Boulder Recycling, Colorado; Waubay Refuge, South Dakota; Great Plains Nature Center, Kansas; Golden Gate State Park Visitor Center, Colorado; The National Elk Refuge, Wyoming; and Holy Cross Visitors Center,

Colorado.

Russel Gabriel, Liberal Studies

MA, Art History, University of Colorado at Boulder; BA, Psychology. In addition to teaching, with a specialization in nonwestern in art history and working toward a PhD, Mr. Gabriel is a freelance photographer.

Ania Gola-Kumor,
Foundation Studies

MFA, Academy of Fine Arts, Warsaw, Poland, specializing in Painting and Exhibition Design. Ms. Gola-Kumor is published in 100 Creative Drawing Ideas, Anna Held Audette, Shambhala, Bost & London, 2004 and in Mixed Media Big and Small. Her art has appeared in numerous publications including Art Space and ART news and has been exhibited in New York, London, New Mexico and Colorado. She has exhibited at the Inkfish Gallery in Denver, Colorado, Urfman Gallery at Colorado State University, Sena Galleries East in Santa Fe, New Mexico, Fred Dofman in New York and the PowerPlant Visual Center in Fort Collins, Colorado. She has held solo shows in London, Toronto and throughout the Rocky Mountain region. She has also worked in the areas of exhibition, interior and stage design.

Jeff Jurich, Animation

BFA, Animation, California Institute of the Arts. Mr. Jurich has over 26 years of experience as an animator and director, creating animation for more than 200 regional, national and international television commercials.

Sunga Agnes Lee,
Liberal Studies

PhD, University of Colorado at Boulder; BA, Anthropology, Pomona College. Dr. Lee's research interest focuses on sustainable farming systems, particularly in Ethiopia. She has taught at Front Range Community College and Kaplan University.

Irene McCray, Foundation Studies and Fine Arts

MFA, Visual Art, Vermont College; BFA, Colorado State University, Painting. Ms McCray has exhibited at: National Museum of Women in the Arts in Washington, DC; New Mexico at Museum of Fine Arts and Santa Fe International Academy of Art ; Colorado at Denver Art Museum, Metropolitan Center for the Visual Arts, Denver; Lincoln Center, Fort Collins, Colorado; Colorado Springs Fine Arts Center; Sangra de Cristo Art Center, Pueblo, Colorado; Canon City Fine Arts; Boulder Center for the Visual Arts, UMC Gallery at University of Colorado- Boulder; Dairy Center for the Arts, Boulder, Colorado; CA at Pacific Grove Art Center; Oakland Center for the Arts; Berkeley Art Center; and San Bernardino County Museum. She was an exhibiting member of Sanchez Art Center, Pacifica, California and Pirate, a Contemporary Art Oasis, Denver. She has shown at Peyton-Rule and William Havu Galleries in Denver and is currently represented by Sandra Phillips Fine Arts. Prior to her tenure at RMCAD, she has been on the faculty of Santa Fe International Academy of Art, Santa Fe Community College, University of Colorado at Denver and Front Range Community College.

Martin Mendelsberg, Graphic Design + Interactive Media

MFA, University of Denver; BFA Minneapolis College of Art and Design; foreign study at Ateliers 63, The Netherlands. Mr. Mendelsberg has exhibited graphic design, typography, and environmental work in Australia, New Zealand, The Netherlands and the United States. Permanent collections include: The Queen Elizabeth II Arts Council of New Zealand, The New Zealand National Art Gallery, Victoria University School of Architecture and Yale University. Mr. Mendelsberg's research includes ancient Hebrew scribal arts and his digital typefaces are marketed by Masterfont Ltd., Tel Aviv Israel.

David Mesplé,
Foundation Studies

MA, Fine Arts, California State University, Sacramento; BA, California State University, Sacramento. David Mesplé exhibits in public and private nonprofit museums and galleries nationally and internationally with more than twenty-five one-person exhibits in California, Oregon, Michigan, Wisconsin, Maryland, Wyoming, Colorado, and Kentucky. He was honored in a two-person show with Rembrandt van Rijn in 1997, is the recipient of the Innovation In the Arts Award, the Grumbacher Gold Medal for Watercolor, grants from the Xerox Foundation and Canon USA, and has been featured in PBS specials, texts, and numerous arts periodicals.

Mike Moses, Liberal Studies

PhD/ABD, American Studies, University of Kansas; MA, English; BA, English. Mr. Moses' teaching experience and Interests include composition, creative writing, family studies, youth studies, subculture, pop culture, and cultural politics.

Nicole Naillon, Interior Design

MBA, Project Management, Jones International University; BFA, Interior Design, Rocky Mountain College of Art + Design; NCIDQ certified. Ms. Naillon has been actively involved in project management for large scale commercial design projects. Her areas of specialization include space planning, construction documentation and AutoCAD protocols for interior design.

Nikki Pike, Foundation Studies

MFA, University of South Florida; BFA, Sculpture, University of Colorado at Denver. Ms. Pike's research and arts practice focuses on sustainability in housing and food systems, presented in a contemporary arts context as social sculpture and community outreach. In addition to a ten year exhibition record, including Art Basel 2007 and The Contemporary Art Museum of Tampa, her work can be found in the permanent collection at the Children's Museum of Tampa.

Bruce Price, Foundation Studies

MFA, Maine College of Art; BFA, Rocky Mountain College of Art + Design. Mr. Price is a fine art painter concerned with emergence theory,

western subjectivity, and ornamentation. In addition to solo shows in New York City, Mr. Price has exhibited paintings and installations in Denver, Mexico, and China. Mr. Price teaches design, experimental drawing, painting, and modern and contemporary art history.

Martha Russo, Fine Arts

MFA, University of Colorado at Boulder; BA, Psychology and Developmental Biology, Princeton University. Teaching experience: Princeton University, Massachusetts College of Art, Massachusetts Institute of Technology. Ms. Russo was a recipient of the Graduate Student Excellence in Teaching Award. Martha Russo's interest in art, kinesthetics, movement, athletics, and developmental biology and psychology began during her undergraduate years; she intensified her investigation, and focused primarily on issues concerning the body, during her graduate work. She also studied in Florence, Italy. Ms. Russo has received numerous grants and awards, including a Colorado Council for the Arts Artist Fellowship Grant. She exhibits her work nationally and internationally, in Colorado, New York, California, China, Mexico, Peru, and Palestine.

Sarah Shay, Art Education

MAAE, Art Education, The School of the Art Institute of Chicago; BA Anthropology, BFA Photography, University of Iowa. Ms. Shay has taught in a variety of K-12 schools including private, charter, and public schools in Illinois, Wisconsin, Tennessee and Colorado. In 2004 she was named Mile High Teacher of the Year. Ms. Shay is a frequent presenter at Colorado Art Education Association and National Art Education Association conferences. Her research focuses on multiculturalism in contemporary art curriculums, and her artwork explores the personal narrative through multi-media.

Hugh Thurlow, Director, Library/Resource Center

MA, Library Science, Colorado media endorsement, University of Denver; BA, History, K-12 teaching certification, Wittenberg University. Mr. Thurlow has taught and managed Colorado school libraries at Summit High School, Frisco; Fort Lupton Public and High School, Fort Lupton; Adams City High School, Commerce City. He was formerly a sales representative, trainer, software installer, and automation consultant for The Follett Software Co., The H.W. Wilson Co.; EBSCO Subscription Services, Inc. Mr. Thurlow was instrumental in the planning and achievement of three RMCAD accreditations, HLC/NCA, CIDA (FIDER), and NASAD.

Paul Yalowitz, Illustration

BFA, Illustration, School of Visual Arts. Mr. Yalowitz, a popular children's book illustrator, has been a freelance illustrator since 1983 and, before joining the RMCAD faculty, was an illustration faculty member at Ringling School of Art and Design. Recent children's books include: The Runaway Latkes, Leslie; South Pole Santa, Yalowitz; Mary Veronica's Egg, Nethery; Moonstruck, Cheldenac; Catty Cornered, Ware; Nell Nugget and the Cow Caper, Enderte; and Hurricane Music, Bottner. Clients include Atlantic Monthly Magazine, AT&T, Child Magazine, Hallmark, Life Magazine, Metropolitan Home Magazine, New York Times, Ogilvy and Mather, and Sports Illustrated Magazine.

Brook Yeagle, Interior Design

BS, Interior Design, Florida International University; NCIDQ certified. Ms. Yeagle has worked for several award winning commercial and residential design firms gaining the experience and opportunity to work nationally as well as internationally. She is a partner in Studio 9000 LLC, a multi-media and design studio. Areas of specialization include space planning, construction documentation, project management, and office design.

Adjunct Faculty

Katie Ahearn, Liberal Studies

PhD, English Literary Studies, University of Denver; MFA, Writing and Poetics, Naropa University; BA, French and Economics, Boston College. Dr. Ahearn has been teaching in higher education for 15 years. Her recent research in English Literary Studies was presented in her doctoral dissertation, The Concept of Freedom in Mary Astell's Reflections Upon Marriage. She was recognized for outstanding instruction by the University of Denver's Center for Multicultural Excellence, April 2008. She is a member of the National Women's Studies Association and the Society for the Study of Early Modern Women.

Kathy Andrews, Fine Arts

MFA, Ceramics, Ohio University; BFA, Ceramics and Sculpture, Lake Erie College. Ms. Andrews is an independent art curator and art advisor. She has served as gallery director/curator at Metropolitan State College of Denver's Center for Visual Art and the Arvada Center for the Arts and Humanities. She has served on the Board of the Colorado Wyoming Association of Museums and is a member of the American Association of Museums.

Bo Bickerstaff, Graphic Design + Interactive Media

BFA, Graphic Design, Rocky Mountain College of Art + Design. Mr. Bickerstaff's professional design experience includes the West Colfax Revitalization Identity Project, brand development for L.P. Thebault, and Image Space Object 4 & 5 Identity – AIGA. His area of creative focus is brand development.

Conny Bogaard, Liberal Studies

MA, Art History and Archeology, University of Utrecht. Ms. Bogaard is a teacher, art historian and museum curator. She has worked in The Netherlands and the United States, specializing in art history and museum studies. She is an experienced researcher and writer with expertise in western art history. She is the author of Historic House Museums in Holland (1870-1930), 2007.

Jan Briel, Liberal Studies

MA, Religious Studies, University of Denver; BA, Psychology, University of Denver. Ms. Briel has 17 years of college teaching experience.

She has a special interest in Native American spirituality and presented before the American Academy of Religion: "Grandmother Spider and the White Buffalo Woman-the Female in Native American Mythology."

Randy Brown, Fine Arts

BBA, Texas Tech University. Mr. Brown has been an artist and arts advocate in the Denver community for more than 25 years. His current work is a documentary project in Sumatra and Borneo, focused on the impact of resource development on village culture, in partnership with the University of Denver Department of Anthropology. He is a recipient of a MacDowell Colony for the Arts Fellowship (residency), a Villa Montalvo Artist Residency and a MacArthur Foundation Travel Grant. He serves on the Board of Directors of the Invisible Museum and is President of the Colorado Artist Coalition. His works are in private and public collections including the Denver Art Museum.

Mike Carroll, Art Education

MA, Education and Curriculum Development; BFA, Sculpture, University of Denver. Mr. Carroll conducts research on arts integration and motivation to learn and is a frequent presenter at Colorado Art Education Association conferences.

Jared Caruso, Animation

BA, Media Arts and Animation, Art Institute of Colorado. Mr. Caruso specializes in working with creative applications in a technological environment, focusing on character design. He has worked as an animator and character designer at Crude Games in Denver and as a production artist at DirecTV Advanced Services.

Gary Ciancio, Art Education

MA, Education, Adams State College; K-12 Certification, Secondary Art, Metropolitan State College Denver; BFA, University of Colorado at Boulder. Mr. Ciancio's creative work combines traditional mediums as a focal point within mixed media constructions. Through this art of assemblage, he engages the core technical disciplines within artistic expression, while considering broader and/or more meaningful contexts in the making of two-and three-dimensional art forms. Mr. Ciancio is an artist and arts educator with over 20 years experience teaching the visual arts. He is listed in "Who's Who in American Education" and was awarded the Mayor's Award for Excellence by Greenwood Village in 2006.

Stephen Collins, Illustration

MFA, Academy of Art University, in progress; BFA, Illustration, Rocky Mountain College of Art + Design. Mr. Collins' research is in concept design for the gaming and film industries. His work includes book, editorial, graphic novel, portraiture, human and animal anatomy and osteology, landscape and architectural perspective and set design, vehicle design and rendering, character and costume design, imaginative creature design and digital painting. Mr. Collins continues to focus on the art of traditional illustrative storytelling, using both traditional academic studies and modern tools of illustration and fine arts. His clients and projects include Renton's International, Nostalgia Racing, Summit Historical Society, Denver School of the Arts, and Parker Blake Design Firm. Mr. Collins' current focus is portraiture and figurative painting.

Stuart Compton, Animation

BFA, Illustration, Rocky Mountain College of Art + Design. Mr. Compton is an art director and senior animation developer. He is currently researching areas of new media visual interaction integration. Additional work and research is in reapplication of old design forms in new technological media. Ease of use studies in simplified graphics applications are leading to practical application and integration of these fields in the form of end user tools for creative expression. He has worked with Sony Online Entertainment as an art director, Microsoft Entertainment Business Unit as a 3D artist and Sierra Studios producing broadcast quality models.

Ricardo De Olivera, Graphic Design + Interactive Media

Industry professional. Mr. De Olivera is owner and Partner of DeOlivera Hallin Twigg Creative LLC which has a creative specialization in corporate design, brand strategy, marketing collateral and interactive. Mr. De Olivera worked for 35 years as president/CEO of DeOlivera Creative, Inc., an award winning design firm whose clients have included: AT&T, Colorado Ballet, Coors, Denver Zoo, Forest Oil, Qwest, Kaiser Permanente. He is the recipient of awards in design from Art Directors' Club of Denver and the New York Art Directors' Club. His work has been published in Communication Arts Magazine, PRINT Magazine, Graphic Design: USA.

Ed Desroches, Animation

BA, Media Arts and Animation, Art Institute of Colorado; AA, Liberal Arts, Regents College, New York. Mr. Desroches has experience in traditional and computer animation, digital editing, and Web design and development. He started ImageScribe, Inc. in 1999, and has built Web sites for companies such as Avis, Long Island Soccer and Right Time International. His current areas of creative work are children's animation and animation for music videos. Projects include animation work on Lemon Lover, a music video for the underground band, Blooka, and "Music is My Life, Politics is My Mistress," a documentary about the life and times of jazz musician, Oscar Brown, Jr. He holds children's animation workshops and recently directed a children's animation project that was shown at Hiroshima. He sits on the board of ASIFA and ASIFA-International.

Anne Emmons, Foundation Studies

MFA, Azusa Pacific University, in progress; BFA, University of Colorado at Denver. Ms. Emmons is a freelance artist. Her professional interests include the design and planning of art curricula and art. Her current creative work explores the use of water media.

Shari Fleming, Animation

MA, Writing, Film, Women's Studies, Vermont College; BA, Literature, Writing, Women's Studies, Vermont College in progress. Ms. Fleming is an owner and art director at Little Wolf Pictures, a company that produces feature film sequences, short form and television specials, commercials, and award-winning game animation. She has been an art director for national print publications, and is currently in

preproduction of an independent, nontraditional animated film short based on her original short story.

Cherish Flieder, Illustration

BFA, Illustration, Rocky Mountain College of Art + Design; BFA, Design, Painting and Drawing, Colorado Christian University. Ms. Flieder is an illustrator and designer who focuses on how form and function can embody concept, color and texture. She is the founder of Cherished Solutions, llc., an illustration and design studio that assists publishers, manufacturers and other niche businesses with art services and thoughtful print and Web marketing strategies. Cherished Solutions, llc. manages art licensing brands Something to Cherish® and Painting for Life™ and specializes in illustrated children's books. She was formerly senior graphic designer at Tehama®, a golf fashion manufacturing company, developing creative designs and illustrations for their Clint Eastwood, IZOD G® and Arnold Palmer labels.While at Tehama she created fashion and technical illustrations, designed print patterns, graphics and embroidery designs. Ms. Flieder serves as Vice President of the Colorado Alliance of Illustrators.

Phil Gerace, Liberal Studies

MA, San Francisco State University; BA, Native American Art, California State University Dominquez Hills. Mr. Gerace teaches art history. His principal areas of research are Native American art, African art, and tourism and art. He is a member of the College Art Association and the Native American Art Studies Association.

Gina Heumann, Interior Design

M Arch, Specialization in Lighting Design, University of Illinois, Urbana-Champaign; BS, Architectural Studies, University of Illinois, Urbana-Champaign. As an educator, Ms. Heumann seeks to inspire her students and share her passion for interior design, lighting, and architecture. She has been a lighting designer for major projects at Chateau Theatres, Northfield Hospital, Pentair Executive Offices, and Eden Prairie Center, all in Minnesota. She received the 2000 and 2001 Illuminating Engineering Society of North America Regional Service Award and the IESNA International Illumination Design Award 1999-2003. She is published in "Bright Ideas," EB Quarterly, Summer 1999, "Regional Voices," Column, LD+A, 1999, 2000 and "Out to Lunch," LD+A, 1998. She holds NCQLP Lighting Certification and an IESNA Certificate of Technical Knowledge.

Debbie Hindman, Interior Design

BA, Education and Dance, New School of Creative Dance and Ballet. Member of Associates III since 1981, Ms. Hindman began marketing the firm's services in 1987. She has been a researcher and co-editor for four editions of the Sustainable Design Resource Guide for Colorado and the Western Mountain Region, an AIA COTE/ADPSR publication. Past president of SMPS Colorado, member of ADPSR, AIA COTE and USGBC, Ms. Hindman speaks regularly on the subject of sustainable design, and Associates III is recognized as one of the country's foremost experts in green residential design. Turning Green, the story of the firm's work, was published in 2002 in collaboration with ASID and made available to ASID members nationwide in 2002.

Kent Hollrah, Graphic Design + Interactive Media

MA, Interactive Telecommunications Program, New York University; BS, Mechanical Engineering, Northwestern University. Mr. Hollrah has a passion for making information understandable by making it accessible. Merging his interest in communication with an affinity for researching and applying emerging technologies, he creates motion graphics that are simple, unique, and delightful.

Gwyneth Holston, Liberal Studies

MS, Engineering Systems, Colorado School of Mines; BS, Engineering Physics, Colorado School of Mines; BFA, Fine Arts, Rocky Mountain College of Art + Design. Ms. Holston specializes in math instruction and is Engineer in Training Certified.

Mark Hubley, Animation

BFA Fine Art, University of Colorado at Boulder. A second generation animator, Mr. Hubley has 25 years of experience in the field. He has designed, directed, animated and/or produced countless commercials and industrial spots for various production companies and clients nationwide. His short films have been selected for screening by the Olympiad of Animation and the 3rd Animation Celebration in Los Angeles. Mr. Hubley has produced several educational spots for Sesame Workshop. In addition to commercial work, he is always busy developing ongoing independent projects that deal with personal, social, environmental, or just plain weird topics.

Shane Kendrick, Graphic Design + Interactive Media

MFA, Virginia Commonwealth University; BFA, Virginia Commonwealth University. Mr. Kendrick has created design solutions within the print, Web, broadcast and exhibit disciplines. Formerly, he was the creative director at Group360, an advertising, graphic design and public relations firm in Washington, DC. Prior to this he was an art director at Diesel Design, a graphic design firm in San Francisco, where he specialized in identity system creation and implementation.

Tamas Kish, Liberal Studies

MBA, Global Management, University of Phoenix; BS, Mechanical Engineering Technology, Metro State College Denver. Mr. Kish is an entrepreneur with experience in all facets of operations and general management. He has expertise in JIT concepts, management of high volume manufacturing and strategic planning.

Robert Koehn, Graphic Design + Interactive Media

BA, Digital Media, University of Connecticut. Mr. Koehn has been a professional in the film and television industries for almost 20 years. His areas of creative interest are filmmaking and sculpture. Feature film projects include: For Love of the Game, Best Man, Batman Forever and Teenage Mutant Ninja Turtles. Television Series include Law and Order SVU, Inside Edition, Third Watch and Washington Week with Gwen Ifill. Television commercials include: cKone, Visa, Disney, Buick, & Sony Playstation. Music videos include: Dolly Parton, Metallica, Wyclef

Jean, and Fun Loving Criminals. Mr. Koehn is also a Lead Creative for Apple.

Barry Kooser, Animation

BFA, Illustration, Kansas City Art Institute. Mr. Kooser focuses on classic character animation. As a student, he interned with Walt Disney Feature Animation Studios, then was subsequently hired as a background artist for The Lion King, Pocahontas, Mulan, Lilo & Stitch, and as a background supervisor for Brother Bear. He now pursues an independent fine art career in Colorado, painting full-time.

Joan Kresek, Illustration

BFA, Ringling College of Art and Design. Ms. Kresek's career includes positions as a publication designer, mural painter, interpretative painter, and instructor. She paints for both galleries and commission, having worked with designers for 20 years. Her work is in collections in Florida, New York, Pennsylvania, Virginia and Colorado.

Michael Littrell, Interior Design and Foundation Studies

Freelance designer and principal of Silk Road Productions, Ltd. (formerly Dog Boy Design) and Jalsaghar. Music clients include: Subaru International, Adolph Coors, Rockwell International, Dr. Pepper, Aspen Skiing Corporation, The Yoga Group Inc.,The Bombay Group, Chrysalis Construction, Cuisinart India Inc., Invertigo Inc., Velm Inc., Big Noise Records, and Hedge of Thorns Productions. Mr. Littrell has been a professional designer for over 35 years.

Kimberlee Lynch, Foundation Studies

BFA, Visual Communications, Kendall College of Art and Design. Ms Lynch was the art director for 5280 Publishing, Inc, and responsible for production of 5280 Denver's Mile-High Magazine and Mile-High Weddings. She designed and illustrated the covers, ads, editorials, and all collateral material. The Society of Illustrators has published her illustrations, and she has published several books featuring full-sized illustrated patterns for the stained glass windows that she designs.

Wes Magyar, Fine Arts and Foundation Studies

BFA, University of Colorado at Boulder. Wes Magyar is a painter whose work is included in the collection of the Denver Art Museum. His paintings utilize the figure to explore the dichotomy between globalization and the hierarchy of the individual in western culture. He exhibits regularly in the Denver area and is represented by Plus Gallery.

Alicia McKim Tweed, Illustration

MFA, Printmaking, University of Colorado at Boulder; BA, Fine Art, Western State College. Ms. McKim Tweed's creative work is a composite of traditional and experimental techniques in printmaking and book arts with an emphasis on the written word as visual image. Her work is exhibited internationally and is in numerous public and private collections.

Chris Narozny, Liberal Studies

PhD, English and Creative Writing, University of Denver, in-progress; MFA, Fiction Writing, Syracuse University; BA, English and French, Rutgers College. Mr. Narozny's dissertation in-progress is Jonah Man, a full-length novel with critical introduction. His area of academic research is the contemporary English novel. He has worked as an editor at McGraw-Hill and Longman Publishers and as a college instructor of English. Mr. Narozny is the published author of several works of fiction.

Liz Newton, Art Education

MA, Teaching, Brown University; BA, Hobart & William Smith Colleges. Liz Newton was co-founder of Blackstone Academy Charter School (BACS), the first public secondary charter school in the state of Rhode Island. There she built a curriculum of interdisciplinary and community-connected learning. Before establishing Blackstone, she was Instructional Reform Facilitator for the Rhode Island Department of Education, working at the state and local levels to connect classroom curriculum and industry expectations. Ms. Newton has worked with diverse educational organizations studying the way students think and best demonstrate their development as learners through such models as Mel Levine's All Kinds of Minds, Brown University's Arts Literacy, and The Education Alliance's Adolescent Literacy Collaboratory. In Denver, Ms. Newton has served as Education and Technology Curator at the Museum of Contemporary Art Denver and Director for Education and Community Engagement for Dialog: City, an arts and cultural event for the citizens of Denver during the 2008 Democratic National Convention.

Neely Patton, Liberal Studies

MA, Art History and Museum Studies, University of Denver; BA, Education, University of Northern Colorado. Ms. Patton is an instructor of art history. She has also worked as curatorial assistant at the Denver Art Museum. Her masters thesis is based on her current academic research area, Japanese art: ENGI, a Work by Tatsuo Miyajima: Keep Changing, Connect with Everything, Continue Forever. Ms. Patton is a member of the College Art Association.

Chris Pearce, Animation

MFA, Electronic Inter-Media, University of Florida; BFA, Film Production, University of Colorado at Boulder. Mr. Pearce is an animator and artist whose filmography includes 16mm films and digital videos. He is the recipient of a Boulder Arts Commission Mini Grant in 2007 and an award for Excellence in Writing in 2001 for "Momposition" from the Damah Film Festival in Seattle. He has worked professionally as an animator and digital compositor for the last 10 years in the Boulder/Denver area. His work deals primarily with the film illusion, the nature of spirit and material in film, and documentary objectivity. He is currently working on several projects including an animated documentary about children raised by wild animals.

Tony Pfeiffer, Liberal Studies

PhD, Rutgers University. Dr. Pfeiffer is the son of a science writer who specialized in anthropology. From a young age, he lived the discipline,

participating in his first archeological expedition at age nine. Dr. Pfeiffer's specialties are human evolution, primate behavior, gathererhunter studies, nonverbal communication, and Japanese culture.

Rance Eric Poole, Animation

BFA, Fine Art, University of Colorado at Boulder; AS, Computer Animation, Art Institute of Colorado. Work on permanent display at the University of Colorado at Boulder's education department. Mr. Poole's privately owned business specializes in graphic design and animation. He has designed story boards and layouts for commercials for a variety of businesses nationwide, served as lead character animator for Learn.com and works on national advertising campaigns with Little Wolf Pictures.

Julie Puma, Fine Arts and Foundation Studies

MFA, Visual Art, Vermont College, in-progress; MA, Art Therapy, The School of the Art Institute of Chicago; BA, Western Illinois University. Ms. Puma's recent body of work explores the meaning of home. In asking the question "What does it mean to be home?" a narrative emerged that intimately observes the past and the present, family and friends, the internal and the external. She has had regular solo exhibitions in Denver from 2002-2009.

Michael Ruberto, Graphic Design + Interactive Media

MFA, Graphic Design, University of Illinois; BFA, Graphic Design, State University of New York College at Fredonia; AAS, Graphic Arts, Finger Lakes Community College. Michael Ruberto is a graphic designer with a strong interest in typographic design and way-finding communication. His work appears in Design for Communication, by Elizabeth Resnick. He has worked as graphic designer at Ecology and Environment, Inc. and Rosen Publishing Group.

Marcia Sanders, Foundation Studies and Art Education

MFA, Printmaking, University of Colorado at Boulder; M.Ed., K-12 Art Education, University of South Alabama; BFA, East Carolina University; AAS, Graphic Design and Communication Arts, Pitt Community College. Ms. Sanders has expertise in lithography, large-scale relief, intaglio, alternative, photographic, nontoxic printmaking techniques and methods, and secondary language studies in French and Spanish. She is the owner of UnderPressure Fine Arts, a printmaking and fine art facility in Arvada, Colorado. She has taught at the undergraduate, graduate, and high school levels. She plays and records several stringed instruments professionally.

Teddy Schmedeke-Lee, Foundation Studies

BFA, Rocky Mountain College of Art + Design. A professional fine artist and portrait painter since 1975, Ms. Schemedeke-Lee is the recipient of multimedia and figure awards in watercolor, pastel and oils. She teaches traditional degree classes in life drawing. She has taught for North Jefferson County Recreation, Arvada Center for the Arts and Humanities, and Foothills Metropolitan Recreation and Park District. Her work is represented by the Arrowhead Gallery in Golden, Colorado.

Julie Stewart-Pollack, Interior Design

MFA, Environment Design, Vermont College; BA, Interior Design Institute of Denver; NCIDQ certified. Ms. Stewart-Pollack is a sustainable design consultant, author, and frequent guest lecturer/speaker on issues of sustainable design and the built environment. She is the coauthor of the award winning book Designing for Privacy and Related Needs, and has published numerous articles on sustainable design and the human need for nature. Ms. Stewart-Pollack is a member of the Steering Committee for the National Academy of Environmental Design, is a professional member of ASID, IDEC, and USGBC, and is a LEED Accredited Professional. As a consultant specializing in sustainable design and education, she works with architects, designers, educators and institutions to increase awareness and understanding of sustainable design issues, principles and practices. At RMCAD, she serves as Director of the Institute for Sustainable Studies and Coordinator of Campus Sustainability and the Green Design Area of Emphasis in Interior Design.

Miguel Tarango, Graphic Design + Interactive Media

MFA, Electronic Media Art and Design, University of Denver; MA, Interdisciplinary Studies, University of Texas at El Paso; BA, Psychology, University of Texas at El Paso. Mr. Tarango focuses on creative, innovative digital video editing. In addition to teaching, he works as Lead Creative at the Apple Store in Littleton, Colorado. He won the Documentary Award at the University of Texas at El Paso Film Festival in 2001.

Katie Thorsheim, Liberal Studies

MS, Southern Oregon University, Geography/Communications; BS, Colorado State University, Botany/Soils. Ms. Thorsheim has extensive experience in soils, as well as in sales and marketing. Formerly she taught at the University of Texas.

Margaret Tullis, Art Education

BA, Social Sciences/Secondary Education, University of Colorado at Boulder. Ms. Tullis is an artist who specializes in basketry. She currently serves as Vice President of the Handweavers Guild of Boulder. Ms. Tullis' work has been exhibited throughout Colorado.

Brandy von Kaenel, Interior Design

M Arch, research emphasis in Sustainable Design, Historic Preservation; MA, Urban Design, University of Colorado at Denver, in-progress; BS, Interior Design, Colorado State University; NCIDQ certified. Ms. Von Kaenel's current academic research is in sustainable design and historic preservation. In addition to teaching at RMCAD, Ms. Von Kaenel owns and manages a design consulting business. Formerly, she has worked for architectural firms in Denver focusing on skilled nursing, assisted living and educational, multifamily and high-end residential design projects. She is an active student member of the American Institute of Architects (AIAS), the United States Green Building Council (USGBC), a professional member of the American Society of Interior Designers (ASID), and certified through NCIDQ (National Council of Interior Design Qualification). She recently obtained accreditation in LEED for New Construction.

Kelly Webb, Interior Design

MS Environmental Policy, Certificate, Green Building Program, Colorado State University; BS Business Administration, University of Oklahoma; BFA Interior Design, Emphasis Green Design, Rocky Mountain College of Art + Design. Ms. Webb is the owner of Context Designs, LLC specializing in green commercial and residential design projects. She is an Allied Member of ASID, a member of USGBC and the Boulder Green Building Guild.

Jeff Weihing, Foundation Studies

MFA, Sculpture, American University; BFA, Sculpture and Drawing, Rocky Mountain College of Art + Design. Mr. Weihing is a Denver-based sculptor. His current series of works is influenced by theoretical physics. He interprets these theories and gives form to formless ideas. He has curated several exhibitions, including "Home Show" at Venti Sei Gallery in Rome, Italy.

Lynn Williamson, Interior Design

BFA, Interior Design, Rocky Mountain College of Art + Design; BS, Human Resource Management, Geneva College. Ms. Williamson worked in broadcasting sales and operations until 1988 when she joined the new frontier of cellular mobile telecommunications work at Iridium, LLC. There she developed and launched a global customer care solution for a complex telecommunications device, supporting 13 languages 24/7 in three locations - Sydney, Rotterdam, Orlando. Ms. Williamson is the founder of StudioMetro, LLC, a small residential interior design studio. She is Communications Director for ASID (American Society of Interior Designers) Colorado Chapter, and sits on the board of the Women's Crisis and Family Outreach Center. Her research focuses on the impact of the built environment on creativity.

John Zinn, Liberal Studies

MBA, Accounting and Finance, University of Hawaii; BS, Math, University of Hawaii. Mr. Zinn's professional background is in accounting.

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BOARD OF DIRECTORS

James R. Schoemer, Chairman of the Board

EdD, MA, Higher Education Administration, Indiana University; BA, Business Education, University of Wisconsin; Dr. Schoemer is semi-retired. He has had senior vice president positions at Colorado State University, Regis University, the Auraria Higher Education Center, and New Ventures of Regis University. He also served as interim president at a number of universities. In addition, Mr. Schoemer was Executive Director of P@GE (Partnership for Accelerated Global Education) New Ventures, Regis University. He currently is president of the Community College Advocacy Fund and has served on a number of non profit boards.

Richard L. Behr, Jr.

MS, Finance, University of Colorado with an emphasis in securities analysis; CFP, College for Financial Planning; BS, Business Finance, St. Francis College. Postgraduate studies with the Wharton School of Economics. Part of the "Best Practices" consulting group to Fidelity Investments for registered investment advisors. Mr. Behr is founder and managing partner of Investment Management Consultants, Ltd. and 401K Squared.

Christopher A. Marconi

MBA, Rollins College, Crummer Graduate School of Business; BS, Accounting and Finance, Marquette University (Charles Evans Scholarship recipient). Mr. Marconi is the Vice President of Strategic Planning at Full Sail University in Winter Park, Florida. He has been instrumental in sourcing principalled investments in a wide array of industries, as well as working with management teams to effect growth in their companies. Prior to joining Full Sail University, he was an Associate in investment banking at Merrill Lynch & Co. and Ridge Capital Partners. Mr. Marconi currently serves on the Board of Governors for the Orlando Regional Chamber of Commerce.

David J. Nygren

PhD, Social/Organizational Psychology, Boston University; MA, Psychology, Boston University; MDiv, Pastoral Theology; MA, English Literature, The Catholic University of America; BA, Philosophy, St. Thomas College; graduate, Institute for Educational Management, Harvard University. Dr. Nygren established Nygren Consulting, LLC in 2007 after ten years as Senior Partner at Mercer Delta Consulting, LLC, where he was the founding leader of the Corporate Governance Consulting Group. He specializes in board effectiveness, organizational strategy, and executive leadership. He currently serves as: Chairman of the Board of the National Association of Corporate Directors Northern California Chapter; Vice Chairman of the Board of Directors of Board Source, formerly the National Association of nonprofit Boards; member of the Board of Directors of Larkin Street Youth Services and the Jesuit School of Theology in Berkeley, CA.

Sage Ann Scheer

PhD, Human Organizational Development with an emphasis in Marketing and Systems Design; MA, Communication (Negotiation and Arbitration); BA, International Communications. Ms. Scheer is Vice President of Strategic Sales for EDmin.com, Inc., an educational technology company specializing in assessment and accountability role-based decision support systems. She heads up national account sales and is responsible for developing state and federal Department of Education accounts.

Mark M. Steele

BFA, Boston University. Mr. Steele is a nationally renowned illustrator, producing work for publications including The New York Times, Sports Illustrated, Time Magazine, Fortune, Business Week, and others.

Steven M. Steele

BFA, Syracuse University, School of Visual and Performing Arts. Mr. Steele has served as President of Rocky Mountain College of Art + Design for over 25 years. Additionally, he has taught beginning and advanced courses in the areas of two- and three-dimensional design, drawing and sculpture. He is a practicing artist specializing in sculpture and installation art. Mr. Steele is Director of the International Council of Design Schools.

H. Curt Wiedeman

MPA and BA, University of Colorado. Retired Chief Finance Officer, Auraria Higher Education Center. Previously served as Deputy Director in the State of Colorado Office of State Planning and Budgeting and as Assistant Vice President for Hanifen, Imhoff Inc. Mr. Wiedeman currently serves as an elected director for the Willows Water District in Arapahoe County, CO.