

RmCAD[®] CATALOG

2010-2011



Welcome to Rocky Mountain College of Art + Design!

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

Our campus is marked by a strong sense of community, creativity, and a tradition of keeping the personal, educational and professional development of students at the heart of the College. The strength of RMCAD is its students and faculty, and the personal touch that pervades all departments and services at the College.

RMCAD is a truly exceptional place, engaged with the Denver art community and beyond. Creativity is the thread that weaves together the faculty, students and staff of RMCAD. You will experience that creativity through the learning experience, working with professional, practicing faculty, and the richness of campus opportunities and activities.

Here at RMCAD, your ambition and creativity become our common mission, your academic and professional success is our shared success. If your goal is to become one of the truly innovative professional artists, designers, scholars or leaders of tomorrow, then you belong at Rocky Mountain College of Art + Design.

Warmest Regards,

Dr. Maria Puzziferro
President + Provost

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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. Today, the college continues its mission as an art and design college, with a strong liberal arts focus.

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.

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

Title IX Compliance Officer: Director of Human Resources, 1600 Pierce Street, Denver, CO 80214, 303-753-6046

Mission Statement

Rocky Mountain College of Art + Design offers exceptional undergraduate and aspires to offer exceptional graduate degree programs, which inspire the individual artistic and creative development of professional artists, designers and scholars to become future leaders and educators. RMCAD is committed to promoting excellence through a diverse education that is innovative, professionally oriented, globally aware, and socially and environmentally responsible.

Vision

Rocky Mountain College of Art + Design is a regionally and nationally accredited institution for higher learning, with a long-standing tradition of excellence in education. RMCAD aspires to be an internationally-acclaimed global center for creativity and innovation.

Values

- A shared passion for supporting creative and innovative solutions
- A philosophy that focuses on each student's unique potential
- A faculty of professional artists, designers and educators
- A culture of assessment that promotes excellence in teaching and learning
- Respect for the individual, community and the environment
- Enthusiasm, research, scholarship and discovery, as keys to promoting a life of learning
- A vibrant and supportive campus community
- A commitment to environmental responsibility

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 Email: info@arts.accredit.org

The On-Ground Interior Design Program leading to the BFA is accredited by Council for Interior Design Accreditation (CIDA) 206 Granville Avenue, Suite 350 Grand Rapids, MI 49503 Telephone: 616.458.0400 Fax: 616.458.0460 www.accredit-id.org

The Online Interior Design Program is not accredited by CIDA at this time.

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

RMCAD online programs are fully accredited by NASAD.

Under RMCAD's accreditation relationship with the Higher Learning Commission, RMCAD may offer up to half the courses in a degree program through online delivery without additional approval. A focused visit will be conducted in the Spring of 2011 by the Higher Learning Commission to review RMCAD's proposal for full online delivery of the BFA in 3D Animation and the BFA in Interior Design.

Academic Calendar 2010-2011

On-Ground Campus Calendar Fall Term 2010 (15 weeks)

September 7	First day of classes (15-week term)
September 10	Last day to ADD a class (15-week term)
September 17	Last day to DROP a class for refund and not receive a "W" grade (15-week term)
October 29	Last day to withdraw from a class (15-week term)
October 29	First day of classes (7½-week session)
November 2	Last day to ADD a class (7½-week session)
November 5	Last day to DROP a class for refund and not receive a "W" grade (7½-week session)
November 24	Last day to withdraw from a class (7½-week session)
November 25 – 26	Thanksgiving Break
December 7	Last day for Tuesday-only classes
December 8	Last day for Wednesday-only classes
December 13	Last day for Monday-only and M/W classes
December 14	Last day for Thursday-only and T/Th classes
December 15	Last day for Friday classes (NOTE: this is a Wednesday)
December 18	Graduation
Dec. 16 – January 2	BREAK

Spring Term 2011 (15 weeks)

January 3	First day of classes (15-week term)
January 7	Last day to ADD a class (15-week term)
January 14	Last day to DROP a class for refund and not receive a "W" grade (15-week term)
January 17	Martin Luther King Jr. Birthday Holiday
February 21	First day of classes for 7½-week session
February 23	Last day to ADD a class (7½-week session)
February 25	Last day to withdraw from a class (15-week term)
February 25	Last day to DROP a class for refund and not receive a "W" grade (7½-week session)
March 25	Last day to withdraw from a class (7½-week session)
April 11	Last day of classes
April 15	Graduation
April 18 – May 1	BREAK

Summer Term 2011 (15 weeks)

May 2	First day of classes for 15-week term
May 6	Last day to ADD a class (15-week term)
May 13	Last day to DROP a class for refund and not receive a "W" grade (15-week term)
May 30	Memorial Day Holiday
June 17	First day of classes for 7½-week session
June 22	Last day to ADD a class (7½-week session)
June 24	Last day to withdraw from a class (15-week session)
June 24	Last day to DROP a class for refund and not receive a "W" grade (7½-week session)
July 4	4th of July Holiday
July 22	Last day to withdraw from a class (7½-week session)
August 10	Last day of classes
August 12	Graduation
August 15 – 28	BREAK

Online Campus Calendar Fall Term 2010 (16 weeks)

August 30	First day of classes for (8-week A session)
September 1	Last day to ADD a class (A session)
September 5	Last day to DROP a class for refund and not receive a "W" grade (A session)
October 3	Last day to withdraw from a class (A session)
October 22	Last day of classes (A session)
October 25	First day of classes (8-week B session)
October 27	Last day to ADD a class (B session)
October 31	Last day to DROP a class for refund and not receive a "W" grade (B session)
November 28	Last day to withdraw from a class (B session)
December 17	Last day of classes (B session)
December 18	Graduation
Dec. 20 – January 2	BREAK

Spring Term 2011 (16 weeks)

January 3	First day of classes for (8-week A session)
January 5	Last day to ADD a class (A session)
January 9	Last day to DROP a class for refund and not receive a "W" grade (A session)
February 6	Last day to withdraw from a class (A session)
February 25	Last day of classes (A session)
February 28	First day of classes (8-week B session)
March 2	Last day to ADD a class (B session)
March 6	Last day to DROP a class for refund and not receive a "W" grade (B session)
April 3	Last day to withdraw from a class (B session)
April 15	Graduation
April 22	Last day of classes (B session)
April 25 – May 1	BREAK

Summer Term 2011 (16 weeks)

May 2	First day of classes for (8-week A session)
May 4	Last day to ADD a class (A session)
May 8	Last day to DROP a class for refund and not receive a "W" grade (A session)
June 5	Last day to withdraw from a class (A session)
June 24	Last day of classes (A session)
June 27	First day of classes (8-week B session)
June 29	Last day to ADD a class (B session)
July 3	Last day to DROP a class for refund and not receive a "W" grade (B session)
July 31	Last day to withdraw from a class (B session)
August 12	Graduation
August 19	Last day of classes (B session)
August 22 – 26	BREAK

General Information

Contact Information: 800.888.ARTS or 303.753.6046

Website: www.rmcd.edu

Mailing address: 1600 Pierce Street, Denver, CO 80214

Location

RMCAD is located on more than 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, including museums, concert halls, shopping centers, entertainment districts, and more.

College Facilities

RMCAD's distinctive campus includes more than 16 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 3D and 2D 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, audio-visual theater, large meeting rooms and the Library/Resource Center. The Philip J. Steele Gallery features a rotating schedule of exhibitions that includes a mix of student, faculty and alumni work, as well as displays by community groups and exhibitions by well-known visiting artists. Students can relax or study in the student lounge, take a break between classes on the grassy lawns under 100-year-old trees, shop in the college bookstore or grab an espresso and a bite to eat at the Underground Café.

Document Purpose Statement

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

More specific details regarding the procedures by which these policies are administered are located in the Student Handbook. Students are responsible for knowing and abiding by the policies and procedures set forth in both documents.

Online Learning

About Rocky Mountain College of Art + Design's Online Courses

Overview

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

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

Online students will participate in an online orientation prior to the first day of class. The orientation will give students the opportunity to tour the online environment, learn how to use the various tools in the classroom and practice submitting information all before their class begins. Importantly, the online orientation also covers tips for success, including study skills, online communication guidelines, and academic standards for online learning. The orientation will help prepare students for a successful online experience.

RMCAD's online courses are taught by the same instructors that teach our on-campus courses. These instructors are highly trained in their fields and bring the on-campus experience to the online environment.

RMCAD's online classes are kept small, so the instructor and students can build a strong student-mentor relationship. Periodically, online courses may require original work to be mailed to the instructor.

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

System Requirements for Online Courses

All students taking online classes will use a 15-inch MacBook Pro and state-of-the-art software needed for the student's specific academic program. This Gear Box can be purchased at RMCAD at a price well below MSRP and will be sent to our online students prior to the start of the term. Students may opt out of the Gear Box program, but must confirm that they have the approved hardware and software to participate in the online learning environment. Software and the laptop may be purchased separately.

Supported Internet Browsers

MAC OSX Internet Browser: Safari or Mozilla Firefox

Modem Speed

DSL or cable is recommended

Hardware Support

AppleCare

Software Support

RMCAD's Online helpdesk

Email Accounts

All RMCAD students receive a RMCAD email account prior to the start of the term. RMCAD news and important updates will be sent to this email address.

Online Course Login

All online students are given a unique username and password. Questions about username/password should be directed to the online helpdesk.

Additional Questions

Questions about online courses and technical requirements should be directed to admissions@rmcd.edu.

ADMISSIONS REQUIREMENTS + POLICIES

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

RMCAD continues to accept applications, and enroll students through the first week of each term. All applicants are notified in writing of our admission decision as soon as the application requirements have been fulfilled, with most decisions made within one week of 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 can be completed online at <http://www.rmccad.edu>. A paper copy of the application can be printed from our website. Mail the completed application to the Admissions Department at 1600 Pierce Street, Denver, Colorado, 80214.

Applicants are encouraged to apply for admission as soon as possible.

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 a review of completed college credits 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 the end of your first term at RMCAD.

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. 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

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. For those applicants that have a portfolio, see the "Submitting a Portfolio" section on page 8 of this publication for further instructions. Applicants without a portfolio are still encouraged to apply to RMCAD.

4. Interview with an Admissions Counselor

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

5. Standardized Tests

This requirement applies to first-time freshmen applicants only (under the age of 24 years). First-time freshman applicants must take the SAT or ACT examination and have the test scores sent to RMCAD either at the time of the test, or a record of scores may be included on the high school transcripts. Scores will be used primarily for the purpose of academic counseling. RMCAD's school code for ACT is 5359 and for SAT is 1943. If you did not take the SAT or ACT examination, please contact our Admissions Department at 800.888.2787 or admissions@rmccad.edu.

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. International applicants must provide their full legal name, birth date and place of birth. If applying online, this information should be entered under the comments section of the online application, and a signature page requested from the admissions counselor. Online applications may be submitted through the RMCAD website at www.rmccad.edu. Applicants are encouraged to apply for admission as soon as possible.

2. Transcripts

Official transcripts for all courses completed at colleges outside of the United States must be submitted to an approved evaluation agency before transfer credit will be awarded by RMCAD. International applicants are required to submit official transcripts for translation and evaluation. 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. Email: 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 ECE application is available at the website 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. Applicants must submit official transcripts from each college attended to RMCAD (ECE will not forward transcripts to RMCAD), and must request that a copy of their evaluation be sent directly to RMCAD, as the default option on the ECE website. Completing the application without requesting the default option only sends an evaluation only to the applicant. Applicants are responsible for paying all charges and fees incurred for evaluations. ECE turnaround time is up to five weeks, so early submission is recommended. 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. For more information about transcript evaluation agencies, contact the RMCAD Admissions Office at 800.888.2787 or admissions@rmccad.edu.

3. 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. For those applicants that have a portfolio, see the "Submitting a Portfolio" section on page 8 of this publication for further instructions. Applicants without a portfolio are still encouraged to apply to RMCAD.

4. Interview with an Admissions Counselor

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

5. Official TOEFL Scores or Acceptable Equivalent

Because English is the language of instruction at RMCAD, all students are required to be proficient in English. Non-US resident students must submit proof of English proficiency by providing official scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or other proof of English proficiency. TOEFL must reflect 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, a score of 7 on IELTS. 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 Admissions Department. 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 rolling admissions, which allows students to start their studies year round. Applications are reviewed upon receipt. Applicants are notified in writing as soon as the application requirements have been filled, with most decisions made within one week 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. Students will not be scheduled into classes until their financial aid paperwork is complete and/or proof of ability to pay is determined.

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.

Non-Degree-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 a 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. 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 High School 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. 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, who have not attended RMCAD for over one year (three consecutive terms) or longer, must reapply, remit the \$50 application fee, and contact an Admissions Counselor to determine if other documents are needed to reactivate their file. Only students in good standing with the College will be considered for readmission. Upon 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 that highlight the depth and breadth of your art and design skills. Submitting your work in a digital format is preferred. 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 are still encouraged to apply to RMCAD.

PowerPoint Presentation

One of the best and easiest ways to present portfolio work is through a PowerPoint 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 2D 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.

FINANCIAL SERVICES

Tuition

Tuition rates for the 2010 – 2011 academic year, starting in the Fall 2010 term, are as follows:

Full-Time On-ground	\$13,416.00	12 – 18 credit hours
Part-Time On-ground	\$1,118.00	per credit hour
Audit/Non-credit	\$700	per credit hour
Average Online Course	\$525	per credit hour

Hybrid Schedules

On-ground students wishing to take online courses may do so depending on availability. Students classified as “on-ground” will be charged at the on-ground tuition rate for all courses, regardless of delivery format. On-ground students may take no more than 49% of courses in the program of study in online format.

Online students wishing to take on-ground courses may do so on a limited basis. Students classified as “online” will be charged at the online tuition rate for any courses taken on-ground. Online students may take no more than 10% of courses in the program of study in on-ground format.

Students may move from online to on-ground or on-ground to online status once during their program of study. In such cases, scheduling and course availability may be limited, and students should work closely with Academic Advising to set a schedule for degree completion. Full-time students moving from one classification to another will “lock in” to the applicable tuition rate (i.e., the tuition rate of the delivery format they are moving into) at the time of commencing full-time status as a RMCAD student.

Tuition Guarantee

RMCAD offers a tuition guarantee that locks in a student's tuition rate for up to ten terms, as long as the student 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, or graduates, the tuition rate guarantee no longer applies. Instead, the tuition rate will change to the rate that is current for students

who entered RMCAD during the same term of study and will be subject to increase each subsequent academic year. The tuition guarantee also applies to online students.

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 for Admission 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. Refer to the Tuition Health Insurance Refund and Grade Policy Chart—On-Ground Classes which follows.

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.

Effects of Dropping/Withdrawing from Classes

On-Ground Individual Class

Week of the Term	Grade Change	% of refund
Week 1	None	100
Week 2	None	90
Weeks 3 – 8	W	0
Weeks 9+	*	0

On-Ground All Classes

Week 1	None	100
Week 2	None	90
Week 3	W	75
Week 4	W	50
Weeks 5-8	W	0
Weeks 9+	*	0

Online Individual Class

Week of the Term	Grade Change	% of refund
Week 1 (Mon – Sun)	None	100
Week 2 – 4	W	0
Week 5 – 8	*	0

Online All Classes

Week 1 (Mon – Sun)	None	100
Week 2 (Mon – Wed)	W	75
Week 2 (Thur – Sun)	W	50
Week 3 – 8	W	0

*Grade as assigned by instructor based on work completed during the term.

Books and Supplies

Each student is required to furnish his/her own textbooks and supplies for the completion of each course. Textbooks can be purchased and shipped directly to students through the RMCAD bookstore, which can be located online in the portal. Beginning Spring 2011 all freshman students are required to have a laptop computer with software specific to their degree program. Students can purchase this equipment through RMCAD's technology kit or through their own vendor. The RMCAD technology kit offers special pricing with Apple, Adobe, AutoDesk and other software vendors. If the student chooses to purchase this technology kit, it will appear on their student account as a Technology Fee. The Technology Fee cost may be included in financial aid (see the Financial Aid Office).

Technology Fee

For all new students there is a one-time Technology Fee. The fee covers assessment and other software provided to the student throughout courses at RMCAD.

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. 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.

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.

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.

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.

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.

Financial Aid Programs

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 from the Financial Aid Office.

Grants

These funds do not have to be repaid:

- Academic Competitiveness Grants (ACG)
- Federal Pell Grants
- 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)

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: www.vba.va.gov/bln/vre. 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.

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.

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. Both Federal and Colorado Work Study programs are available.

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)%: Calculated by dividing the number of completed courses by the number of 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 hours; students are generally required to complete 120 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 Policies

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. Ask your Academic Advisor for more information.

- The William LeBarth Steele Memorial Scholarship Award for Freshmen
- The Paul W. Hall Memorial Scholarship Award for Animation
- The C.W. McNamara Memorial Scholarship Award for Art Education
- The David W. Bozeman Memorial Scholarship Award for Communications Design
- 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 for Game Art
- The Gerald Ehrhart Memorial Scholarship Award

ACADEMIC POLICIES

Academic Integrity

The RMCAD Honor Code is as follows:

As an academic and artistic community, RMCAD seeks to support the development of the highest levels of creativity, growth and learning within each individual. It is our community's belief that this is accomplished by careful, personal transformation effected through the incorporation of academic and artistic integrity, through a focus and attentiveness to process as well as resultant forms and product, and through acknowledging those upon whose work each is informed and inspired.

As citizens of this community each has the right and duty to expect honest and authentic work from self, peers and all others.

Further, RMCAD recognizes that this commitment to integrity is the path of discovering one's own creative voice and art. Representing the work of others as one's own damages the creative self and inhibits success toward the goal of authenticity. Thus RMCAD holds in high esteem this honor code which each pledges to abide by.

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

Rocky Mountain College of Art + Design is committed to academic integrity. Academic dishonesty includes:

- Cheating
- Plagiarism
- Theft
- Alteration or falsification of academic records
- Violation of any college, state, or federal laws or policies

To commit or assist someone in committing academic dishonesty is grounds for disciplinary action and possible suspension or expulsion from the college. Students who observe or become aware of apparent academic dishonesty should report the matter to faculty or administration.

Plagiarism is a form of cheating. To plagiarize is "to steal and pass off the ideas or words of another as one's own, use a created production without crediting the source, commit literary theft, or present as new and original an idea or product derived from an existing source" (Merriam-Webster's Collegiate Dictionary, 1993). Plagiarism is intellectual theft, a serious academic offense with serious consequences.

Remember that academic dishonesty includes:

1. Cheating, which is defined as the giving or taking of any information or material with the intent of wrongfully aiding oneself or another in academic work considered in the determination of a course grade or the outcome of a standardized assessment;
2. Plagiarism, which is defined as the act of stealing or passing off as one's own work the words, ideas or conclusions of another as if the work submitted were the product of one's own thinking rather than an idea or product derived from another source; or
3. Any other form of inappropriate behavior which may include but is not limited to falsifying records or data, lying, unauthorized copying, tampering, abusing or otherwise unethically using computer or other stored information, and any other act or misconduct which may reasonably be deemed to be a part of this heading.

Procedures for Dealing with Academic Dishonesty

Faculty members are expected to use reasonable and practical means of preventing and detecting academic dishonesty. If a faculty member has evidence that a student has engaged in an act of academic dishonesty, the faculty member will notify the student of the concern and discuss the allegations with the student. The student will be given the opportunity to provide input on the matter. RMCAD faculty reserve the right to submit written works to anti-plagiarism tools to verify the authenticity of student work. If the student admits to the infraction, and the faculty member judges that the preponderance of evidence supports the allegation, the faculty member may then assign an academic penalty.

An initial act of academic dishonesty may result in an "F" for the course or assignment, at the instructor's discretion. All incidents of academic dishonesty are reported to the Dean of Students, who will also notify the Chair for the department in which the course resides, the Chair of the student's major department, and the appropriate instructional Dean. Students will receive advisement from the Dean of Students and referral to resources and information to assist in avoiding subsequent offenses. Three or more reported offenses may result in probation or expulsion from the college. Information about incidents of academic dishonesty is kept on file in the Office of the Dean of Students. No further action is initiated unless the incident constitutes a major infraction, the student has a prior record of infractions, or there are subsequent reports of misconduct.

If the student disputes the decision of the faculty member regarding alleged academic dishonesty, a hearing may be requested through the Student Judicial Process outlined in the Student Handbook. The request must be received by the Dean of Students no later than 30 calendar days after the first day of classes of the next term. If no appeal is filed within the time period, then the decision of the faculty member is final.

Academic Advising

The Academic Advising Office can help students understand program requirements, course sequence, prerequisites, Foundation Studies, and Liberal Arts. The office is a resource for clarifying policies and regulations, discussing issues of concern and helping students develop strong study and time management skills. When appropriate, students are referred to additional RMCAD support services.

Academic advising is a collaboration between the student and the advisor, designed to assist students in reaching their academic goals. RMCAD holds students responsible for the decisions they make, and academic advisors help ensure that students' decisions are well informed. Students should meet with their assigned advisor as often as they need to, and are required to meet twice a year, so that the advisor can assist with the course selection and registration process.

Academic Support

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. The mission of the L/RC is to help RMCAD students to become leaders in their chosen fields of art and design. The Library/Resource Center currently has a specialized collection of over 13,500 monograph titles; subscriptions to more than 130 art and general education-related magazines and journals, and daily local newspapers; over 9,000 slides of artists' works consisting of painting, architecture, interior design, photography and sculpture; and over 1,100 curriculum-supporting videotapes and DVDs. The Library/Resource Center subscribes to the electronic databases of Britannica Online, Building Green Suite, EBSCO Full Text Magazines, Project Muse, Maps A to Z, 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 catalog, electronic databases, the Internet and word processing. Our website provides many helpful links for each department, writing and research tips and on- and off-campus access to our subscription databases. The link is rmcad.digication.com/library.

Learning Center

Located in the Tri-Boro building or online in the portal, the Learning Center is a student-oriented academic support resource that offers course content assistance for all departments on campus or online. Trained peer tutors are available on a walk-in basis, online, or by appointment, to assist students with writing, math, academic success strategies (note-taking strategies, time management, etc.) study sessions, computer programs (Photoshop, Illustrator, etc.) or other academic issues. Faculty tutors are available on an appointment basis only. The Center also coordinates the Art History Learning Lab for AH 1010. There is no charge to RMCAD students for any of the services. Students may also access 24/7 tutoring in certain subjects through Smarthinking.

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 continually 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. Students entering under the 2010-2011 catalog are subject to the Policies and Procedures of this catalog regardless of the method of course delivery.

Attendance Policy

Students are expected to participate in class regularly, as consistent attendance offers the most effective opportunity to gain command of the knowledge, skills and aptitudes for the course of study. Faculty are responsible for establishing the attendance policy for each of their courses. The syllabus for each course will state the attendance policy. Attendance is reported by instructors for each class session, and students who demonstrate poor attendance, regardless of the attendance policy in the syllabus, will be contacted by the Office of the Dean of Students, or the Office of Academic Advising.

Online students must verify their attendance in online courses within the first seven days of the course by completing an attendance verification activity for each course in which a student is enrolled. Attendance verification is an essential activity within the first week of the course. If you do not verify your attendance, you may be dropped from the course for nonattendance.

Classroom Disruptions

Sometimes situations that disrupt teaching and learning arise within an on-ground or online class. If a classroom disruption is due to specific student behaviors, instructors have the right to dismiss the student(s) from the class session. Instructors are not authorized, however, to remove a student from the course entirely. Student dismissals from a class session will be treated as absences by the instructors, and the instructor has the authority to enforce consequences for the student's absence(s), in accordance with the class syllabus. This does not, however, limit the ability of the instructor or a fellow student from reporting or filing formal complaints concerning disruptive behavior occurring within the classroom.

All communications with instructors or other students, whether in class, face to face, on paper, or by telephone, email or other electronic means, are subject to the same standards for conduct, behavior and discipline as classroom behavior. Standards of conduct outlined elsewhere (Student Conduct Code, Sexual Harassment Policy, etc.) also apply.

Contact Hours

Individual students receiving financial aid may be required to complete hours in addition to those listed below. The exact requirements for financial aid will be listed in the student's financial aid award letter.

In lecture courses, one term 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 term 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 term 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 requirements set forth by the Council for Interior Design Accreditation, contact hours for the Interior Design department are as follows: two-credit hour courses meet for 45 contact hours and three-credit hour courses meet for 90 contact hours.

RMCAD offers students the opportunity to take courses in sub-sessions within a term. All sub-sessions are 7½ – 8 weeks in length and are contained within a given term. All courses offered in accelerated formats are equal in credit hours to their full-term equivalents. For purposes of establishing full-time status, only sub-session courses completed within a given term may be counted in the total number of credit hours for the term. The 15-week classes meet for 85-minute (lecture), or 170-minute (studio) sessions twice a week for at least 28 days for a total of 2,380 minutes (lecture), or 4,760 minutes (studio).

The 7½ – 8 week classes are double the 15-week class sessions for 170-minute (lecture), or 340-minute (studio) sessions twice a week for a total of 2,380 minutes (lecture), or 4,760 minutes (studio).

RMCAD online courses are offered in an eight-week accelerated format. This means that 16 weeks of material is covered in eight weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10 – 25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

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

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

Grade Appeal Procedure

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

The grade appeal procedure provides a formal process for students to request a review of final grades they think were incorrectly awarded. The burden of proof rests with the student to demonstrate the grade assigned for the course was made on the basis of any of the following conditions:

- A grading decision was made on some basis other than performance and other than as a penalty for academic dishonesty.
 - A grading decision was based on standards unreasonably different from those which were applied to other students.
 - A grading decision was based on a substantial, unreasonable, or unannounced departure from the course objectives and assignments.
1. The student must submit a grade appeal, in writing, to the instructor who issued the grade, no later than 30 calendar days after the first day of classes of the next term.
 2. If, after subsequent consultation with the instructor, the student is not satisfied and wishes to pursue the issue, or if the instructor is not available or does not respond within 14 days, the student should submit an appeal in writing to the Department Chair in which the course was taught. Documentation supporting the grade change based on the appropriate category(ies) set forth above is to be submitted with the appeal. If no appeal is filed within this time period, the grade shall be considered final.
 3. The Department Chair will discuss the matter with the student and with the instructor, and will document the appeal and the Chair's response.
 4. If the student is not satisfied with the Department Chair's response and wishes to pursue the matter further, the student should submit an appeal in writing to the appropriate Dean. Again, all documentation supporting the appeal should be included. The Dean will bring the case to the Faculty Review Panel. The Dean may request additional information from the student, faculty member and Chair. The Faculty Review Panel will review the submitted documentation and recommend approval or denial of the appeal.

- The Dean will document the decision and provide copies to the student, the instructor and the Chair.
- This decision of the Faculty Review Panel and Dean is submitted to the Provost for approval. This decision is final.
- The result and documentation of the review will be compiled by the Registrar and placed in the student's academic file.
- If the student deems the final decision and accompanying evaluative comments are inaccurate, misleading or a violation of the privacy or other rights of the student, the student may insert a written comment in the record.

Honors/Distinguished Honors

Students must be enrolled full-time to be eligible for honors. Students who begin a term as full-time, but withdraw from one or more courses resulting in less than full-time status for a term are ineligible. Honors are determined by the term grade point average requirements as follows:

Honors: 3.5-3.99

Distinguished Honors: 4.0

Incomplete Grade Procedure

In extenuating circumstances an "I" grade may be assigned at the instructor's discretion, and in accordance with the eligibility requirements set forth below. Students may request an "I" grade for more time to complete required course work, which s/he was prevented from completing in a timely way due to non-academic reasons. Students will be asked for documentation to justify the request, though it is important to remember that such documentation does not automatically validate the request. Other circumstances may be taken into consideration, such as the pattern of performance and participation in the course, and any additional factors that the instructor deems relevant. Keep in mind that to be eligible for an "I" grade, students must be passing the course at the time of the request, and must have completed at least 75 percent of the coursework as specified in the syllabus.

All "I" grades require a written agreement specifying the remaining course work required for completion and timeline for removal of the "I" grade. This agreement is subject to the approval of the instructor and the Chair of the department or program. If the coursework is not completed within the prescribed timeframe, the "I" will automatically change to the standing grade in the course, excluding the outstanding coursework. The maximum time in which on-ground students must complete all coursework is no later than the last day of Week 7 of the following term, though the exact timeline is at the instructor's discretion. The maximum time in which online students must complete all coursework is no later than the last day of Week 4 of the following session, though the exact timeline is at the instructor's discretion. Online students cannot have more than one outstanding "I" before enrolling into the next session.

Eligibility Requirements:

- A student who has suffered a severe crisis or documented illness that has prevented the student from completing coursework and who has successfully completed 75% of the coursework is eligible to petition for the grade of incomplete to the instructor. Eligible students must follow the procedures stated below or negate eligibility.

- A student who has suffered a death in the family or other personal event of sufficient seriousness to prevent the student from completing coursework and who has successfully completed 75% of the coursework, is eligible to petition for the grade of incomplete to the instructor. An eligible student must follow the procedures stated below or negate eligibility.
- Because of federal financial aid rules, students who are on academic probation cannot petition for or receive a grade of incomplete under any circumstances.
- Students who are graduating seniors cannot receive a grade of incomplete and graduate. An incomplete grade automatically postpones graduation.
- No extensions or second incomplete petitions can be accepted in relation to the original agreement.

In the event that the instructor and Chair deny the petition for an incomplete grade, the student may submit a petition to the Provost. The Provost will confer with the instructor and Chair, and may require additional documentation and information to substantiate the petition over and above what was previously submitted, and will render a final decision.

Procedures

- The student must formally petition the instructor in writing for the grade of Incomplete, using the RMCAD Incomplete Grade Petition/Contract form. The required form is available on the student portal or from the Registrar's Office. The petition is a contract stating the make-up work to be completed and a completion date, and must be signed by the instructor, the student, and the Department Chair.
- Incomplete petitions are the responsibility of the student. The student must initiate the petition and obtain the signatures required. The student must ensure that the document is seen through to completion, either via email or hard copy.
- Students must complete all incomplete work in the time specified in the agreement. Incompletes must be completed no later than the last day of Week 7 of the following term.
- An incomplete must be completed and the instructor grade received by the due date identified in the petition. All due dates stated on the incomplete petition must be met. If they are not, the grade of "I" will automatically be changed to the standing grade in the course, excluding the outstanding coursework. There will be no exceptions.
- The student must complete the petition for an incomplete one week before the end of the term in which s/he is enrolled for the course.

Leave of Absence

Students planning to take a term off from their studies are highly encouraged to complete a Leave of Absence form. This informs RMCAD of the student's intent to return to their studies, allows RMCAD to keep in touch with students, and enables students to keep their RMCAD email active during their time away facilitating communication with fellow students, staff, and faculty. While on LOA students have access to some labs and studios when classes are not in session after checking in at the front desk. Students also receive notifications of events occurring on campus which prepares them for registration, the beginning of classes and other important functions. Students who do not file an LOA form will no longer have access to their RMCAD benefits after being gone for one term. All students seeking a leave of absence should contact the Financial Aid Office to determine how this would impact their financial aid status.

Portfolio Reviews

Portfolio reviews are scheduled by individual departments to occur during the term in which students are registered as a part of RMCAD's regular assessment of student outcomes. Notification of specific days and dates are disseminated by departments for student planning. 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.

Repeating Courses

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. Therefore, the College will allow students to repeat a class in which they have received a grade of D+ or lower. Course repeats are limited to three attempts, unless the course is a degree requirement in which case the course may be repeated until a passing grade is earned. Credit is earned for the course only once and students will keep the highest grade obtained when repeating a class. The lower grade for the particular course will be removed from the GPA, but will remain on the transcript with a grade of "R." Additionally, the credits will be included in the total attempted credits that may impact a student's satisfactory academic progress. This policy is not retroactive and will be applied only for courses repeated during the summer 2010 academic term or for any subsequent term.

Retention Rate

The retention rate for 2008-2009 first-time full-time freshmen is 61%.

Graduation Requirements

In order for a student to graduate from a BFA degree program at Rocky Mountain College of Art + Design s/he must:

- Submit a Graduation Application + Academic Plan by the end of the term in which s/he earns 90 credits (75 credits for Art Education majors). The plan is established through consultation between the student and their advisor. The plan must be signed by the student, the advisor and the Director of Academic Advising, and is then submitted to the Registrar. The Registrar's Office reviews each Graduation Application and Plan; if the plan does not meet RMCAD graduation requirements, it will be denied and returned to the student for revision. Students are responsible for on-time submittal of the graduation plan; late submission of the plan may delay a student's graduation date.
- Complete all required courses in a given program of study.
- Have at least a 2.0 cumulative grade point average (2.5 for Art Education majors).
- Have earned a minimum of 120-125 term credits, depending on their program, for a Bachelor of Fine Arts Degree. At least 60 credits must have been earned at RMCAD, including the final 15 credits of study, which must be completed in residency.
- Have completed a minimum of three portfolio reviews.
- 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 Cumulative GPA

Magna Cum Laude: 3.61 – 3.79 Cumulative GPA

Summa Cum Laude: 3.80 – 4.0 Cumulative GPA

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

Eligibility for Participation in Graduation Events

Students are eligible to participate in commencement exercises and the RMCAD Graduation Exhibition only if they are officially graduating in the same term. Students are added to the graduation list when their Graduation Application + Academic Plan is 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 55 percent for full-time first-time freshmen who started in the fall term of 2003. This graduation rate is comparable to that of other schools of similar size and focus.

REGISTRATION

All new students register through the Admissions Office. Thereafter, all students register for classes with their Academic Advisor each term. Registration is on a first-come, first-served basis by class. Students who do not register early may find that the classes they want or need are full. Prior to enrolling in online courses, students must complete, and pass, the Online Student Orientation.

Adding/Dropping or Withdrawing from a Course

Students must have the approval of their academic advisor and submit the Add/Drop Form to the Office of the Registrar to be officially dropped. Add/Drop time-lines are published each term and distributed to the student body via email.

Classes may be added, dropped, or withdrawn in the Registrar's Office as follows:

	ADD	DROP	WITHDRAW
On-ground, 15-week	Day 5	Day 10	Week 8
On-ground, 7½-week	Day 3	Day 5	Week 4
Online, 8-week	Day 3	Day 7	Week 4

Students may not add a class that is closed (full). Students will remain enrolled for courses that are not officially dropped, regardless of whether they choose to attend. Tuition will be charged and grades assigned accordingly. The exception to this policy is for students who do not attend any of their classes during the first two weeks in a given term. In these instances, students will be administratively dropped from all of their classes. For courses completed in sub-sessions the Add/Drop deadline for full refund and without any record academically is the end of the first week of classes.

After the Add/Drop period is over, students may withdraw from individual classes. Withdrawing by Week 8 for traditional or 4 for online and sub-session students will result in a "W" (withdraw) on the students record. After Week 8 or 4 respectively, the final grade will be assigned by the course instructor (usually an "F" for students who did not attend, drop or withdraw).

The Financial Aid Office will verify attendance for each assigned grade of "F" at mid-term. If an instructor indicates that the student received an "F" because the student never attended the course, grant aid will be reduced to the appropriate level, per federal regulations. Students who have their grant aid reduced will owe the College for the course but will not receive financial aid for the course. Additional information is included in the "Return of Unearned Federal Aid" section of the Student Handbook.

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, as many courses are 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. The Change of Major Form is available from the Office of the Registrar.

Enrollment Status

Full-time enrollment at RMCAD is defined as being registered for a minimum of 12 hours in a given term. Students registered for 11 hours or less are considered half-time. Students taking sub-session classes may count the courses they are registered for only in the term of the session. Students seeking to take courses in a sub-session must register for these courses at the beginning of the term to have a full-time status. Students seeking to take an overload (16 hours or more) must have a Cumulative GPA of no less than 3.0 and permission from their Department Chair.

Credit Overload Policy

Registration for more than 18 credit hours, whether online or on-ground, in a semester is not permitted.

The recommended maximum credit load for a full time student is 15-18 credit hours. Overloads are discouraged, except in exceptional circumstances.

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

Continuous Enrollment

Continuous full-time enrollment is defined as a minimum 12 credit hours per term each available term.

Fundamental Classes

All students are required to fulfill the General Education requirement (see the Liberal Arts section on page 70). For students whose English or Mathematics skills are not fully developed to the point of beginning college-level work, RMCAD offers courses which allow the student to develop such skills and understanding before proceeding to general education requirements. Normally SAT or ACT scores are used to determine whether a student should enroll in one or both fundamental courses. If these scores are not available, high school transcripts may be used to determine student need (an average of C- or below in the respective discipline would indicate the need for remediation). While these courses provide no college-level credit, they have the same academic intensity of three-hour courses. Fundamentals of English and Fundamentals of Mathematics each are invoiced to the student at the same rate as a three-credit-hour course.

Identity Verification - Online

RMCAD authenticates users with secured usernames and passwords for access to all of its technology and support tools. In order to ensure further identity protection, RMCAD will collect extra security challenge questions and answers which will be used as extra credentialing when logging into the learning management system (LMS). Students are challenged at random and strategic times (such as before entering an exam) with extra security challenge questions to strengthen the institution's academic integrity of its programs and courses. Students are also required to have an approved photo stored electronically within our systems so that instructors can conduct a visual verification during videoconferencing sessions.

Independent Study

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

Internships in All Departments (Except Interior Design)

Students must first contact the Director of Career + Alumni Services to obtain an internship packet, and thereafter meet with potential internship site supervisors.

Once a site is identified, students must obtain all required signatures and approvals and return the internship packet to the Director of Career + Alumni Services. The next step is to register for the internship by submitting an Advisor Worksheet or an Add Form to the Office of the Registrar, with all required signatures: (1) Director of Career + Alumni Services, (2) Academic Advisor, and (3) Department Chair. Regular add/drop deadlines apply.

Once officially registered for an internship, students may begin clocking internship hours. Hours worked prior to official registration for an internship will not be counted toward internship requirements. Should a student be officially registered prior to the start of the term, hours may be worked prior to or during the term; however, some of the required hours must be completed during the term.

Internships in Interior Design

Registration for Interior Design internship classes must follow the guidelines set by the Chair of the Interior Design Department. Completed registration includes: (a) paperwork required by and delivered to the Director of Career + Alumni Services, with all required signatures, and (b) a standard registration form, with all required signatures, delivered to the Registrar's Office.

Merging and Changing Classes

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

Planning a Schedule and Registering

1. Students must review the schedule of classes published each term and prepare a tentative class schedule. The schedule for each term is available through the student portal. Academic advisors can provide assistance regarding course requirements and availability.
2. Course prerequisites must be noted; advanced courses may not be taken until acceptable skill levels are achieved. All foundation courses should be completed by the end of the third term. Failed courses should be repeated the next time the course is available.
3. Students requesting to register for over 16 credit hours must possess a 3.0 cumulative GPA, and obtain written permission from their Department Chair. The Registrar's Office processes the registration and notifies the student accordingly.
4. After preparing a tentative schedule, students must meet with their Academic Advisor who assists in completing the registration process.
5. Following class registration, students must contact the Director of Financial Aid to complete financial aid paperwork. Balances not covered by financial aid must be paid in full by the first day of the month prior to the beginning of the term. Student account bills are mailed on a regular basis and individual student accounts are viewable online through the student portal. Students are responsible for reviewing account information and reporting any discrepancies to the Student Accounts Coordinator.

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

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. Art Education departmental probation is handled in the same manner as students placed on institutional academic probation. Students will be given one semester to raise their cumulative GPA to a 2.5. Should the student fail to achieve a 2.5 cumulative GPA, they will not be required to leave the college but may choose to declare another major instead. The student who declares another major and raises their cumulative GPA to a 2.5 or above may be allowed to once again return to the Art Education major.

Academic Suspension

The minimum required grade point average of 2.0 (2.5 for Art Education majors) must be achieved by the end of the term in which the student is placed on probation or the student will be suspended from the College.

Academic Suspension Appeals

Students may appeal academic suspensions to the Provost. 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 Provost no later than the end of the first week 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 the appeal is denied, the student will be administratively dropped from all classes. No charges will be assessed and no grades assigned. Upon denial of appeal, the terms of suspension stated in the original notice will apply.

Readmittance Following Suspension

Upon readmittance to RMCAD after academic suspension, the student will remain on academic probation for a time period determined by the Registrar and Provost 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 decided on a case-by-case basis by, and at the discretion of the Registrar and Provost.

Transfer Credit

Transferability of RMCAD Credits

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

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

Transcripts

Transcripts are kept as permanent student records and may be obtained from the Registrar's Office by written request. All transcript requests must be signed by the student. Request forms are available on the RMCAD website, www.rmca.edu, or the student portal. If a current or past student account is on hold for any reason, or if a current or past student's federal student loan is in default, official transcripts will not be issued. One to two weeks are required for processing. There are two types of transcripts:

Unofficial Copy

The fee for an unofficial student copy of a transcript is \$3.00. The first unofficial copy of a transcript is free to current students.

Official Copy

The official transcript is signed by the Registrar's Office and is provided in a sealed envelope. It is generally the only type of transcript acceptable for the transfer of credit. The fee for an official transcript is \$4.00 each.

Transfer Credit Evaluation

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 – 125 (depending on the program of study) 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 reevaluation 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 standards:

Accreditation of the Sending Institution

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

Antiquity Policy

There are no antiquity limitations on courses that are deemed equivalent to lower division (1000 or 2000 level) RMCAD art and design courses. Digital media and other computer- or technology-based courses are considered for transfer provided they were completed within the last two years prior to the date of matriculation.

Courses that are deemed equivalent to upper division (3000 or 4000 level) RMCAD credits must have been completed within the last five years prior to the date of matriculation. Once the five-year period has lapsed, credit is contingent upon the evaluation of the Department Chair to determine if the course satisfactorily meets current standards and practices in the discipline. These requirements apply to the transfer of art and design courses only; they do not apply to liberal arts courses.

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.

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. Only courses with grades of "C" or better are accepted.

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 and Design. Credit from schools outside the United States is evaluated on a case-by-case basis (refer to the application process for international students section). The College has articulation agreements with the Community College of Denver for Communications Design and Fine Arts; Pikes Peak Community College for Communications Design, Red Rocks Community College for Communications Design and Laramie County Community College for Fine Arts. Contact the Admissions Department for information on specific transfer and articulation agreements.

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 term 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 eight quarter-credit physical science class at another institution, s/he will receive only three RMCAD credits because RMCAD physical science courses are three-credit courses.

Conversions are as follows:

Quarter credits		Semester Credits		Transfer Credits Accepted
3	=	2	=	2
4	=	2½	=	2
5	=	3½	=	3
6	=	4	=	3

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 Provost 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.

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.

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 in the Admissions 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 Transfer 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.

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 Arts requirements except for art history (AH 1010 Art + Design History I: Ancient to Medieval, AH 1020 Art + Design History II: 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. Antiquity requirements are also likely to apply. Only courses with grades of "C" or better at the sending institution are accepted for transfer.

Prior Learning Assessment

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 website 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 website 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 email). Be sure to use the full name under which you originally registered, provide your seven-digit IB candidate code, give the name of the IB high school you attended, and include your month and year of graduation and your date of birth. For more information, contact: International Baccalaureate North America, 475 Riverside Drive, 16th Floor, New York, NY, 10115. Phone: 212.696.4464, Fax: 212.889.9242, Email: ibna@ibo.org.

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.

Returning Students Who Have Prior Transfer Credit

Returning students who have not attended RMCAD for over one year (three consecutive terms) must initiate their return through the Admissions Office. The RMCAD catalog that is in place during the term the student returns indicates degree requirements. Therefore, returning students who have prior transfer credit may be required to have their transfer credit reevaluated prior to reenrolling; 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 reenroll through the Office of the Registrar, and external credit will not be reevaluated.

Withdrawing from RMCAD

Ideally in art school, students should be free of all obstacles so that they can focus solely on meeting creative challenges and developing as professional artists or designers. Sometimes, however, there are significant problems that cannot be resolved. For example, a student's personal goals, abilities, or attitudes may conflict with the requirements of the College, or with the recommended level of student motivation, or with the recommended mental attitude. Most problems, when addressed early and openly, prove to be of a temporary nature. Students should discuss problems with a counselor, an academic advisor, or the Provost. If circumstances prevail and a student must withdraw from the College, a formal withdrawal process must be followed. Failure to complete the withdrawal process may result in the student's official transcript being placed on hold.

1. The student Withdrawal Form Is available through the student portal.
2. The student must notify the Financial Aid Office and complete the online Exit Interview, as applicable
3. The student must complete the Withdrawal Form, including the accompanying questionnaire, and submit it to the Registrar's Office.
4. If a refund is due to a student who has withdrawn from RMCAD, as determined by the Student Accounts Office according to RMCAD refund policy, the refund will be mailed within 90 days of the student's completion of the formal college withdrawal process.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, helps protect the privacy of student education records. The Act provides students the right to inspect and review education records, the right to seek to amend those records, and the right to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of 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
- Email 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.

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.rmccad.edu.

Career + 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, speakers on campus, and a variety of professional development workshops.

Another important function of the Career + Alumni Services Office is to provide job assistance to students in need of part-time work. Each week a job listing is posted on the student portal that displays a variety of part-time and freelance opportunities, along with internships. Students may begin their career planning by attending workshops, industry group functions, gallery exhibitions, visiting artist/recruiter lectures, portfolio reviews, and by investigating art-related careers through a meeting with the Career + Alumni Services staff.

Graduates of RMCAD receive free lifelong career counseling and are eligible to join the RMCAD Alumni Association. The Alumni Association offers graduates the opportunity to have a RMCAD alumni email address, gain access to space and technology on campus, as well as mentoring, networking opportunities and special events.

The Office of Career + Alumni Services is located in the Rotunda building.

Counseling

Counseling services provided by a licensed professional counselor are available for students on our campus. Counseling is confidential and free of charge. A wide range of topics are addressed and a range of approaches are utilized so that the needs of each student can be addressed.

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 internationally 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 from regional artists, faculty, and students. 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.

Supply Store

The RMCAD Supply Store offers convenient shopping and competitive prices for the majority of necessary supplies. The Store offers mat cutting, shrink-wrapping and spiral-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 mat boards, illustration boards and foam core, and spiral-bind their own assignments. RMCAD apparel has been chosen and designed by students, alumni and employees. The RMCAD Store also offers other RMCAD products, such as water bottles, mugs and portfolio cases. The RMCAD Freshman Kit is bargain priced and some items are useful from the first term through to graduation. The Freshman Kit contains over 20 items, including a drawing board, sketchbooks, RMCAD portfolio case, and toolbox.

The RMCAD Store also offers the Underground Café card, a prepaid punch card for use in the Underground Café for purchase of food and beverages on campus. Cards are available in \$20.00 increments only. RMCAD gift certificates are available in any amount through the RMCAD Store.

The Supply Store accepts the following forms of payment: cash; personal checks from enrolled students in good standing, MasterCard, Visa, Discover, and American Express. A prepaid student RMCAD Store account can be set up with the Student Accounts Coordinator. Questions about RMCAD 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 payments from the financial aid package into a prepaid RMCAD Store account.

ACADEMIC PROGRAMS

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

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.

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 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 campus through collaboration of students, faculty, staff, administration, sustainable design professionals, and local, state and national organizations).

Bachelor of Fine Arts Programs

RMCAD offers the following Bachelor of Fine Arts (BFA) degree programs:

- Animation: 2D

- Animation: 3D

- Art Education: Illustration

- Art Education: Painting

- Art Education: Photography + Video Art

- Art Education: Sculpture

- Communications Design

- Fine Arts: Painting

- Fine Arts: Sculpture

- Fine Arts: Photography + Video Art

- Game Art

- 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.

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

- Faculty employ the newest and most effective online teaching methods. Faculty have multiple resources available to them for keeping current with the latest online teaching strategies, as well as access to a national network of peers and colleagues in the field of online teaching and learning. RMCAD Online faculty lead program development initiatives, and participate actively in the design and course development process. Faculty, instructional designers, and multimedia developers work together in teams to produce the online learning experience for each program and course. The team course design process is based on adult learning theory, state-of-the-art course technologies, and a strict set of quality standards.
- RMCAD online courses and programs are the same courses and programs as on campus. This means that by going to school online, the quality of the education that students receive is not in any way compromised. RMCAD develops online courses with contact hours as a guide—this means that we ensure in the online course design that students receive the same amount of instructional time as they would in an on-campus class. In fact, some students report that online courses are more interactive, engaging, and fulfilling. We also continually assess learning outcomes in online and on-campus programs, so that we can make adjustments and enhancements quickly.
- Courses provide high-quality online learning environments led by experienced faculty. State-of-the-art technologies facilitate communication, interaction, and learning experiences. Online courses are constructed in a proprietary course management system that provides easy, minimal-step navigation, and intuitive access to a wide array of learning tools and course content. Students are engaged in multiple way—through the course content, the instructor, peer collaboration, and relationships with advisors and other staff. Integral to student success, students are supported through online technical support help, tutoring services, and library services.

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

Course Prefixes

AE	Art Education
AH	Art + Design History
AN	Animation
AN2D	Animation: 2D
AN3D	Animation: 3D
CD	Communications Design
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
HU	Humanities + Contemporary Thought Seminars
ID	Interior Design
IL	Illustration
LSP	Foreign Language - Spanish
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.

Corequisite: 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.

ANIMATION DEPARTMENT

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

The Animation Department at Rocky Mountain College of Art + Design places a strong emphasis upon developing creative, visual storytelling skills in our students, whether expressed through hand-drawn animation, computer animation, experimental and stop motion animation, or a combination of these. Central to this is an understanding of how story and character are fundamentally two sides of one coin.

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

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

3D ANIMATION - Online

The Online BFA Degree in 3D Animation is a professional degree for students needing remote access to the educational requirements for careers in 3D animation.

The degree consists of 120 credit hours with courses delivered in eight-week sessions in a regulated sequence to allow for the acquisition of necessary skills, the retention and transfer of knowledge, and the professional discipline necessary for entry-level animation practice. To facilitate the different needs of students enrolling in the online degree program, there are two degree plan options:

Full-time status: 21 sessions of study consisting of two (2) courses per session
Part-time status: 42 sessions of study consisting of one (1) course per session

3D ANIMATION - Online 2010-2011 BFA Degree Requirements

Liberal Arts: 39 + 3 program-specific credits

AH 1010 Art + Design History I: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemporary	3
AH 2010 History of Art + Design in the Nonwestern World	3
AH 2020 History of International Animation	3
AH 3010 Advanced Studies in the History of Art + Design	3
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
HU 4035 The Cultural Politics of Consumption	3
MA 1010 Mathematics + Physics for Designers	3
NS 2020 Earth Science	3
SBS 2010 Anthropology	3
SBS 2020 Social Psychology	3
WO 1020 Written + Oral Communication I	3
WO 1030 Written + Oral Communication II	3

Foundation Studies: 21 credits

FD 1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 1280 Drawing II	3
FD 1370 Life Drawing I	3
FD 1380 Life Drawing II	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design II	3

Animation: 27 credits

AN 1110 Introduction to Animated Storytelling	3
AN 1230 Fundamentals of Animation	3
AN 2000 Animation Sophomore/Junior Portfolio Review	0
AN 2310 Creative Visualization	3
AN 2350 Scriptwriting for Animation	3
AN 3050 Animation Thesis Portfolio Review	0
AN 3760 Tools + Techniques of Contemporary Animation	3
AN 3770 Animation Sound Design + Video Editing	3
AN 4130 Business, Ethics + Copyright for Animation	3
AN 4840 Animation Collective	3
AN 4880 2D/3D Animation Thesis II	3

3D Animation: 24 credits

AN3D 2210 3D Computer Animation	3
AN3D 2220 3D Computer Lighting + Materials	3
AN3D 3230 3D Computer Animation Motion Studies	3
AN3D 3240 Advanced Dynamics + SFX	3
AN3D 3330 3D Character + Production Design	3
AN3D 4250 Advanced 3D Computer Animation Motion Studies	3
AN3D 4260 Advanced 3D Computer Topics	3
AN3D 4860 3D Animation Thesis I	3

Studio Electives: 6 Credits

AN 4110 Animation Film Studies	3
AN3D 4270 3D Advanced Character Creation Methods	3
AN3D 4280 Advanced Scripting	3
AN3D 4290 Advanced 3D Computer Modeling + Texturing	3
AN3D 4850 Experimental Computer Animation	3
AN4860 Experimental Animation II	3
Total credits required	120

Online Technology Requirements

Each program will have a list of published equipment and technology requirements. In addition, each student will receive an online startup kit for their academic and creative work including: a laptop with program-specific software, a built-in webcam, and critical peripheral equipment.

Online Enrollment Requirements

Online students are required to complete an online orientation and assessment module prior to being granted permission to enroll. The orientation explains the best practices for participating in online learning, overall operation of the learning platform, procedures for troubleshooting problems and contacting the technical support team, and general college academic policy as it applies to the online format.

Online Support

Students will be able to access academic and technology support services online and through the portal. The support specialists are not only versed in the learning management system, but can also assist with basic troubleshooting of the students' hardware and software issues.

Online Academic Policies

The majority of academic policies related to online degrees are the same as those for on-ground degrees. Specific online academic policies are under the purview of the Online Academic Affairs Council and the Provost. Additional policies related to online programs will appear as an amendment to this catalog.

RMCAD has rolling admissions, which allows students to start their studies year-round. Students will be admitted to the online program to coincide with regular eight-week session starts.

**2D ANIMATION
2010-2011 BFA Degree Requirements****Liberal Arts: 39 + 3 program-specific credits**

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

AH 2020 History of International Animation	3
Foundation Studies: 21 credits	
FD 1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 1280 Drawing II	3
FD 1370 Life Drawing I	3
FD 1380 Life Drawing II	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design II	3

Animation: 27 credits

AN 1110 Introduction to Animated Storytelling	3
AN 1230 Fundamentals of Animation	3
AN 2000 Animation Sophomore/Junior Portfolio Review	0
AN 2310 Creative Visualization	3
AN 2350 Scriptwriting for Animation	3
AN 3050 Animation Thesis Proposal Review	0
AN 3760 Tools + Techniques of Contemporary Animation	3
AN 3770 Animation Sound Design + Video Editing	3
AN 4130 Business, Ethics + Copyright for Animation	3
AN 4840 Animation Collective	3
AN 4880 2D/3D Animation Thesis II	3

2D Animation: 24 credits

AN2D 2210 Drawing + Acting for Animation	3
AN2D 3230 Character Animation + Motion Studies	3
AN2D 3360 Animation Layout + Production Design	3
AN2D 3520 2D Computer Animation	3
AN2D 3840 Experimental Animation/2D + Mixed Media	3
AN2D 4240 Advanced Character Animation + Motion Studies	3
AN2D 4860 2D Animation Thesis I	3
AN2D 4870 Stop Motion Animation	3

Studio Elective Requirements: 6 credits

The following are recommended:

AN 4110 Animation Film Studies	3
AN 4760 2D/3D Advanced Compositing	3
AN 4860 Experimental Animation II	3

Total credits required 120

**3D ANIMATION
2010-2011 BFA Degree Requirements****Liberal Arts: 39 + 3 program-specific credits**

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

AH 2020 History of International Animation	3
Foundation Studies: 21 credits	
FD 1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 1280 Drawing II	3
FD 1370 Life Drawing I	3
FD 1380 Life Drawing II	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design II	3

Animation: 27 credits

AN 1110 Introduction to Animated Storytelling	3
AN 1230 Fundamentals of Animation	3
AN 2000 Animation Sophomore/Junior Portfolio Review	0
AN 2310 Creative Visualization	3
AN 2350 Scriptwriting for Animation	3
AN 3050 Animation Thesis Proposal Review	0
AN 3760 Tools + Techniques of Contemporary Animation	3
AN 3770 Animation Sound Design + Video Editing	3
AN 4130 Business, Ethics + Copyright for Animation	3
AN 4840 Animation Collective	3
AN 4880 2D/3D Animation Thesis II	3

3D Animation: 24 credits

AN3D 2210 3D Computer Animation	3
AN3D 2220 3D Computer Lighting + Materials	3
AN3D 3230 3D Computer Animation Motion Studies	3
AN3D 3240 3D Advanced Dynamics + SFX	3
AN3D 3330 3D Character + Production Design	3
AN3D 4250 Advanced 3D Computer Animation Motion Studies	3
AN3D 4260 Advanced 3D Computer Topics	3
AN3D 4860 3D Animation Thesis I	3

Studio Elective Requirements: 6 credits

The following are recommended:

AN 4110 Animation Film Studies	3
AN3D 4270 Advanced Character Creation Methods	3
AN3D 4280 Advanced Scripting	3
AN3D 4290 Advanced 3D Computer Modeling + Texturing	3
AN3D 4850 Experimental Computer Animation	3
AN 4860 Experimental Animation II	3

Total credits required 120

Animation

AN 1110

Introduction to Animated Storytelling (3 credits)

In this freshman-level class, students will receive an overview of how their animation studies relate to current industry practices for creating animated films, emphasizing how every phase of the creative process supports the storytelling function of a film. Students will learn to analyze animated and live action films, from television commercials, to three-minute shorts, to feature length movies, to understand how narrative content is delivered in different contexts. At the conclusion of this course, students will have completed assignments analyzing the visual form and narrative form of a variety of films, and projects demonstrating their ability to recognize and apply the basic components of visual storytelling in their own work.

Prerequisite: none

AN 1120

Pre-Visualization (3 credits)

This freshman-level class is an in-depth exploration of film theory and story concepts introduced in AN 1110 Introduction to Animated Storytelling. Through observation and critical analysis of existing stories and films, students interpret, de-construct and reconstruct cinematic form and action. Students produce visual representations of concepts and stories to investigate cinematic details such as continuity, story arcs, character development, dramatic timing, setting, mood camera and environment, as well as the theoretical process of story presentation. Upon completion of the course, students will demonstrate the ability to creatively visualize their own projects using various digital tools that support a fundamental understanding of the technical requirements of the 2D/3D Animation and Game Art industries.

Prerequisite: AN 1110 Introduction to Animated Storytelling

AN 1230

Fundamentals of Animation (3 credits)

This freshman-level animation course focuses on gaining an understanding of the basic principles of movement, which form the foundation of all animation. Students analyze motions of people and objects, and learn to 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 completed numerous animation assignments, an inbetweening test and a final project that will demonstrate their fullest understanding of basic animation principles. (Formerly AN 2230)

Prerequisite: none

AN 2000

Animation Sophomore/Junior Portfolio Review (0 credits)

Animation students who have completed 45 – 75 credit hours are required to participate in the first animation portfolio review. Each student's portfolio is critiqued for quality of animation, design, execution and presentation of the work, including individual style, creativity, composition, and use of color, with emphasis on how these elements relate to animation and storytelling. Members of the animation faculty provide helpful feedback to support and guide the student as they continue their animation studies, with specific focus on developing their thesis project. This review must be completed prior to beginning the second junior term. (Formerly AN 3000)

Prerequisites: FD 1990 Freshman Portfolio Review and AN 2310 Creative Visualization

Corequisite: AN2D 2210 Drawing + Acting for Animation or AN3D 2220 3D Computer Lighting + Materials

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: AN 1110 Introduction to Animated Storytelling

AN 2350

Scriptwriting for Animation (3 credit)

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, and resolutions and develop 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. (Formerly AN 3380)

Prerequisite: AN 1110 Introduction to Animated Storytelling

AN 3050

Animation Thesis Proposal Review (0 credits)

The thesis proposal review is the animation student's opportunity to present their thesis proposal with all supporting documentation to a panel of RMCAD Animation Department faculty - and receive feedback to guide the student toward successful completion of their thesis classes. Prior to the review, students receive a form that when completed, defines and explains their proposed project in detail. Approval of the Thesis Committee is a prerequisite for registering for the AN2D 4860 or AN3D 4860.

Prerequisites: AN 2000 Animation Sophomore/Junior Portfolio Review and AN2D 3230 Character Animation + Motion Studies or AN3D 3230 3D Computer Animation Motion Studies

AN 3760

Tools + Techniques of Contemporary Animation (3 credits)

In this junior-level post-production course, students are introduced to the digital tools necessary to integrate animated, live action and still imagery into a final video production, while gaining an understanding of how these techniques contribute to the storytelling function of a film. Students will gain experience with keyframe animation using both vector paint and bitmap digital images, as well as text. Color correction, image stabilization, particle effects and the creation and use of alpha channels through matte generation and keying are also studied and practiced in this course. Each student will create a customized interactive DVD using their rendered class assignments. 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. (Formerly AN 2340)

Prerequisite: AN 2350 Scriptwriting for Animation

AN 3770

Animation Sound Design + Video Editing (3 credits)

The importance of sound design in the storytelling process is investigated in this junior-level post-production course. Students learn sound design and production skills for creation of dialogue, sound effects, and music tracks. Recording techniques for the creation of these audio elements are studied and practiced. Non-linear sound and video editing, as well as sound processing and mixing, are used to link and finish these elements of the animation post-production process. By completing a variety of assigned digital editing projects, students demonstrate their fullest understanding of the fundamental principles of sound design and video editing, and their practical application to animation production. (Formerly AN 2420)

Prerequisite: AN2D 3520 2D Computer Animation (2D): or AN 2310 Creative Visualization (3D)

AN 4110

Animation Film Studies (3 credit elective)

In this intermediate class, students critically analyze a variety of short and long animated films, to understand how narrative content is delivered in different contexts. At the conclusion of this course, students will have completed written and oral presentations examining the visual and narrative forms of a variety of films, and image-based projects demonstrating their ability to recognize and apply the basic components of visual storytelling in their own work. This course is open to students in other disciplines who are interested in furthering their understanding of storytelling through animation. NOT RECOMMENDED FOR STUDENTS WHO HAVE TAKEN AN 1110.

Prerequisite: AH 2010 History of Art + Design in the Nonwestern World or AH 2020 History of International Animation

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: AH 2020 History of International Animation

AN 4760

2D/3D Advanced Compositing (3 credit elective)

Senior students study compositing techniques for matting 2D and 3D animation with live action. Techniques include blue/green screen set-up, lighting and camera techniques, using 2D/3D, 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 as a finished piece representing the work. (Formerly AN 4460)

Prerequisite: AN 3760 Tools + Techniques of Contemporary Animation

AN 4840

Animation Collective (3 credits)

This senior-level filmmaking course is designed to simulate a real production studio environment, in which students work together to produce a high-quality short film. Using skill sets learned in previous courses, students develop an idea, write the script, produce a storyboard, and design the look and feel of the animation. The remainder of the course focuses on completion of the animation production and post-production, including character animation, effects animation, rendering, editing, and final sound. Students experience the importance of successful leadership and team member interactions, and learn the value of cooperation for achieving a goal. At the conclusion of the course, the collective team will have successfully completed a film suitable for entry into film festivals. (Formerly AN 4330)

Prerequisites: AN 3760 Tools + Techniques of Contemporary Animation; AN 3770 Animation Sound Design + Video Editing; and AN2D 3360 Animation Layout + Production Design (2D) or AN3D 3330 3D Character + Production Design (3D)

AN 4860 Experimental Animation II (3 credit elective)

This senior-level filmmaking course builds on the concepts and techniques acquired in Experimental Animation/2D + Mixed Media and 3D Experimental Computer Animation, with particular emphasis on approaching animation as a contemporary art form. The importance of developing and expressing a strong central idea through animation using a variety of narrative and non-narrative forms will be explored. Animation’s affinities with other creative forms, including music and choreography, are studied and practiced. At the completion of this course, students have produced short animated films using a variety of experimental methods and conceptual approaches. (Formerly AN 3341)

Prerequisite: AN2D 3840 Experimental Animation/2D + Mixed Media or AN3D 4850 Experimental Computer Animation

AN 4880 2D/3D Animation Thesis II (3 credits)

This second thesis class provides senior-level students with continued opportunity to produce an animated film that further expands their individual design style, animation technique and storytelling skills. Utilizing pre-production progress gained within AN2D 4860 or AN3D 4860, students are able to successfully complete the animation production and post-production process. Using the plan visualized through their animatic, the student works 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 they envisioned in Thesis I.

Prerequisites: AN 4840 Animation Collective and AN2D 4860 2D Animation Thesis I (2D) or AN3D Animation Thesis I (3D)

AN2D 2210 Drawing + Acting for Animation (3 credits)

This class requires a solid understanding of human and animal anatomy and behavior. Within the course, students work in a life drawing studio 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. (Formerly AN 2360)

Prerequisite: AN 1230 Fundamentals of Animation

AN2D 3230 Character Animation + Motion Studies (3 credits)

This junior-level 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: AN2D 2210 Drawing + Acting for Animation

AN2D 3360 Animation Layout + Production Design (3 credits)

Junior-level 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. (Formerly AN 4010)

Prerequisite: AN 2350 Scriptwriting for Animation

AN2D 3520 2D Computer Animation (3 credits)

This junior-level course deals with the pre-production, scanning, digital ink and paint, and post-production 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 2D 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 2D digital pre-production and post techniques, as well as creative filmmaking and direction. (Formerly AN 3320)

Prerequisite: AN 2310 Creative Visualization

AN2D 3840 Experimental Animation/2D + Mixed Media (3 credits)

This junior-level 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 animation, and 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 2D and 3D animation production techniques. (Formerly AN 2330)

Prerequisite: AN 1230 Fundamentals of Animation

AN2D 4240 Advanced Character Animation + Motion Studies (3 credit elective)

This senior-level course is a continuation of Character Animation + 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. (Formerly AN 4410)

Prerequisites: AN2D 3230 Character Animation + Motion Studies

AN2D 4860 2D Animation Thesis I (3 credits)

With their story treatment and character development having been approved by the Thesis Committee, senior-level students enter this filmmaking class ready to direct their knowledge of 2D animation into the design, planning and pre-production of an animated film. At the conclusion of the course, students will have completed a sequence of milestones, including script/storyboard, production schedule, design and layout of characters and backgrounds, acquisition of music, effects and dialog, and the production of an animatic of the story. Subsequently, within AN 4881 and AN 4882, students will produce and post the film. (Formerly AN 3341)

Prerequisites: AN2D 3360 Animation Layout + Production Design, AN2D 4240 Advanced Character Animation + Motion Studies, and AN 3050 Animation Thesis Proposal Review

AN2D 4870 Stop Motion Animation (3 credits)

Using clay figures or wire armature puppets, students will explore the world of stop motion animation in this senior-level filmmaking course. Application of fundamental animation principles in a stop motion setting is emphasized, along with expression of personality through movement. Students will analyze outstanding examples of stop motion animation, and will gain experience with techniques and concepts for lighting dimensional characters and sets. Green screen shooting, lip sync animation, and post-production techniques such as keying and tracking will also be a part of this class. At the conclusion of this course, students will have built a puppet suitable for animation, created a simple set for shooting their puppet and completed a short stop motion film. (Formerly AN 3350)

Prerequisite: AN2D 3840 Experimental Animation/2D + Mixed Media

AN3D 2210 3D Computer Animation (3 credits)

This sophomore-level course introduces the student to the basic methodologies and techniques used for the creation of 3D computer animation. Modeling, materials and textures, lighting, camera, and animation are all studied and practiced at the introductory level. The student gains practical experience with the software user interface, workflow pipeline, project management, and rendering. At the conclusion of the course, students have completed numerous 3D modeling and animation exercises, demonstrating competencies in these introductory levels.

Prerequisite: AN 1230 Fundamentals of Animation or GA 2010 Introduction to Game Art

AN3D 2220 3D Computer Lighting + Materials (3 credits)

Building on the skills and knowledge gained in 3D Computer Animation, this intermediate-level course will focus on lighting techniques and materials creation, including the integration of these practices with the storytelling aspect of filmmaking. The study of lighting theory is also applied as it relates to the synthetic animation environment. The student gains further practical experience with the software user interface, workflow pipeline, project management, and rendering. At the conclusion of the course, students will have produced refined 3D digital images that demonstrate their ability to create and manipulate lighting and textured surfaces in a 3D animation environment.

Prerequisite: AN3D 2210 3D Computer Animation

AN3D 3230 3D Computer Animation Motion Studies (3 credits)

Students learn how to animate and analyze 3D 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 3D 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 3D character. (Formerly AN 3720)

Prerequisite: AN 1230 Fundamentals of Animation and AN3D 2210 3D Computer Animation

AN3D 3240 Advanced Dynamics + SFX (3 credits)

Explosions, waterfalls, and flocking birds are just a few of the effects students will learn to create using 3D 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 are 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. (Formerly AN 4420)

Prerequisite: AN3D 2220 3D Computer Lighting + Materials

AN3D 3330 3D Character + Production Design (3 credits)

In this pre-production junior-level course, students explore methods of developing individual stylistic approaches for designing original characters and environments, with a particular focus on how design supports the storytelling function of the animation. Developing a unified design approach to a production, and studying how color can be used to help tell the story, are also studied and practiced in this class. This course also examines and incorporates ideas from the disciplines of architecture and interior design to further the student’s understanding of how to create believable virtual living spaces. Upon completion of this course, students will have a greater practical knowledge of the key role design plays in an animated production, and how this integrates with the narrative content of the film. They will have created finished designs of characters and environments for their portfolios.

Prerequisite: AN3D 2210 3D Computer Animation

**AN3D 4250
Advanced 3D Computer Animation Motion Studies
(3 credits)**

This senior-level animation course is a continuation of 3D Computer Animation Motion Studies. Students 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 avian flight. Students gain insights into the relationship between storytelling and character animation, with emphasis placed on acting and performance, combining lip-sync dialog with characters in a specific activity or conflict. Students may be directed to environmental motion studies such as wind, water, fire, and smoke. At the conclusion of this course, students have completed a series of animation exercises, which are presented as a collection of finished animation tests.

Prerequisite: AN3D 3230 3D Computer Animation Motion Studies

**AN3D 4260
Advanced 3D Computer Topics
(3 credits)**

Building on the skills and knowledge gained in 3D Computer Lighting + Materials and Advanced Dynamics + SFX, this advanced-level course will focus on learning specific concepts and techniques for the production and post-production phases of 3D computer animation. Lighting, rendering, and compositing, along with other 3D computer concepts, are studied and practiced at a more progressed level. At the conclusion of the course, students will have produced short animation-related assignments, demonstrating advanced-level competencies.

Prerequisite: AN3D 3240 3D Advanced Dynamics + SFX

**AN3D 4270
Advanced Character Creation Methods
(3 credit elective)**

Senior students assimilate their traditional abilities and character animation skills into the third dimension. They are exposed to advanced 3D 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. (Formerly AN 4440)

Prerequisite: AN3D 3230 3D Computer Animation Motion Studies

**AN3D 4280
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 2D and 3D 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. (Formerly AN 4480)

Prerequisite: AN3D 3240 Advanced Dynamics + SFX

**AN3D 4290
Advanced 3D Computer Modeling + Texturing
(3 credit elective)**

This advanced-level course provides additional specialized tools and methods for the experienced 3D modeler for use in creating characters and environments. This will include gaining experience with subdivision surface modeling and NURBS modeling, as well as ZBrush and Mudbox. At the conclusion of this course, students will have produced high quality 3D digital imagery of interior and exterior environments, and of the characters that inhabit those environments.

Prerequisite: AN3D 2220 3D Computer Lighting + Materials

**AN3D 4850
Experimental Computer Animation
(3 credit elective)**

This senior-level filmmaking course broadens the definition of the word “animation,” to include 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. Exploration of various forms of computer animation as a means of artistic expression is encouraged, by giving advanced students the opportunity to step outside the boundaries of conventional approaches to digital animation technology and art. Upon completion of the course, students have made short films, demonstrating an expanded individual style and an ability to integrate an experimental approach when working with more conventional 2D and 3D animation production techniques. (Formerly AN 4350)

Prerequisites: AN3D 3240 Advanced Dynamics + SFX

**AN3D 4860
3D Animation Thesis I
(3 credit)**

With their story treatment and character development approved by the Thesis Committee, senior-level students enter this filmmaking class ready to direct their knowledge of 3D animation into the design, planning and pre-production of an animated film. At the conclusion of the course, students have completed a sequence of milestones, including script/storyboard, production schedule, 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 AN 4881 and AN 4882, students produce and post the film. (Formerly AN 3342)

Prerequisites: AN3D 3240 Advanced Dynamics + SFX, AN3D 3330 3D Character + Production Design, and AN 3050 Animation Thesis Proposal Review

GAME ART

The BFA in Game Art provides a balanced curriculum of artistic and technical skills and understanding coupled with the development of a broad world perspective. The primary focus and mission of the Animation/Game Art program is to produce artists who have what it takes to become leaders and innovators in their industries. While we are not interested in producing technicians, we are conscious that a level of technical prowess is necessary for any modern animation student who wishes to achieve this level of leadership.

**GAME ART
2010-2011 BFA Degree Requirements**

Liberal Arts: 39 + 3 program-specific credits

Please refer to the Liberal Arts section for specific course requirements. Please note that, within Liberal Arts requirements, Game Art students must take MA 1010 Math + Physics for Designers, and SBS 3050 Psychology of Human Interaction.

AH 2020 History of International Animation	3
Foundation Studies: 18 credits	
FD 1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 1370 Life Drawing I	3
FD 1380 Life Drawing II	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design II	3

Core Requirements: 57 credits

AN 1110 Introduction to Animated Storytelling	3
AN 1120 Pre-Visualization	3
AN 1230 Fundamentals of Animation	3
AN 4130 Business, Ethics + Copyright for Animation	3
AN 4450 Web Design for Animators	3
AN3D 2210 3D Computer Animation	3
AN3D 2220 3D Computer Lighting + Materials	3
AN3D 3230 3D Computer Animation Motion Studies	3
AN3D 3330 3D Character + Production Design	3
AN3D 4270 Advanced Character Creation Methods	3
GA 2010 Introduction to Game Art	3
GA 2050 Game Art Sophomore Portfolio Review	0
GA 2220 Game Texture + Lighting	3
GA 2310 Photo-Real Game Modeling	3
GA 2710 Strategy and Psychology in Games	3
GA 3000 Game Art Junior Portfolio Review	0
GA 3110 Game Animation	3
GA 3200 Level Design	3
GA 4210 Game Project I	3
GA 4220 Game Project II	3
GA 4500 Portfolio + Demo Reel Development	3

Studio Elective Requirements: 3 credits

The following are recommended:

AN 2350 Scriptwriting for Animation	3
AN3D 4280 Advanced Scriptwriting	3

Total credits required 120

Please note: The Game Art program was 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).

Game Art

GA 2010 Introduction to Game Art (3 credits)

Students learn the basics of taking a storyboard to a 3D 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 the 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 3D animation workflow and follow that through to the creation of a simple movie. (Formerly GA 1010)

Prerequisite: none

GA 2050 Game Art Sophomore Portfolio Review (0 credits)

This is the second, non-credit portfolio review and is required for students who have completed 60 credit hours in the Game Art major. Each student's portfolio is critiqued for creativity and the ability to use color, composition, texture, lighting, motion and core artistic and technical skills in 3D and 2D game art.

Prerequisite: FD1990 Freshman Portfolio Review

GA 2220 Game Texture + Lighting (3 credits)

This sophomore-level course builds upon previously acquired skills and knowledge for an in-depth study of texture and lighting techniques as they relate to the limitations and environments inherent to game creation and design. The focus is the application of advanced skills such as UV mapping, surface topologies, procedural textures, shading networks and light-linking within those parameters to achieve the best possible graphic quality within a conceptual and creative framework. At the conclusion of this course, students will demonstrate advanced abilities and understanding of the necessary principles, tool sets and components of texture and lighting required for professional practice in the game industry.

Prerequisite: AN3D 2220 3D Computer Lighting + Materials

GA 2310 Photo-Real Game Modeling (3 credits)

In this sophomore-level course, students gain an understanding of 3D models using realistic design applications for the gaming industry. This course builds on all previous computer animation courses, and is designed to introduce students to production workflow using industry-specific modeling applications for the development of their work. At the conclusion of this course, through the completion of several intermediate-level modeling assignments, students have explored usage of established contemporary modeling applications, such as Z-brush and Mudbox, which enhance the workflow process, especially as it relates to professional game art production.

Prerequisite: AN3D 3330 3D Character + Production Design

GA 2710 Strategy and Psychology In Games (3 credits)

This intermediate-level studio course fosters analytical and critical thinking skills in the design and implementation of game play. By means of directed projects and supplemental media presentations, students investigate the socio-psychological relationships between real-world players, game characters, game objects and story. Upon completion of the course, students will be able to construct virtual worlds in which strategy, action/reaction, and game play architecture are analyzed and refined to maximize player experience.

Prerequisite: GA 2010 Introduction to Game Art

ART EDUCATION DEPARTMENT

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

The 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 to explore ideas and meaning in and through the arts.

ART EDUCATION – Illustration Emphasis 2010-2011 BFA Degree Requirements

Liberal Arts: 48 credits

AE 2220 Philosophy of Art + Education	3
AE 2230 Psychology of Creativity	3
AE 3220 Teaching in a Multicultural Environment	3
AE 3240 Reading in the Content Area	3
AE 3280 Statistics: Assessing Learning + Teaching	3
AH 1010 Art + Design History I: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemporary	3
AH 2010 History of Art + Design in the Nonwestern World	3
AH 2060 History of American Illustration	3
AH 3010 Advanced Studies in the History of Art + Design	3
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
HU 4000 Seminar In Contemporary Thought	3
NS Physical + Natural Science	3
SBS Social + Behavioral Science	3
WO 1020 Written + Oral Communication I	3
WO 1025 Written + Oral Communication Lab	0

Foundation Studies: 21 credits

AE 2240 Instructional Technology	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 1280 Drawing II	3
FD 1370 Life Drawing I	3
FD 1380 Life Drawing II	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design II	3

Art Education: 32 credits

AE 2000 Art Education Sophomore Portfolio Review	0
AE 2215 Introduction to Art Education	3
AE 3000 Art Education Junior Portfolio Review	0
AE 3250 Printmaking I	3
AE 3260 Methods of Art Education, K-12	4
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 4930 Student Teaching Seminar	1

Fine Arts: 6 Credits	
FA 1410 Basic Photography	3
FAC 1265 Ceramic Sculpture I: Handbuilding	3
Illustration: 18 credits	
IL 2000 Illustration Sophomore Portfolio Review	0
IL 2520 Illustration Media	3
IL 2570 Basic Illustration	3
IL 2650 Life Painting I	3
IL 3000 Illustration Junior Portfolio Review	0
IL 3590 Conceptual Illustration	3
IL 3650 Children's Book Illustration I	3
IL 4550 Computer Illustration I OR	
IL 1020 Mastering the Pencil	3
Total credits required	125

ART EDUCATION – Painting Emphasis 2010-2011 BFA Degree Requirements

Liberal Arts: 48 credits

AE 2220 Philosophy of Art + Education	3
AE 2230 Psychology of Creativity	3
AE 3220 Teaching in a Multicultural Environment	3
AE 3240 Reading in the Content Area	3
AE 3280 Statistics: Assessing Learning + Teaching	3
AH 1010 Art + Design History I: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemporary	3
AH 2010 History of Art + Design in the Nonwestern World	3
AH 2030 History of Modern + Contemporary Art	3
AH 3010 Advanced Studies in the History of Art + Design	3
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
HU 4000 Seminar In Contemporary Thought	3
NS Physical + Natural Science	3
SBS Social + Behavioral Science	3
WO 1020 Written + Oral Communication I	3
WO 1025 Written + Oral Communication Lab	0

Foundation Studies: 18 credits

AE 2240 Instructional Technology	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 1280 Drawing II	3
FD 1370 Life Drawing I	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design II	3

Art Education: 32 credits

AE 2000 Art Education Sophomore Portfolio Review	0
AE 2215 Introduction to Art Education	3
AE 3000 Art Education Junior Portfolio Review	0
AE 3250 Printmaking I	3
AE 3260 Methods of Art Education, K-12	4
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 4930 Student Teaching Seminar	1

Fine Arts: 12 credits

FA 1150 Introduction to Painting	3
FA 1410 Basic Photography	3
FA 2020 Form and Content	3
FAC 1265 Ceramic Sculpture I: Handbuilding	3

Painting: 15 credits

FA 4991 Senior Studio	3
FAP 2150 Painting I: Painting Practicum	3
FAP 3100 Painting Sophomore/Junior Portfolio Review	0
FAP 3150 Painting II	3
FAP 3170 Figure Painting	3
FAP 4050 Painting III	3
FAP 4000 Painting Senior Portfolio Review	0
Total credits required	125

**ART EDUCATION – Photography + Video Art Emphasis
2010-2011 BFA Degree Requirements**

Liberal Arts: 48 credits

AE 2220 Philosophy of Art + Education	3
AE 2230 Psychology of Creativity	3
AE 3220 Teaching in a Multicultural Environment	3
AE 3240 Reading in the Content Area	3
AE 3280 Statistics: Assessing Learning + Teaching	3
AH 1010 Art + Design History I: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemporary	3
AH 2010 History of Art + Design in the Nonwestern World	3
AH 2030 History of Modern + Contemporary Art	3
AH 3010 Advanced Studies in the History of Art + Design	3
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
HU 4000 Seminar In Contemporary Thought	3
NS Physical + Natural Science	3
SBS Social + Behavioral Science	3
WO 1020 Written + Oral Communication I	3
WO 1025 Written + Oral Communication Lab	0

Foundation Studies: 18 credits

AE 2240 Instructional Technology	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 1280 Drawing II	3
FD 1370 Life Drawing I	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design II	3

Art Education: 32 credits

AE 2000 Art Education Sophomore Portfolio Review	0
AE 2215 Introduction to Art Education	3
AE 3000 Art Education Junior Portfolio Review	0
AE 3250 Printmaking I	3
AE 3260 Methods of Art Education, K-12	4
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 4930 Student Teaching Seminar	1

Fine Arts: 15 credits

FA 1150 Introduction to Painting	3
FA 1250 Introduction to Sculpture	3
FA 1410 Basic Photography	3
FA 2020 Form and Content	3
FAC 1265 Ceramic Sculpture I: Handbuilding	3

Photography + Video Art: 12 credits

FAV 2245 Photography II	3
FAV 2320 Introduction to Video Art	3
FAV 2570 Digital Color Photography	3
FAV 3100 Photo/Video Sophomore/Junior Portfolio Review	0
FAV 4000 Photo/Video Senior Portfolio Review	0
FAV 4991 Advanced Photo + Video: Senior Studio	3

Total credits required 125

**ART EDUCATION – Sculpture Emphasis
2010-2011 BFA Degree Requirements**

Liberal Arts: 48 credits

AE 2220 Philosophy of Art + Education	3
AE 2230 Psychology of Creativity	3
AE 3220 Teaching in a Multicultural Environment	3
AE 3240 Reading in the Content Area	3
AE 3280 Statistics: Assessing Learning + Teaching	3
AH 1010 Art + Design History I: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemporary	3
AH 2010 History of Art + Design in the Nonwestern World	3
AH 2030 History of Modern + Contemporary Art	3
AH 3010 Advanced Studies in the History of Art + Design	3
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
HU 4000 Seminar In Contemporary Thought	3
NS Physical + Natural Science	3
SBS Social + Behavioral Science	3
WO 1020 Written + Oral Communication I	3
WO 1025 Written + Oral Communication Lab	0

Foundation Studies: 18 credits

AE 2240 Instructional Technology	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 1280 Drawing II	3
FD 1370 Life Drawing I	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design II	3

Art Education: 32 credits

AE 2000 Art Education Sophomore Portfolio Review	0
AE 2215 Introduction to Art Education	3
AE 3000 Art Education Junior Portfolio Review	0
AE 3250 Printmaking I	3
AE 3260 Methods of Art Education, K-12	4
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 4930 Student Teaching Seminar	1

Fine Arts: 18 credits

FA 1150 Introduction to Painting	3
FA 1250 Introduction to Sculpture	3
FA 1410 Basic Photography	3
FA 2020 Form and Content	3
FAC 1265 Ceramic Sculpture I: Handbuilding	3

Sculpture: 12 credits

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

Total credits required 125

Art Education

AE 2000 Art Education Sophomore Portfolio Review (0 credits)

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 experience hours are reviewed; documentation of having passed the fingerprint and background checks is examined; and a review of dispositions necessary for teaching occurs through a presentation of professional work by the teacher candidate.

Prerequisites: FD1990 Freshman Portfolio Review; AE 2215 Introduction to Art Education; AE 2220 Philosophy of Art + Education; AE 2230 Psychology of Creativity; AE 2240 Instructional Technology; cleared CDE fingerprint and CBI background checks

AE 2215 Introduction to Art Education (3 credits)

Field experience hours: 5 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 + Education (3 credits)

Field experience hours: 15 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 lead 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.

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

AE 2230 Psychology of Creativity (3 credits)

Field experience hours: 15 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 influence creative people's work. Students explore the influence of culture and social standards on creativity and further understand their own personal creative process and style. At the conclusion of this course, students are able to apply the principles of psychology to the process of creativity. Through assignments, papers, observations, fieldwork, and readings, students learn of the complexity of creative thinking and how it applies in K-12 art education.

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

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.

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

AE 3000 Art Education Junior Portfolio Review (0 credits)

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; field experience hours are reviewed; and a review of dispositions necessary for teaching occurs through a presentation of professional work by the teacher candidate. Passing of the PLACE test is required for this review.

Prerequisites: AE 2000 Art Education Sophomore Portfolio Review; AE 3220 Teaching in a Multicultural Environment; AE 3240 Reading in the Content Area

AE 3220 Teaching in a Multicultural Environment (3 credits)

Field experience hours: 25 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.

Prerequisites: AE 2220 Philosophy of Art + Education; AE 2230 Psychology of Creativity; AE 2240 Instructional Technology; must be an Art Education major

AE 3240 Reading in the Content Area (3 credits)

Field experience hours: 30 clock hours in a public or private school setting. The course has three main goals: identifying the meta-cognitive skills inherent in an arts curriculum; investigating models of arts integration; and 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.

Prerequisites: AE 2220 Philosophy of Art + Education; AE 2230 Psychology of Creativity; AE 2240 Instructional Technology; must be an Art Education major

AE 3250 Printmaking I (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 II

AE 3251 Printmaking II (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 toward 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 I

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

Field experience hours: 100 clock hours in a public or private school setting. This studio course provides students the opportunity to synthesize their learning before going into the field as a student teacher. This methods class puts theory and planning into practice. Students will participate in a fieldwork practicum in this course and author and instruct standards-based units that effectively combine their practice as artists, their knowledge as educators, and their liberal arts courses. Students will apply the elements of curriculum design, lesson/unit plans, accommodations, modifications, and assessment strategies as part of their own action research in the field. Students model and demonstrate the skills intrinsic to the lesson, participate in the process, and create the art product resulting from the lesson objectives. Students will understand what it means to be part of a professional learning environment, based on common inquiry, personal reflections, and peer feedback. Research and investigations of student diversity, multicultural objectives, learning styles, and exceptionality are incorporated into practical applications. 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.

Prerequisites: AE 3220 Teaching in a Multicultural Environment; AE 3240 Reading in the Content Area; must be an Art Education major

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

Field experience hours: 15 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.

Prerequisites: AE 3220 Teaching in a Multicultural Environment; AE 3240 Reading in the Content Area; must be an Art Education major

AE 3330 Jewelry (3 credits)

This metalworking 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 II

**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 II

**AE 4245
Classroom Management
(3 credits)**

The goal of this course is to enable teacher candidates to design, organize, and facilitate positive learning environments. Students will observe, document, devise, and discuss consistent teacher behaviors that encourage high standards of student involvement in classroom activities. Students will investigate how effective management skills and high quality instruction can facilitate learning environments where all students can learn and succeed. Proficiencies are determined by the candidate's ability to plan and design clear expectations about appropriate and inappropriate behavior, efficient use of time, room organization, dissemination of materials, cleanup, and project storage. Study includes the teaching cycle, positive characteristics of classroom managers, and prescriptions for effective management of the classroom and instruction. Legal rights, due process, and school governance augment the course objectives.

Prerequisites: AE 3220 Teaching in a Multicultural Environment; AE 3240 Reading in the Content Area; must be an Art Education major

**AE 4255
Student Teaching: Elementary
(6 credits)**

Field experience hours: 300 clock hours in a public or private elementary school setting. This is an extended field experience practicum and mentorship completed during the final term of the AE program. The student teacher spends eight weeks in an elementary 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 AE 4930 is taken concurrently. (Formerly AE 4250)

Prerequisites: All other required classes in AE program; 200 fieldwork hours completed; and cleared CDE fingerprint and CBI background checks. Concurrent requisite: AE 4265 Student Teaching: Secondary and AE 4930 Student Teaching Seminar; must be an Art Education major

**AE 4265
Student Teaching: Secondary
(6 credits)**

Field experience hours: 300 clock hours in a public or private secondary school setting. This is an extended field experience practicum and mentorship completed during the final term of the AE program. The student teacher spends eight weeks in 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 AE 4930 is taken concurrently. (Formerly AE 4260)

Prerequisites: All other required classes in AE program; 200 fieldwork hours completed; and cleared CDE fingerprint and CBI background checks. Concurrent requisite: AE 4255 Student Teaching: Elementary and AE 4930 Student Teaching Seminar

**AE 4930
Student Teaching Seminar
(1 credit)**

This capstone, culminating course is taken concurrently with the student teaching courses AE 4255 and AE 4265. 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 that culminates in a Teacher Work Sample document, and portfolio assessment. Proficiencies are determined by quantity of participation and quality of shared insights, observable application of discussions and solutions, and the demonstration of knowledge, skills, and strategies that make up the content of all art education and education course work. (Formerly AE 4935)

Concurrent requisites: AE 4255 Student Teaching: Elementary and AE 4265 Student Teaching: Secondary

**COMMUNICATIONS
DESIGN DEPARTMENT**

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 Communications Design program combines theory and practice, challenging students to discover their own individual design expression, and at the same time preparing them for today's new business environment. With the development of new technologies and interactive media, the global marketplace is changing the role of the contemporary designer. RMCAD recognizes and embraces this enormous potential by combining these technologies with a classical art education founded in drawing, sociology, photography, theory and form.

Communications Design students learn to evaluate research and understand design problems by creating processes for design solutions that can be used throughout their careers. They will enter a profession that plans and executes the design of visual communication according to the needs of audiences by learning from the experiences that people have. Students use research methods drawn from sociology and anthropology, resulting in rich descriptions of people's behavior, interactions and environmental conditions. By integrating this research into the process of design and user needs, students create new insights, identify opportunities and design meaningful solutions to business problems. The goal is to educate future design professionals who leave the program with an in-depth understanding of visual 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.

Putting people at the center of everything we teach and practice is the mission of the Communications Design Department at Rocky Mountain College of Art + Design. Through our rigorous curriculum, we instill an in-depth understanding of research, design methodologies, technologies, and visual communications theory. Using design strategy and intuition, our graduates discover their personal voice by developing solutions to human-centered problems in the global environment and enter the field with an intense commitment to creating success for human beings.

**COMMUNICATIONS DESIGN
2010-2011 BFA Degree Requirements**

Liberal Arts: 39 + 3 program-specific credits
Please refer to the Liberal Arts section for specific course requirements.

AH 2050 History of Communications Design 3

Foundation Studies: 15 credits

FD 1010 Digital Image Making 3

FD 1115 Visual Design I 3

FD 1275 Drawing I 3

FD 1990 Freshman Portfolio Review 0

FD 2120 Visual Design II 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

Communications Design: 33 credits

CD 1020 Design Concepts + Methods 3

CD 2440 Typographic Design 3

CD 2520 Sign + Symbol 3

CD 3000 CD Sophomore/Junior Portfolio Review 0

CD 3020 Visual Sequencing 3

CD 3040 Design Systems 3

CD 3440 Experimental Typography 3

CD 3470 3D Packaging 3

CD 4000 CD Senior Portfolio Review 0

CD 4020 Experience Design 3

CD 4501 Topics in Communications Design OR

CD 4970 Internship Honors Course 3

CD 4980 Senior Communications Design Seminar 3

CD 4990 Communications Design Graduation Portfolio 3

Studio Elective Requirements: 12 credits

The following 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 Communications Design 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 I

Term 2: DM 1120 Electronic Page Layout and CD 1020 Design Concepts + Methods

Term 3: DM 2110 Vector Illustration, DM 2120 Raster Image Processing and CD 2440 Typographic Design

Term 4: CD 2520 Sign + Symbol

Term 5: CD 3020 Visual Sequencing

Term 6: CD 3040 Design Systems

Term 7: CD 4020 Experience Design

Communications Design

CD 1020 Design Concepts + Methods (3 credits)

This is a survey course for freshman intending to pursue a major in Communications Design. Students are introduced to professional communications 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

CD 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 I and DM 1120 Electronic Page Layout

CD 2520 Sign + Symbol (3 credits)

Communications 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 toward 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 communications design principles and methodology.

Prerequisites: DM 2110 Vector Illustration, DM 2120 Raster Image Processing, CD1020 Design Concepts + Methods, and CD 2440 Typographic Design

CD 3000 Communications Design Sophomore/Junior Portfolio Review (0 credits)

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: FD 1990 Freshman Portfolio Review

CD 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 courses, students research and explore more complex multi-page visual communication problems. Principles and elements include: conceptual development, grid systems, sequencing, typographic hierarchy, and text/image integration. Working in teams and as individuals, students are introduced to written, verbal, and visual presentation techniques in order to articulate why specific solutions have been employed to solve communications design problems. At the conclusion of this course, students demonstrate the ability to conceptualize, design, and execute more complex communication projects.

Prerequisite: CD 2520 Sign + Symbol

CD 3040 Design Systems (3 credits)

This intensive course focuses on the principles and elements of brands 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 understand, establish, define, and create a complex design system.

Prerequisite: CD 3020 Visual Sequencing

CD 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: CD 2440 Typographic Design

CD 3470 3D 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 communications 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 II, DM 2110 Vector Illustration, and DM 1120 Electronic Page Layout

CD 4000 Communications Design Senior Portfolio Review (0 Credit)

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: CD 3000 Communications Design Sophomore/Junior Portfolio Review

CD 4020 Experience Design (3 credits)

This integrated course fully explores the significance and impact of experience design. Moving beyond traditional communications 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 communications 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 concepts via studio projects and client/user presentations.

Prerequisite: CD 3040 Design Systems

CD 4501 Topics in Communications Design (3 credits)

An alternative to the Internship Honors Course, CD 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 communications design project for later inclusion in their senior 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 term 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.

Prerequisites: CD 3040 Design Systems and written approval by the instructor, Department Chair, and Provost.

CD 4970 Internship Honors Course (3 credits)

An honors program that enables qualified seniors to work within established communications 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 CD 4501 Topics in Communications Design.

Prerequisite: Must be a senior with approval of the Communications Design Department Chair

CD 4980 Senior Communications Design Seminar (3 credits)

This course investigates seminal issues and ideas in communications design. Topics include the changing role of the communications 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.

Prerequisites: FD 1990 Freshman Portfolio Review, CD 3000 Communications Design Sophomore/ Junior Portfolio Review and must be a senior.

CD 4990 Communications 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: CD 4000 Communications Design Senior Portfolio Review

Digital Media

DM 1120 Electronic Page Layout (3 credits)

An introductory, interdisciplinary course that addresses the principles of page layout through the understanding and 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 communications design and applying them to the online environment. Students are introduced to site architecture, concept mapping and digital code. Websites will be tested and used for optimal browser display, information architecture and user needs. 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)

Skills acquired in Digital Editing are further enhanced for broadcast animation. This course is an advanced process in designing and developing 2D 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 DEPARTMENT

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 2010-2011 BFA Degree Requirements

Liberal Arts: 39 + 3 program-specific credits

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

AH 2030 History of Modern + Contemporary Art 3

Foundation Studies: 18 credits

FD 1010 Digital Image Making 3

FD 1115 Visual Design I 3

FD 1275 Drawing I 3

FD 1280 Drawing II 3

FD 1370 Life Drawing I 3

FD 1990 Freshman Portfolio Review 0

FD 2120 Visual Design II 3

Fine Arts Core Requirements: 24 credits

FA 1150 Introduction to Painting 3

FA 1250 Introduction to Sculpture 3

FA 1410 Basic Photography 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 I: Handbuilding 3

Students choose: Painting, Sculpture, OR Photography + Video Art Core

Painting Core: 12 credits

FAP 2150 Painting I: Painting Practicum 3

FAP 3100 Painting Sophomore/Junior Portfolio Review 0

FAP 3150 Painting II 3

FAP 3170 Figure Painting 3

FAP 4000 Painting Senior Portfolio Review 0

FAP 4050 Painting III 3

Studio Electives 24

Total credits required 120

OR

Sculpture Core: 15 credits

FA 3270 Investigations I 3

FA 4810 Investigations II 3

FAS 2250 Sculpture I: Sculpture Practicum 3

FAS 3200 Sculpture Sophomore/Junior Portfolio Review 0

FAS 3250 Sculpture II: Exhausting the Metaphor 3

FAS 4100 Sculpture Senior Portfolio Review 0

FAS 4150 Sculpture III: Directed Studies 3

Studio Electives 21

Total credits required 120

OR

Photography + Video Art Core: 15 credits

FAV 2245 Photography II 3

FAV 2320 Introduction to Video Art 3

FAV 2570 Digital Color Photography 3

FAV 3100 Photo + Video Sophomore/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

Total credits required 120

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 Ceramic Sculpture II: Tools, Techniques, Process 3

FAC 3450 Ceramic Sculpture III: 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 II 3

IL 2550 Life Drawing III: Human Anatomy 3

FAP 4170 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 II 3

FAV 2570 Digital Color Photography 3

FAV 4991 Advanced Photo + Video: Senior Studio up to 6 credits

Two-Dimensional Media

AE 3250 Printmaking I 3

AE 3251 Printmaking II 3

FAP 4991 Advanced Painting: Senior Studio up to 6 credits

Three-Dimensional Media

AE 3330 Jewelry 3

AE 3345 Fibers Studio 3

FAS 4992 Advanced Sculpture: Senior Studio up to 6 credits

ID 3550 Custom Furnishings 3

Video

DM 2120 Raster Image Processing 3

FAV 2320 Introduction to Video Art 3

FAV 3200 Motion Design for Visual Artists 3

FAV 3480 Intermediate Video Art 3

FAV 4991 Advanced 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.

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 technique and 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 3D 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, and 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 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 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: AH 2030 History of 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 II

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 3270 Investigations I (3 credits)

This is the first of a two-term 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 term and create work that demonstrates this knowledge.

Prerequisites: Must be a junior (60 hrs +). Non-Fine Arts majors accepted upon Department Chair's or Department Head's approval (Formerly FAS 3270)

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.

Prerequisites: FD 2120 Visual Design II. 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, the students project exhibits awareness of current art practices, increased art literacy and understanding of the role of technology and experimentation in contemporary art.

Prerequisite: none

FA 4810 Investigations II (3 credits)

This is the second of a two-term 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 term and create work that demonstrates this knowledge. (Formerly FAS 4810)

Prerequisite: Must be a junior (60 hrs +). Non-Fine Arts majors accepted upon Department Chair's or Department Head's approval

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 an artist statement, resume, and photography of their 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.

Prerequisites: 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 I: 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 II: 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 I: Handbuilding

FAC 3450 Ceramic Sculpture III: 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 I: 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 Sculpture III: New Directions in Clay

FAC 4910 Advanced Ceramic Sculpture (3 credits)

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 II: Tools, Techniques, Process; and FAC 3450 Ceramic Sculpture III: New Directions in Clay

Fine Arts: Painting

FAP 2150 Painting I: 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 (0 credits)

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 II (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 I: 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 I: Painting Practicum

FAP 4000 Painting Senior Portfolio Review (0 credits)

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.

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

FAP 4050 Painting III (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 3150 Painting II or FAP 3170 Figure Painting

FAP 4170 Advanced Figure Painting (3 credit elective)

This is the second of a two-term 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 4050 Painting III

Fine Arts: Sculpture

FAS 2250 Sculpture I: 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 (0 credits)

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: FD 1990 Freshman Portfolio Review

FAS 3250 Sculpture II: 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 I: Sculpture Practicum

FAS 4100 Sculpture Senior Portfolio Review (0 credits)

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 III: 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 II: Exhausting the Metaphor

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, FAS 4150 Sculpture III: Directed Studies

Fine Arts: Photography + Video Art

FAV 2245 Photography II (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 II 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 FD 1010 Digital Image Making

FAV 3100 Photo + Video Sophomore/Junior Portfolio Review (0 Credit)

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: FD 1990 Freshman Portfolio Review

FAV 3200 Motion Design for Visual Artists (3 credits)

This course introduces Adobe After Effects as a tool for media artists, allowing students to incorporate and layer moving graphics, type and imagery during the editing process. Students learn a wide range of post-production digital techniques, including 2D animation, compositing, time manipulation and creating visual effects for video. In the first half of the term, students investigate the possible applications of this sophisticated image enhancement tool that is the current industry standard for motion design. At the conclusion of this class, students will present a collection of time-based art, using the technology of motion graphics as an enhancement to their personal conceptually-based work.

Prerequisites: FAV 2320 Introduction to Video Art and DM 3130 Digital Editing.

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: FA 1410 Basic Photography and FD 1010 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 (0 credits)

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

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.

Prerequisites: Must be a junior or senior; FAV 2320 Introduction to Video Art; and FAV 2245 Photography II or FAV 2570 Digital Color Photography

FOUNDATION STUDIES DEPARTMENT

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.

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 I (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 I (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, 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 a 2D picture plane.

Prerequisite: none

FD 1280 Drawing II (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. (Formerly FD 1375)

Prerequisite: FD 1275 Drawing I

FD 1370 Life Drawing I (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 II (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 I

FD 1990 Freshman Portfolio Review (0 Credit)

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

Prerequisite: two terms of Foundation study

FD 2120 Visual Design II (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 I

ILLUSTRATION DEPARTMENT

When students join the Illustration Department, they bring with them a passion for learning classic representational drawing and painting. Upon mastering these basic skills, Illustration students learn to use them to tell their stories in their own way, often applying computer technology expressively, communicating their ideas to a global array of diverse clients. Some enter the world of fine arts and the gallery, while other illustrators are hired 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 focus upon a variety of career opportunities available to them.

ILLUSTRATION 2010-2011 BFA Degree Requirements

Liberal Arts: 39 + 3 program-specific credits

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

AH 2060 History of American Illustration 3

Foundation Studies: 21 credits

FD 1010 Digital Image Making 3

FD 1115 Visual Design I 3

FD 1275 Drawing I 3

FD 1280 Drawing II 3

FD 1370 Life Drawing I 3

FD 1380 Life Drawing II 3

FD 1990 Freshman Portfolio Review 0

FD 2120 Visual Design II 3

Illustration: 51 credits

IL 1020 Mastering the Pencil 3

IL 2000 Illustration Sophomore Portfolio Review 0

IL 2440 Typography for Illustration 3

IL 2520 Illustration Media 3

IL 2550 Life Drawing III: Human Anatomy 3

IL 2560 Still Life Painting 3

IL 2570 Basic Illustration 3

IL 2650 Life Painting I 3

IL 3000 Illustration Junior Portfolio Review 0

IL 3250 Life Painting II 3

IL 3580 Landscape Painting 3

IL 3590 Conceptual Illustration 3

IL 3610 Life Drawing IV 3

IL 3660 Illustrating Literature 3

IL 4450 Illustration Web Portfolio 3

IL 4530 Directed Themes in Illustration 3

IL 4550 Computer Illustration I 3

IL 4551 Computer Illustration II 3

IL 4990 Illustration Graduation Portfolio 3

Studio Elective Requirements: 6 credits

The following are recommended:

IL 2840 Animal Anatomy + Drawing 3

IL 3310 Artists' Books as Visual Literature 3

IL 3650 Children's Book Illustration I 3

IL 3655 Character Design 3

IL 4650 Children's Book Illustration II 3

Total credits required 120

CHILDREN’S BOOK AREA OF SPECIALIZATION

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 Arts: 39 + 3 program-specific credits

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

AH 2060 History of American Illustration 3

Foundation Studies: 21 credits

FD 1010 Digital Image Making 3

FD 1115 Visual Design I 3

FD 1275 Drawing I 3

FD 1280 Drawing II 3

FD 1370 Life Drawing I 3

FD 1380 Life Drawing II 3

FD 1990 Freshman Portfolio Review 0

FD 2120 Visual Design II 3

Illustration: 57 credits

IL 1020 Mastering the Pencil 3

IL 2000 Illustration Sophomore Portfolio Review 0

IL 2440 Typography for Illustration 3

IL 2520 Illustration Media 3

IL 2550 Life Drawing III: Human Anatomy 3

IL 2560 Still Life Painting 3

IL 2570 Basic Illustration 3

IL 2650 Life Painting I 3

IL 3000 Illustration Junior Portfolio Review 0

IL 3250 Life Painting II 3

IL 3580 Landscape Painting 3

IL 3590 Conceptual Illustration 3

IL 3610 Life Drawing IV 3

IL 3650 Children’s Book Illustration I 3

IL 3660 Illustrating Literature 3

IL 4450 Illustration Web Portfolio 3

IL 4530 Directed Themes in Illustration 3

IL 4550 Computer Illustration I 3

IL 4551 Computer Illustration II 3

IL 4650 Children’s Book Illustration II 3

IL 4990 Illustration Graduation Portfolio 3

Total credits required 120

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 (0 credits)

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. 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: FD 1990 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 communications 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: FD 1010 Digital Image Making and FD 2120 Visual Design II

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 I and FD 1280 Drawing II

IL 2550

Life Drawing III: 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 II

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 1280 Drawing II and FD 2120 Visual Design II

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: AH 2060 History of American Illustration

IL 2650

Life Painting I (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 III: 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 1280 Drawing II

IL 3000

Illustration Junior Portfolio Review (0 credits)

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 II (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 I. 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 I

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 IV (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 I, II, and III, with special emphasis on the expressive possibilities of the head and hands, and in form lighting through long poses of the clothed and unclothed figure.

Prerequisite: IL 2550 Life Drawing III: Human Anatomy

IL 3650 Children’s Book Illustration I (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 3D page dummy and several finished pieces. Other areas covered in class are story flow, consistency, age-appropriateness, professional practices, working with text, design, color, and composition. 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 3D materials. At the conclusion of this class, the student will have a better understanding of how to create a more fully developed drawn character.

Prerequisite: IL 3610 Life Drawing IV

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: IL 3590 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 communications design concepts as they relate to webpage building. Additionally, the student's website 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: 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 I (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: IL 2570 Basic Illustration

IL 4551 Computer Illustration II (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 I

IL 4650 Children’s Book Illustration II (3 credit elective)

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

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

INTERIOR DESIGN DEPARTMENT

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.

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 communications 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 - Online

The online BFA Degree in Interior Design is a first-professional degree for students needing remote access to the educational requirements for careers in interior design. The online BFA Degree in Interior Design is not accredited by CIDA (Council for Interior Design Accreditation).

The degree consists of 125 credit hours with courses delivered in eight-week sessions in a regulated sequence to allow for the acquisition of necessary skills, the retention and transfer of knowledge and the professional discipline necessary for entry-level interior design practice. To facilitate the different needs of students enrolling in the online degree program, there are two degree plan options:

Full-time status: 22 sessions of study consisting of two (2) courses per session
Part-time status: 44 sessions of study consisting of one (1) course per session

INTERIOR DESIGN - Online 2010-2011 BFA Degree Requirements

Liberal Arts: 39 + 3 program-specific credits

AH 1010 Art + Design History I: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemporary	3
AH 2010 History of Art + Design in the Nonwestern World	3
AH 2070 History of Architecture + Interiors	3
AH 3010 Advanced Studies in the History of Art + Design	3
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
HU 4035 The Cultural Politics of Consumption	3
MA 1215 Applied Mathematics	3
Physical + Natural Science Elective	3
SBS 2010 Anthropology	3
SBS 2020 Social Psychology	3
WO 1020 Written + Oral Communication I	3
WO 1030 Written + Oral Communication II	3

Foundation Studies: 12 credits

FD 1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 1990 Freshman Portfolio Review	0
FD 2120 Visual Design II	3

Interior Design: 62 credits

ID 1230 Introduction to Green Design	3
ID 1510 Survey of Interior Design	3
ID 1550 Interior Materials	3
ID 1710 Drafting	3
ID 2000 Interior Design Sophomore/Junior Portfolio Review	0
ID 2530 Building Codes + Regulations	3
ID 2710 Introduction to Computer Aided Design (CAD)	3
ID 2750 Architectural Perspective + Rendering Techniques	3
ID 2840 Design Process + Planning	3
ID 2860 Residential Design	3
ID 2870 Holistic Design	3
ID 3510 Building Structures + Systems	3
ID 3530 Lighting Layout + Design	3
ID 3610 Interior Design Professional Practices	3
ID 3710 Intermediate CAD	3
ID 3780 Construction Documents	3
ID 3840 Restaurant + Retail Design	3
ID 3870 Office Design	3
ID 4000 Interior Design Senior Portfolio Review	0
ID 4610 Interior Design Internship Program (parts A and B)	3
ID 4840 Design Research	2
ID 4870 Special Use Design	3
ID 4990 Senior Design Project (parts A and B)	3

Studio Elective Requirements: 9 Credits

The following are recommended:

ID 3200 Green Design II	3
ID 3630 Interior Design Portfolio Development	3
ID 4200 Green Design III	3
ID 4750 Advanced CAD	3

Total credits required 125

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 2870 Holistic Design.

Students must officially declare the Green Design Area of Specialization for it to be indicated on permanent student records. The following courses are required:

ID 3200 Green Design II	3
ID 4200 Green Design III	3
ID 4250 Green Design Senior Portfolio Review	0

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: Holistic Design, Residential Design, Restaurant + Retail Design, Office Design, and Special Use Design.
2. Students must focus upon innovative green design solutions within ID 4840 Design Research and ID 4990 Senior Design Project.

Students who have declared a specialization in Green Design must complete ID 4250 Green Design Senior Portfolio 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.

Online Technology Requirements

Each program will have a list of published equipment and technology requirements. In addition, each student will receive an online startup kit for their academic and creative work including: a laptop with program-specific software, a built-in webcam, and critical peripheral equipment.

Online Enrollment Requirements

Online students are required to complete an online orientation and assessment module prior to being granted permission to enroll. The orientation explains the best practices for participating in online learning, overall operation of the learning platform, procedures for troubleshooting problems and contacting the technical support team, and general college academic policy as it applies to the online format.

Online Support

Students will be able to access academic and technology support services online and through the portal. The support specialists are not only versed in the learning management system, but can also assist with basic troubleshooting of the students' hardware and software issues.

Online Academic Policies

The majority of academic policies related to online degrees are the same as those for on-ground degrees. Specific online academic policies are under the purview of the Online Academic Affairs Council and the Provost. Additional policies related to online programs will appear as an amendment to this catalog.

RMCAD has rolling admissions, which allows students to start their studies year-round. Students will be admitted to the online program to coincide with regular eight-week session starts.

INTERIOR DESIGN 2010-2011 BFA Degree Requirements

Liberal Arts: 39 + 3 program-specific credits

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

AH 2070 History of Architecture + Interiors 3

Foundation Studies: 12 credits

FD 1010 Digital Image Making 3

FD 1115 Visual Design I 3

FD 1275 Drawing I 3

FD 1990 Freshman Portfolio Review 0

FD 2120 Visual Design II 3

Interior Design: 62 credits

ID 1230 Introduction to Green Design 3

ID 1510 Survey of Interior Design 3

ID 1550 Interior Materials 3

ID 1710 Drafting 3

ID 2000 Interior Design Sophomore/Junior Portfolio Review 0

ID 2530 Building Codes + Regulations 3

ID 2710 Introduction to Computer Aided Design (CAD) 3

ID 2750 Architectural Perspective + Rendering Techniques 3

ID 2840 Design Process + Planning 3

ID 2860 Residential Design 3

ID 2870 Holistic Design 3

ID 3510 Building Structures + Systems 3

ID 3530 Lighting Layout + Design 3

ID 3610 Interior Design Professional Practices 3

ID 3710 Intermediate CAD 3

ID 3780 Construction Documents 3

ID 3840 Restaurant + Retail Design 3

ID 3870 Office Design 3

ID 4000 Interior Design Senior Portfolio Review 0

ID 4610 Interior Design Internship Program 3

ID 4840 Design Research 2

ID 4870 Special Use Design 3

ID 4990 Senior Design Project 3

Studio Elective Requirements: 9 credits

The following are recommended:

ID 2570 Architectural Model Making 3

ID 3200 Green Design II 3

ID 3630 Interior Design Portfolio Development 3

ID 3550 Custom Furnishings 3

ID 4200 Green Design III 3

ID 4750 Advanced CAD 3

Total credits required 125

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 ID2870 Holistic Design.

Students must officially declare the Green Design Area of Specialization for it to be indicated on permanent student records. The following courses are required:

ID 3200 Green Design II 3

ID 4200 Green Design III 3

ID 4250 Green Design Senior Portfolio Review 0

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: Holistic Design, Residential Design, Restaurant + Retail Design, Office Design, and Special Use Design.

2. Students must focus upon innovative green design solutions within ID 4840 Design Research and ID 4990 Senior Design Project.

Students who have declared a specialization in Green Design must complete ID 4250 Green Design Senior Portfolio 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 increases 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 1710 Drafting

Term 2: ID 2840 Design Process + Planning

Term 3: ID 2860 Residential Design

Term 4: ID 2870 Holistic Design

Term 5: ID 3840 Restaurant + Retail Design

Term 6: ID 3870 Office Design

Term 7: ID 4870 Special Use Design

Term 8: ID 4990 Senior Design Project

Students who do not transfer or receive portfolio credit for any of the above courses will require a minimum of eight terms to graduate.

Interior Design

ID 1230

Introduction to Green Design (3 credits)

This freshman-level course provides an overview of the core philosophical and practical principles of green design and introduces students to sustainability as an environmental and social issue. Students explore the interrelated concepts, standards, materials and systems of sustainable design through research analysis and apply that knowledge to inform the integrated decision-making process as it relates to ecological responsibility, the built environment and human wellbeing. Upon successful completion of this course, students will have an understanding of sustainable design concepts, as well as their implications and approaches in preparation for future design courses and projects.

Prerequisite: none

ID 1510

Survey of Interior Design (3 credits)

This freshman-level course is an introduction to the interior design profession and practice. The course introduces students to the principles, theories, and practices related to the interior environment and human behavior within a variety of contexts. Students learn terminology and fundamental skills related to interior design and architecture and apply that knowledge using a variety of communication methods and constructs. Upon successful completion of this course, students will have broad perspective awareness of the processes, practices, terminology, and basic skills necessary for continued study; and a foundation for the ethical approach to creating interior environments in the 21st century.

Prerequisite: none

ID 1550

Interior Materials (3 credits)

This freshman-level course is an in-depth study of the materials and finishes used in interior design. Students learn to evaluate materials and their applications based on their inherent functional, environmental and aesthetic qualities. Emphasis is on the appropriate selection of interior materials within the constraints of environmental stewardship and life safety standards for both residential and commercial use. Upon completion of this course, students will be able to analyze interior finish materials according to functional, responsible, aesthetic and regulatory criteria and specify them for appropriate use in the built environment.

Prerequisites: ID 1230 Introduction to Green Design, ID 1510 Survey of Interior Design, and ID 1710 Drafting

ID 1710

Drafting (3 credits)

This freshman-level course covers the principles and elements of drafting as applied to interior design, architecture, and environmental graphic design. Utilizing relevant industry tools and techniques, students learn the basic techniques and methods of manual drafting as well as architectural graphic standards within the context of both presentation and construction drawing types. Upon successful completion of the course, students will have acquired the necessary manual drafting skills and understanding of drawing conventions to apply to future studies in interior design. (Formerly ID 1820)

Prerequisite: none

ID 2000

Interior Design Sophomore/Junior Portfolio Review (0 credits)

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.

Prerequisites: FD 1990 Freshman Portfolio Review, and ID 2870 Holistic Design

ID 2530

Building Codes + Regulations (3 credits)

This sophomore-level course provides students with an in-depth study of the laws, codes, regulations and standards for interior design practice. Emphasis is upon understanding the relationship between interior construction and building systems and occupants' health, welfare and safety. Students also learn the importance of specification types and how they impact code compliance. Upon successful completion of the course, students will be able to interpret and apply relevant jurisdictional requirements to a variety of design project types.

Prerequisites: ID 2710 Introduction to CAD (or concurrently) and ID 2840 Design Process + Planning

ID 2570

Architectural Model Making (3 credit elective)

This sophomore-level course introduces students to enhanced three-dimensional visualization techniques for commercial and residential environments using non-digital techniques. Various types of scale models and construction techniques are investigated allowing students 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. (Formerly ID 2200)

Prerequisites: FD 2120 Visual Design II and ID 2840 Design Process + Planning

ID 2710 **Introduction to Computer Aided Design (CAD)** **(3 credits)**

This sophomore-level course introduces students to the use of CAD systems as a drafting/design tool for interior design. Areas of study include CAD systems (hardware, software, procedures, and standards) and terminology as applied to architectural drawing types. Emphasis is upon proper use of software commands, layer organization and strategies, efficient drawing practices, and the production of scaled two-dimensional drawings. Upon successful completion of this course, students will understand the terminology and use of CAD systems and commands following acceptable standards and procedures; and utilize appropriate file management methods for the creation of two-dimensional CAD drawings. (Formerly ID 2010)

Prerequisites: FD 1010 Digital Image Making, and ID 2840 Design Process and Planning

ID 2750 **Architectural Perspective + Rendering** **Techniques** **(3 credits)**

This sophomore-level course introduces the artistic and presentation techniques of perspective and rendering for the interior design profession. Students develop skills in both the conceptual and technical process of manually constructing one-, two-, and three-point perspective drawings, as well as professional rendering techniques that include color palette use, light sources and shading, surface and detail indications and entourage. Upon successful completion of this course, students will understand and demonstrate the free-hand and mechanical drawing and rendering skills necessary to successfully illustrate their design solutions in presentation drawings. (Formerly ID 2830)

Prerequisites: FD 1275 Drawing I and ID 2840 Design Process and Planning

ID 2840 **Design Process and Planning** **(3 credits)**

This sophomore-level course introduces students to the design process as it relates to programming and spatial development. Emphasis is upon programming methodology, problem-solving strategies and the role of space planning for residential and small commercial spaces within the context of the relationship between human beings and their environment. Upon successful completion of this course, students will have the ability to space plan common residential and commercial spaces with considerations for physical and psychological factors, spatial relationships, functionality, safety, accessibility and specific need. (Formerly ID 2850)

Prerequisites: ID 1510 Survey of Interior Design and ID 1710 Drafting

ID 2860 **Residential Design** **(3 credits)**

This sophomore-level course examines the functional and aesthetic elements and considerations for residential environments within the context of current design philosophies, contemporary issues impacting housing and shelter, and best practices. Students investigate and apply design solutions for diverse client populations through projects that include appropriate space planning and spatial definition, furniture and finish selections, and presentation methods. Upon successful completion of this course, students will have the ability to recognize, evaluate, apply and present different residential design alternatives using problem-solving strategies based on socio-cultural needs, contemporary issues for human function and behavior specifically for safe and supportive residential environments.

Prerequisites: ID 1550 Interior Materials and ID 2750 Architectural Perspectives + Rendering Techniques (ID 2750 may be taken concurrently)

ID 2870 **Holistic Design** **(3 credits)**

This sophomore-level course provides students with an in-depth understanding and working application of the theoretical principles and issues related to environmental behavior and sustainability as a part of ethical design practice. Emphasis is on industry-specific research methods and problem-solving strategies using conceptual iterations and collaborative charrettes to apply design theories within the context of critical solution-based project presentations. Upon successful completion of this course, students will be able to demonstrate their knowledge of human behavioral theory as it applies to a variety of healthy, sustainable, and supportive design types.

Prerequisites: ID 1230 Introduction to Green Design and ID 2860 Residential Design

ID 3200 **Green Design II** **(3 credit elective)**

This junior-level course builds upon the foundations of sustainable design principles and processes developed in previous courses by challenging students to further develop and apply their understanding of the environmental, social and economical impacts of resource use, design strategies and building technologies to a variety of design applications. Emphasis is on thinking critically about the interdependence of sustainability issues and strengthening problem-solving and communication skills through in-depth analysis of sustainable design procedures as they apply to high performance buildings using collaborative, research-based application of strategies and performance-based specifications, as well as a variety of third-party sustainable design rating systems. Upon successful completion of this course, students will be able to analyze and apply industry-recognized sustainable design strategies and approaches using appropriate LEED and other green rating systems within residential and commercial design projects.

Prerequisites: ID 2530 Building Codes + Regulations, and ID 2870 Holistic Design

ID 3510 **Building Structures + Systems (3 credits)**

This junior-level course examines the integration of building structural methods and materials with building and environmental systems as they relate to interior design practice. Emphasis is on understanding and illustrating building construction in compliance with building and life-safety codes. Upon successful completion of this course, students will understand typical construction materials, methods and systems as well as experimental and sustainable alternatives; utilize primary reference sources for specific building systems and materials; and produce a set of residential construction documents within the context of graphic standards in industry. (Formerly ID 3750)

Prerequisites: ID 2530 Building Codes + Regulations

ID 3530 **Lighting Layout + Design** **(3 credits)**

This junior-level course introduces students to the theoretical, technical and practical application of lighting strategies within the built environment. Students learn to specify light sources and systems based on functionality, aesthetics, and the physical and psychological relationship between humans and their environment. Emphasis is on the understanding and application of lighting criteria through the use of source calculations, lighting and reflected ceiling plans, energy efficiency strategies, and building system integration. Upon successful completion of this course, students will be able to determine and design appropriate lighting solutions within the context of design standards for human well-being for both residential and commercial spaces. (Formerly ID 3970)

Prerequisite: ID 2530 Building Codes + Regulations

ID 3550 **Custom Furnishings** **(3 credits elective)**

This junior-level course emphasizes innovation and creativity in the design of functional furniture pieces. Students investigate appropriate materials, including sustainable alternatives, and apply relevant assembly and construction techniques for their designs. Upon successfully completing this course, students will understand and implement the creative, technical, and practical processes involved in the design and construction of custom furniture for specific uses. (Formerly ID 4850)

Prerequisites: ID 3510 Building Structures + Systems and ID 3710 Intermediate CAD or department approval

ID 3610 **Interior Design Professional Practices (3 credits)**

This junior-level course introduces students to the fundamental considerations and processes involved in creating and running a professional interior design business including the legal, ethical, practical and professional requirements involved in interior design practice. Students investigate types of business structures and practices, documents and contracts, professional working relationships with related disciplines, principles of job-cost estimating, and project management methods. Students also investigate and develop effective marketing techniques for themselves in anticipation of their internship, in addition to job placement upon graduation. Upon successful completion of this course, students will have the ability to successfully assess their interior design career options, demonstrate the necessary skills to enter professional practice, and understand the principles and practices of the interior design profession.

Prerequisite: ID 3840 Restaurant + Retail Design

ID 3630 **Interior Design Portfolio** **Development (3 credit elective)**

This junior-level course provides students with direction and guidance for the development of their interior design portfolio. Emphasis is on the format and presentation of coursework completed to date to create a visual representation of skill development and progression. Students investigate a variety of manual and digital methods to enhance their portfolios and market their abilities. Upon successful completion of this course, students will have a working portfolio that illustrates their individual skills and knowledge of interior design through completed projects in a professional format. (Formerly ID 3300)

Prerequisites: ID 3710 Intermediate CAD and ID 3840 Restaurant + Retail Design

ID 3710 **Intermediate CAD** **(3 credits)**

This junior-level course provides in-depth application of industry CAD standards and procedures using advanced application and utility functions. Emphasis is on two-dimensional drafting and design as they relate to the interior design industry through the development of detailed CAD drawings using protocols and management/distribution systems and their manipulation for different drawing types. Also, students are introduced to three-dimensional computer modeling as a design development and presentation tool. Upon successful completion of this course, students will demonstrate competence with advanced CAD standards and procedures through the development, management and distribution of CAD documents, as well as the use of three-dimensional modeling software for design investigation and presentation. (Formerly ID 3790)

Prerequisite: ID 2530 Building Codes and Regulations and ID 2710 Introduction to Computer Aided Design (CAD)

ID 3780 **Construction Documents** **(3 credits)**

This junior-level course builds upon the skills and knowledge acquired in previous courses to interpret the graphics, terms, and accepted practices necessary to prepare construction documents for commercial interior spaces. Students apply in-depth knowledge of the codes, laws, and standards governing interior design practice for the preparation of a valid set of construction documents, 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 for commercial spaces. (Formerly ID 3850)

Prerequisites: ID 3510 Building Structures + Systems and ID 3710 Intermediate CAD

ID 3840
Restaurant + Retail Design
(3 credits)

This junior-level course introduces students to the physical, psychological, cultural and social considerations of designing restaurants and retail spaces using collaborative approaches and research methods. Students integrate this knowledge with space planning strategies, brand development, life safety codes and standards, and furniture, finish, and equipment specifications from a design development and presentation perspective. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a restaurant and retail environment based on research integration for human needs. (Formerly ID 3860)

Prerequisite: ID 2530 Building Codes + Regulations and ID 2870 Holistic Design

ID 3870
Office Design
(3 credits)

Students in this junior-level course gain the technical and practical knowledge and skills necessary to design large-scale work environments based on human productivity and business organizations and their goals. Emphasis is on advanced programming, space planning, furniture, finish and equipment specification, and building system integration while adhering to fire and safety codes, and ADA requirements as part of design development and presentation. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a work environment based on research and advanced problem-solving strategies. (Formerly ID 3810)

Prerequisite: ID 3840 Restaurant + Retail Design

ID 4000
Interior Design Senior Portfolio Review
(0 credits)

All seniors who are ready to graduate are required to participate in their departmental senior portfolio review. This pre-graduation portfolio review is an initial step in preparing students to move from the academic environment into the professional world. Specific portfolio requirements and schedules vary by department. Upon successful completion of this review, students will be able to further develop their individual portfolios for entrance into the design profession and/or graduate school.

Prerequisites: ID 2000 Interior Design Sophomore/Junior Portfolio Review and ID 4870 Special Use Design

ID 4200
Green Design III
(3 credit elective)

This course is the culmination of the Green Design Area of Specialization and incorporates advanced knowledge of the processes, systems and applications necessary to design a truly sustainable environment. Students analyze and apply evidence-based data to investigate sustainable design in a holistic, systems-thinking context that is conceptualized, interpreted and implemented at varying scales from the building site to structure to interiors. Emphasis is on the articulation and evaluation of new ideas and agendas for a sustainable future, as well as to examine familiar design problems with a new perspective and clear understanding of their environmental impacts using a variety of learning experiences and approaches. Students who successfully complete this course will have developed a full understanding of sustainability in the context of the built environment; have detailed working knowledge of the appropriate use of sustainable design rating systems; and demonstrate the ability to specify building and interior materials in construction documents through a portfolio that highlights their sustainable design expertise.

Prerequisites: ID 3200 Green Design II, and ID 3840 Restaurant + Retail Design

ID 4250
Green Design Senior Portfolio Review
(0 credits)

Senior 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. (Formerly ID 4100)

Prerequisites: ID 4200 Green Design III and ID 4990 Senior Design Project

ID 4610
Interior Design Internship Program
(3 credits)

This senior-level program enables students to work with established design professionals specifically related to their career interests. Under the direction of the Department Chair and the Director of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Students are exposed to a variety of on-the-job experiences such as space planning, drafting, showroom use, presentation boards, installation supervision, and client and manufacturer interaction. Students must participate in a scheduled pre-internship seminar prior to enrolling in the internship program. Upon successful completion of the internship program, students will have real-world experience working with a design, architectural, or related firm that prepares them to successfully enter the design profession. (Formerly ID 4880)

Prerequisites: ID 3610 Interior Design Professional Practices and department approval

ID 4750
Advanced CAD
(3 credit elective)

This course introduces students to Building Information Modeling (BIM) software and its use for three-dimensional modeling and rendering for design development, presentation and construction drawings. Emphasis is on the appropriate use of commands, routines, operations, and settings for studying and presenting designs for the built environment. Upon successful completion of this course, students will understand the software and systems studied and use those systems to develop three-dimensional computer models to represent design solutions. (Formerly ID 4820)

Prerequisite: ID 3710 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 on the compilation and analysis of research critical to the identification of specific problems using evidence-based design strategies within socio/cultural, behavioral, historical, and environmental systems contexts. Upon successful completion of this course, students will have researched, compiled, and analyzed all information relevant to their senior design project, developed preliminary design concepts, and organized it into a professional reference source that includes a detailed project proposal and programming analysis.

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

ID 4870
Special Use Design
(3 credits)

This course emphasizes the development of complex building types and mixed-use occupancies for users with special needs. Students apply knowledge of contemporary issues in the built environment based on research strategies including human behavior, evidence-based design, socio-economic, cultural and age-related criteria. Upon successful completion of this course, students will demonstrate advanced abilities to plan and implement design solutions for complex design problems using a variety of communication methods.

Prerequisites: ID 3870 Office Design

ID 4990
Senior Design Project
(3 credits)

Students develop and present a comprehensive design project of individual interest in this course. Emphasis is on the application of research completed in the Design Research course to a commercial project that entails all aspects of skill, knowledge and creative problem solving acquired to date. The project must meet the program's guidelines and departmental approval. 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-professionals while taking ownership of their individual vision as designers.

Prerequisites: ID 4840 Design Research and ID 4870 Special Use Design

LIBERAL ARTS DEPARTMENT

RMCAD is proud of its commitment to Liberal Arts.

About a third of each program of study is within the Liberal Arts. Why so many courses which seemingly have little to do with art? The answer is profound. The distinction between an artist and a technician or production person is one of vision versus mere technical mastery of craft. The artist's perspective is constantly expanding to comprehend and then visually express the complexities of the human condition. Liberal Arts at RMCAD establish a strong foundation for each aspiring artist to develop a discipline of intellectual inquiry, a voracious thirst for knowledge, and incisive critical thinking. Throughout each phase of study within the Liberal Arts, attention and encouragement is given to each student to use these studies to effect self-transformation.

The variety of disciplines reflected in the Liberal Arts curriculum has been carefully selected to provide each student with multifaceted approaches to understanding the self, as well as the world at large. For example, writing becomes not simply a means of communication, but a way to externalize and evaluate one's own thought processes, a requisite step in developing critical thinking skills. Studies within Humanities + Contemporary Thought expose students to important intellectual developments and worldviews. The Social + Behavioral Sciences examine human relationships from social, anthropological and religious lenses. Physical + Natural Sciences and Mathematics explain the world in empirical and quantitative terms.

The study of Art History is an important part of an art education. Understanding art in its cultural context and through discipline-specific means of analysis empowers the artist to comprehend her or his own work and provides an informed palette from which to create art. The western and non-western traditions are taught; discipline-specific courses likewise provide each major a means to assess its particular history.

Required Liberal Arts courses enrich the academic components of study at RMCAD through integrated learning. These required general education courses celebrate the foundational elements of education, which, in conjunction with the creative art and design curricula, investigate problem-solving, scientific inquiry, personal and social growth, communication skills, and civic responsibility. Within the institutional culture, ripe with creative exploration, the Liberal Arts courses instill in learners the core principles of imagination, invention, curiosity, and inquiry, and apply these precepts to subjects that have traditionally produced the broadly educated person.

The goal of the Liberal Arts 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 twenty-first century.

Liberal Arts Overview	Credits
Art + Design History	15
Communication + Critical Thought	6
Humanities + Contemporary Thought Seminars	9
Social + Behavioral Sciences	6
Physical + Natural Sciences	3
Mathematics	3
Total	42

Art + Design History: 15 credits

The following courses are required:

AH 1010 Art + Design History I: Ancient to Medieval	3
AH 1020 Art + Design History II: 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
+ discipline-specific courses by major	3

Communication + Critical Thought: 6 credits

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

WO 1020 Written + Oral Communication I	3
WO 1025 Written + Oral Communication Lab	0
WO 1030 Written + Oral Communication II	3
OR	
WO 1130 Creative Writing	3

Humanities + Contemporary Thought Seminars: 9 credits

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

HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
HU 4000-level Seminar in Contemporary Thought	3
Choose one:	
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 + Power	3
HU 4035 The Cultural Politics of Consumption	3

Mathematics: 3 credits

Choose one Mathematics course:

MA 1010 Mathematics + Physics for Designers	3
MA 1215 Applied Mathematics	3
MA 1220 Financial Principles + Practices	3

Physical + Natural Science: 3 credits

Choose one Physical + Natural Science course:

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

Social + Behavioral Sciences: 6 credits

Choose two Social + Behavioral Science courses:

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

Art + Design History

AH 1010

Art + Design History I: 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 II: 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 I: 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 II: Renaissance to Contemporary

AH 2020 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. (Formerly AN 1310)

Prerequisite: AN 1110 Introduction to Animated Storytelling

AH 2030 History of 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 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. Coursework includes a research project covering contemporary artists and issues. (Formerly FA 2015)

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

AH 2050 History of Communications 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 as individuals and in teams. Students will understand the embedded relationships between communications design, culture, technology and society.

Prerequisite: WO 1030 Written + Oral Communication II or WO 1130 Creative Writing

AH 2060 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

AH 2070 History of Architecture + Interiors (3 credits)

This sophomore-level course provides a survey of the history of the built environment based upon architecture and interiors from antiquity through the 20th century. Students investigate and document period design within the context of the cultural, sociological, and technological issues of each era including interior and exterior architectural elements, furniture, design motifs and ornamentation. Upon successful completion of the course, students will have the ability to identify and evaluate the elements of architecture and interiors for each period studied, and apply those skills to period renovation, restoration, or to reinterpret historical design elements for current use.

Prerequisite: AH 1010 Art + Design History I: Ancient to Medieval

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 term to another. Sample topics include: modern Latin American art, Abstract Expressionism, the history of photography, and 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

Communication + Critical Thought

WO 0010 Fundamentals of English (0 credits)

For students whose SAT Critical Reading score is below 430 or ACT English score is below 18, this remedial course covers the basic concepts and skills that are requisite for college-level study of English including critical thinking, reading, and writing skills by engaging students in foundational aspects of the writing process. Utilizing appropriate levels of academic texts, students engage in guided discourse regarding the content, meaning, function and structures of selected texts. At the conclusion of this course students demonstrate through written work and assignments that they are prepared for WO 1020 Written + Oral Communication I.

Prerequisite: none

WO 1020 Written + Oral Communication I (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: SAT Critical Reading score of 430 or higher, ACT English score of 18 or higher, or WO 0010 Fundamentals of English.

WO 1025 Written + Oral Communication Lab (0 credits)

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.

Corequisite: must be taken concurrently with WO 1020 Written + Oral Communication

WO 1030 Written + Oral Communication II (3 credits)

Written and Oral Communication II is a second component of the Communication + Critical Thought sequence. It emphasizes critical thinking, reading, and writing skills by engaging students in all aspects of the writing process. At the conclusion of the course, students have encountered a variety of academic texts, participated in critical discourses regarding the content, meaning and function of these texts, and have developed their thinking through written responses to the readings. Students also have been formally introduced to academic research.

Prerequisites: WO 1020 Written + Oral Communication, and WO 1025 Written + Oral Communication Lab

WO 1130 Creative Writing (3 credits)

In this freshman-level course, students learn from contemporary fiction writers whose work features distinct, stylized voices. Students learn to differentiate these voices: what kinds of formal and thematic concerns, what kinds of linguistic constraints and ticks. At the completion of the course students have written short prose pieces that demonstrate that writing is a series of choices, a critical and conscious process employing deliberate stylistic choices that affect meaning, and the ability to write with authority.

Prerequisites: WO 1020 Written + Oral Communication I (MUST have a grade of B or higher) and WO 1025 Written + Oral Communication Lab

Foreign Language

LSP 1010 Spanish I (3 credits)

This introductory Spanish course assumes the student has no prior knowledge or significant experience with Spanish. Spanish I provides a thorough introduction to the Spanish pronunciations, verb tenses, voices and moods, Spanish word order and syntax, along with cultural and literary materials. The four language skills of listening, speaking, reading and writing are foundational to the communicative language learning, process. At the conclusion of this course students will have obtained a basic understanding of the Spanish language and be prepared for LSP 1020 Spanish II.

Prerequisite: none

LSP 1020 Spanish II (3 credits)

Spanish II assumes prior knowledge or experience with Spanish at the conclusion of LSP 1010. The course utilizes a communicative methodology and also uses a variety of language teaching approaches in order to help students achieve the mastery of the four basic language skills: listening, speaking, reading, and writing. This course emphasizes practical abilities to communicate in Spanish. Upon completion, students will have communication skills in Spanish and will be prepared for further Spanish study.

Prerequisite: LSP 1010 Spanish I

Humanities + Contemporary Thought Seminars

HU 2010 Humanities Seminar I (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 1030 Written + Oral Communication II or WO 1130 Creative Writing

HU 2050 Humanities Seminar II (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 an increasingly sophisticated intellectual vocabulary with which to engage in honest self-examination and thoughtful, reflective discourse.

Prerequisite: HU 2010 Humanities Seminar I

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 II

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 II

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 II

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 1800s 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 II

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 II

Mathematics

MA 0010 Fundamentals of Mathematics (0 credits)

For students whose SAT Mathematics score is below 460, or whose ACT Math score is below 19 this remedial course covers basic mathematical concepts and skills that are essential for college-level mathematics, including mathematical operations, concepts of functional analysis, graphing, algebra, geometry, trigonometry, probability and statistics. At the conclusion of the course, students demonstrate through exams and assignments that they are prepared for college-level mathematics.

Prerequisite: none

MA 1010 Mathematics + Physics for Designers (3 credits)

This freshman-level course teaches students the math and physics skills necessary to design in a digitally-created world. Relevant skills in algebra, geometry, probability and statistics are developed. Real-world phenomena such as light, mechanics, motion, collision, and magnetism are investigated from the perspective of physics. By the completion of this course, students have demonstrated through assignments, projects and exams cognitive and analytical problem-solving methods and skills, applicable to both theoretical and natural phenomena.

Prerequisite: SAT Mathematics score of 460 or higher, ACT Math score of 19 or higher, or MA 0010 Fundamentals of Mathematics

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, tiling), 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: SAT Mathematics score of 460 or higher, ACT Math score of 19 or higher, or MA 0010 Fundamentals of Mathematics

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: SAT Mathematics score of 460 or higher, ACT Math score of 19 or higher, or MA 0010 Fundamentals of Mathematics

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 1030 Written + Oral Communication II or WO 1130 Creative Writing

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 1030 Written + Oral Communication II or WO 1130 Creative Writing

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 1030 Written + Oral Communication II or WO 1130 Creative Writing

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 1030 Written + Oral Communication II or WO 1130 Creative Writing

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, and grasp and use the principles governing the discipline of anthropology, including its methods of research and writing.

Prerequisite: WO 1030 Written + Oral Communication II or WO 1130 Creative Writing

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 1030 Written + Oral Communication II or WO 1130 Creative Writing

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 1030 Written + Oral Communication II or WO 1130 Creative Writing

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 1030 Written + Oral Communication II or WO 1130 Creative Writing

FACULTY

Dr. Maria Puzziferro, President + Provost

PhD in Higher Education administration from New York University; MA, Government and Politics, St. John’s University. Dr. Puzziferro has strong experience in the development of both on-ground and online degree programs. Well versed and accomplished in higher education administration, Dr. Puzziferro was instrumental in the development and implementation of online systems for Colorado State University - Global Campus. Dr. Puzziferro brings a sense of ambition and optimism to RMCAD that focuses on high quality student learning.

Department Deans + Chairs

Dan James, Dean, Fine + Liberal Arts (Liberal Arts, Art Education, Fine Arts, + Illustration)

MA, Lutheran School of Theology at Chicago; BA, Southwest Missouri State University. Through a broad professional background, Mr. James brings a plethora of experiences and perspectives to his work and art. His scholarly background focuses on the rise of very early Christianity, its doctrinal and liturgical development and its associated spirituality. The exploration of personal spiritual formation remains an active subject in his research that in recent decades has expanded to include aspects of nonwestern sources. Other interests include ethics, theatre studies and the classical era of Greece. Mr. James is Creative Director and Owner of Pursuit Advertising and Design, with work extending locally, nationally and internationally. He brings his passion for the study of people and times to RMCAD students in the classroom with enthusiasm and depth.

Lauren Pillote, Dean, Design + Applied Arts (Foundations, Animation, Game Art, Communications Design + Interior Design); 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 and conducts workshops and seminars for members of the architectural and design community. Ms. Pillote is a professional member of IDEC, ASID, and is an IDEP Mentor for NCIDQ.

Sam Fleming, Chair, Animation

BFA, Painting and Drawing, University of North Texas; graduate of Sheridan College International School of Animation, Toronto. Mr. Fleming is skilled in 2D and 3D 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*, 3D 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 2D character animator for games and new media including *SpongeBob SquarePants* and Disney’s *Villain’s Revenge*. He is an active member of ASIFA-Colorado.

Kiki Gilderhus, Chair, Liberal Arts

PhD/ABD and MA, Art History, University of Wisconsin - Madison; BA, Gustavus Adolphus College. Dr. 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. Dr. 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*.

Dr. 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.

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.

Frederick Murrell, Chair, Communications Design

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.

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 communications design. Projects he has worked on include publication design, books, annual reports, brochures, and identity programs.

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.

Gary Emrich, Head, Photography + 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 has 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.

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. Bohlen'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.

Sean Burns, Animation

MBA from University of Phoenix; BFA, Emerson College in Boston, MA in Mass Communications with a concentration in Film Production. Mr. Burns is a 25-year veteran in the animation industry being involved in various high-profile projects, including: MTV promo spots, stop-motion animator on Disney's *James and the Giant Peach*, Character Animator and Previsualization artist on Walt Disney's *The Wild*, Director/Animator on the *M&M's Guys* for Will Vinton Studios, and episode director on a primetime animated TV show called *The PJs* starring Eddie Murphy. Mr. Burns's work utilizes different animation and special effect techniques including stop-motion, Claymation, traditional drawn, Flash and Maya computer 3D. He has worked freelance running his own home-based animation production company creating animation for video games, PBS programs, TV commercials and educational video productions, as well as teaching adjunct college-level computer animation, portfolio design and industry business practices.

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 1970s. 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's 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 communications 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.

Randy Fox, Communications Design

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 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*, and in *Mixed Media Big and Small*. Her art has appeared in numerous publications including *Art Space* and *ART news* and has exhibited in New York, London, New Mexico and Colorado. She has exhibited at the Inkfish Gallery in Denver, 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.

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; Museum of Fine Arts and Santa Fe International Academy of Art in New Mexico; Denver Art Museum and Metropolitan Center for the Visual Arts in Denver; Lincoln Center, Fort Collins, Colorado; Colorado Springs Fine Arts Center; Sangra de Cristo Art Center, Pueblo, Colorado; Cañon City Fine Arts; Boulder Center for the Visual Arts; UMC Gallery at University of Colorado- Boulder; Dairy Center for the Arts, Boulder, Colorado; Pacific Grove Art Center in California; Oakland Center for the Arts; Berkeley Art Center; and San Bernardino County Museum. She was an exhibiting member of Sanchez Art Center in Pacifica, California and Pirate, a Contemporary Art Oasis in 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, Communications Design

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 25 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's 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.

Dr. 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. Dr. 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.

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, IES Director

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. Her 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*, *South Pole Santa*, *Mary Veronica's Egg*, *Moonstruck*, *Catty Cornered*, *Nell Nugget* and *the Cow Caper*, and *Hurricane Music*. 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

For a full listing of current adjunct faculty, visit rmcad.edu.

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, Communications Design

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.

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.

Jaime Carrejo, Foundation Studies

MFA, University of South Florida, Tampa; BFA, University of Texas El Paso. Mr. Carrejo has had exhibitions at The College of Wooster Art Museum in 2009, The Contemporary Art Museum in Tampa in 2006, the Tampa Museum of Art in 2006, The Shaw Center of the Arts in 2006, and other institutions. He is part of a collaborative artist group whose video project, titled *Neighborhood Watch*, first took place in Tampa in 2006. *Take 2* and *Take 2 1/2* of the same project took place in 2008 in El Paso, *Take 3* occurring in 2009 in Paris, France, and El Paso, and in 2010 the event will be held simultaneously in El Paso; Bhutan, South Asia; Paris; Amsterdam, Netherlands; Mexico City; and Denver. Other collaborative projects include National PARK(ing) Day in 2009, and the New Millennial Hanky Code Project in 2007 at the William and Nancy Oliver Gallery, Tampa.

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 DirectTV Advanced Services.

Stephen Collins, Illustration

MFA, Academy of Art University, in progress; BFA, Illustration, Rocky Mountain College of Art + Design. Mr. Collins's 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's 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 DeOlivera, Communications Design

BA, Graphic Design, Rocky Mountain College of Art + Design. Mr. DeOlivera is owner and Partner of DeOlivera Twigg Creative LLC which has a creative specialization in corporate design, brand strategy, marketing collateral and interactive. Mr. DeOlivera 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*, and *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 websites 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 in *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 Dominguez 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

MArch, 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, Communications Design

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, Communications Design

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, Communications Design

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, and 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.

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 + 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.

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 Master's 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.

Julie Puma, Fine Arts + 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.

Marcia Sanders, Foundation Studies + 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. Schmedeke-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.

Miguel Tarango, Communications Design

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

MArch, 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 (AIA), the United States Green Building Council (USGBC), a professional member of the American Society of Interior Designers (ASID), and certified through the National Council of Interior Design Qualification (NCIDQ). She recently obtained accreditation in LEED for New Construction.

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.

ADMINISTRATION + STAFF

Office of the President + Provost

Dr. Maria Puzziferro

President + Provost
MPuzziferro@rmcad.edu

Academic Affairs

Dan James

Dean of Fine + Liberal Arts
DJames@rmcad.edu

Lauren Pillote

Dean of Applied Arts + Design
LPillote@rmcad.edu

Val Raulerson

Manager of Academic Operations
VRaulerson@rmcad.edu

Kimberly Carey Putnam

Director of the Center for Teaching + Learning
KimberlyC@rmcad.edu

Erik Lomo

Instructional Design + Multimedia Manager
ELomo@rmcad.edu

Bethany Brown

Instructional Designer
BBrown@rmcad.edu

Theresa Morris

Instructional Designer
TMorris@rmcad.edu

David Quakenbush

Videographer + Interactive Media Developer
DQuakenbush@rmcad.edu

John Wight

Multimedia Developer
JWight@rmcad.edu

Kristin Hayes

Instructional Technology Coordinator
KHayes@rmcad.edu

Kristian Navant

Academic Support Coordinator
KNavant@rmcad.edu

Chuck King

Registrar
CKing@rmcad.edu

Evalyn Parson

Associate Registrar
EParson@rmcad.edu

Leigh Garriques-Benrahou

Academic Records Coordinator
lgarriquesbenrahou@rmcad.edu

Mary Hackler

Director of Academic Advising
MHackler@rmcad.edu

Heather Collins

Academic Advisor
HCollins@rmcad.edu

Robin Haskell

Academic Advisor
HCollins@rmcad.edu

Bruce Price

Director, Institute for Experimental Studies
BPrice@rmcad.edu

Kelly Webb

Director, Institute for Sustainable Studies
Campus Sustainability Coordinator
KWebb@rmcad.edu

Mike Littrell

Special Projects Support
MLittrell@rmcad.edu

Mark Gillette

Shops Coordinator
MGillette@rmcad.edu

Russ Anderson

Assistant Shops Coordinator
RAnderson@rmcad.edu

Michelle Gardner

Library Research Assistant
MGardner@rmcad.edu

Admissions

John Meurer

Vice President for Admissions
JMeurer@rmcad.edu

Chris Muller

Director of Enrollment Services
CMuller@rmcad.edu

Abby Anthone

Admissions Counselor
AAnthone@rmcad.edu

Liz Atencio

Admissions Counselor
LAtencio@rmcad.edu

Emily Crouse

Admissions Counselor
ECrouse@rmcad.edu

Ryan Dalbey

Admissions Counselor
RDalbey@rmcad.edu

Dan Hoyt

Admissions Counselor
DHoyt@rmcad.edu

China Hutchins

Admissions Counselor
Hutchins@rmcad.edu

Cari Russie

Admissions Counselor
CRussie@rmcad.edu

Jeff Swander

Admissions Counselor
JSwander@rmcad.edu

Roland Garcia

Texas Regional Admissions Representative
RGarcia@rmcad.edu

Jodi Hill

New Student Guide
JHill@rmcad.edu

Karen Wills

New Student Guide
KWills@rmcad.edu

Laura Gross

Admissions Administrator
LGross@rmcad.edu

Daniel Burns

Campus Tour Guide
DBurns@rmcad.edu

Business + Planning

Susan Koalenz

Vice President for Business + Planning
SKoalenz@rmcad.edu

Becky Skougstad

Controller
BSkougstad@rmcad.edu

John Varvir

Supply Store Cashier
JVarvir@rmcad.edu

Katie Leavitt

Student Accounts Coordinator
KLeavitt@rmcad.edu

Chris Davis

Customer Service Coordinator
CDavis@rmcad.edu

Alix Murrell

Customer Service Coordinator
AMurrell@rmcad.edu

Tammy Dybdahl

Director of Financial Aid
TDybdahl@rmcad.edu

Kelly Betters

Financial Aid Counselor
KBetters@rmcad.edu

Chris McCabe

Financial Aid Counselor
CMcCabe@rmcad.edu

Emily Johnson

Financial Aid Counselor
EJohnson@rmcad.edu

Jenny Shea

Accountant
JShea@rmcad.edu

Amy Whitney

Accounting Assistant
AWhitney@rmcad.edu

Regan Headrick

Director of Facilities
RHeadrick@rmcad.edu

Campus Planning

Julie Pollack

Vice President for Campus Planning + Design
JPollack@rmcad.edu

Campus Services

Braelin Pantel

Dean of Students
BPantel@rmcad.edu

David Bourassa

Director of Student Activities
DBourassa@rmcad.edu

John Meister

Student Disability Services Coordinator
SCooper@rmcad.edu

Shelly Cooper

College Counselor
SCooper@rmcad.edu

Mara Connolly

Director of Career + Alumni Services
MConnolly@rmcad.edu

Mackenzie Burford

Associate Director of Career +
Alumni Services
MBurford@rmcad.edu

Lisa Spivak

Learning Center Coordinator
LSpivak@rmcad.edu

Institutional Research

Ally Ostrowski

Director of Institutional
Research + Assessment
AOstrowski@rmcad.edu

Carolyn Mackey

Institutional Research +
Assessment Associate
CMackey@rmcad.edu

Institutional Technology

Barry Price

Senior Director of IT
RbPrice@rmcad.edu

Chance Dodd

Animation Technology Support
CDodd@rmcad.edu

Leo Girardi

Systems Administrator
LGirardi@rmcad.edu

John Melton

Campus Technology Coordinator
JMelton@rmcad.edu

Jonathan Fast

Technical Support Analyst
JFast@rmcad.edu

Shawn Murphy

Technical Support Analyst
SMurphy@rmcad.edu

Patty Sullivan

Database Administrator
PSullivan@rmcad.edu

Debbie Weidig

Database Administrator
DWeidig@rmcad.edu

Marketing

Rebecca Newman

Vice President for Marketing
RNewman@rmcad.edu

Karen Wachtel

Director of Communications
KWachtel@rmcad.edu

Liz Deets

Event Marketing Manager
LDeets@rmcad.edu

Eliza Matheson

Senior Regional Outreach Representative
EMatheson@rmcad.edu

Allison Savage

Content Writer
ASavage@rmcad.edu

Corwin Lacert

Senior Graphic Designer
CLacert@rmcad.edu

Lauren Welborn

Graphic Designer
LWelborn@rmcad.edu

Marc Stith

Director of Internet Marketing
MStith@rmcad.edu

Kimberly Reynders

Marketing Analyst
KReynders@rmcad.edu

Cortney Stell

Gallery Director
CStell@rmcad.edu

Anna Mascorella

Visiting Artist, Scholar + Designer
Coordinator
AMascorella@rmcad.edu

BOARD OF DIRECTORS

Christopher A. Marconi, Chairman of the Board

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 principal 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.

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. Post-graduate 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.

Jim Christian

BA in French Literature, Williams College (Massachusetts). Mr. Christian has 27 years experience as an entrepreneur, private equity investor, venture capitalist, corporate banker and board member for various for-profit companies and non-profit organizations. Currently, Jim is a principal of Yavapai Regional Capital, a merchant bank raising private capital for public infrastructure, targeting the Mountain West states (www.yavapai-regionalcapital.com). He is a cofounder of Match2Blue US, the sales and marketing arm for German-based mobile technology company, Match2Blue (www.match2blue). He is also co-founder of Kandu Media, a film production company seeking to document young adults and their unique philanthropic lifestyle.

Dr. Sage Ann Scheer

PhD, Human Organizational Development with an emphasis in Marketing and Systems Design, The Fielding Institute (Santa Barbara, California); MA, Communication (Negotiation and Arbitration), University of Minnesota; BA, International Communications. Dr. 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.

Dr. James R. Schoemer

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.

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.

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.

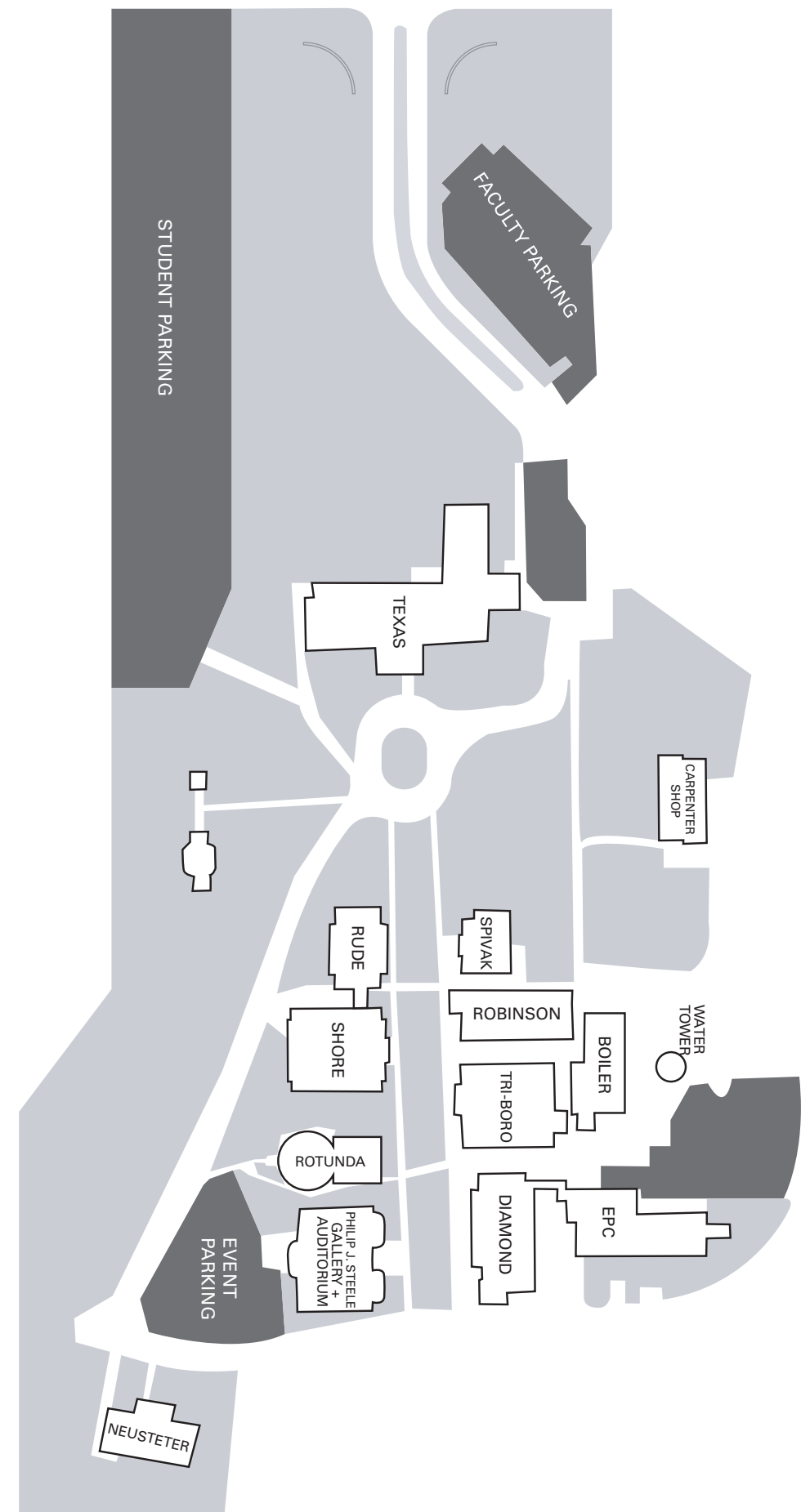
Robert Woody

JD, University of Kansas; BA in History and Political Science, University of Kansas. Mr. Woody is currently the Chairman of the Board of Directors for Elgin Energy LLC., a privately held energy company. Mr. Woody served in the United States Senate from 1969 – 1973, and has had a prestigious career in law that continues today, as well as leadership in many philanthropic efforts.

Dr. Maria Puzziferro, Ex-Officio, President + Provost

PhD, Administration, Leadership and Technology, New York University; MA/MLS, Government and Politics, St. John's University; BA, Political Science, Adelphi University. Dr. Puzziferro has 16 years of experience in higher education administration and teaching. She has held executive academic leadership positions at notable public and private institutions, such as Colorado State University's Global Campus, New York University, and Florida State College at Jacksonville. Dr. Puzziferro is widely published on higher education administration, online learning, and faculty development topics.

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