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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

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 Resources1600 Pierce Street, Denver, CO 80214303.753.6046

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 and a member of the North Central Association (HLC).
Chicago, IL 60602-2504
Telephone: 800.621.7440 or 312.263.0456
Fax: 312.263.7462
www.ncahlc.org

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-Campus 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 Commission on Higher Education (CCHE) 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 is accredited by The Higher Learning Commission and a member of the North Central Association (HLC) with approval to offer online BFA degrees. The Online BFA programs in 3D Animation and Interior Design are accredited by the National Association of Schools of Art and Design (NASAD) and the online BFA degrees in Graphic Design and Illustration are pending approval by NASAD.

Academic Calendar 2012-2013

On-Campus Campus Calendar
Fall Term 2012 (15 weeks)

August 27	First day of classes
August 31	Last Day to ADD
September 3	Labor Day Holiday
September 7	Last Day to DROP
October 15 – 19	Midterms
October 24	Spring 2013 Registration Begins
October 26	Last day to withdraw from classes and receive a "W"
November 20 -23	Thanksgiving Break
December 7	Last day of classes
December 10 – January 4 BREAK	
December 15	Graduation

Spring Term 2013 (15 weeks)

January 1	New Years Day Holiday
January 7	First day of classes
January 11	Last Day to ADD
January 18	Last Day to DROP
January 21	Martin Luther King Jr. Birthday Holiday
February 25 – March 1 Midterms	
March 8	Last day to withdraw from classes and receive a "W"
March 13	2013 Summer & Fall Registration Begins
April 15	Last day of classes 15 WK
April 19	Graduation
	Last day of classes HYBRID
April 16 – May 3	BREAK (Hybrid April 22- May 3)

Summer Term 2013 (15 weeks)

May 6	First day of classes
May 10	Last Day to ADD
May 17	Last Day to DROP
May 27	Memorial Day Holiday
June 10 – 14	Midterms 12 WK
June 21	Last day to withdraw from 12 WK classes and receive a "W"
June 24 - 28	Midterms Hybrid
July 4	Independence Day Holiday
July 10	Last day to withdraw from Hybrid classes and receive a "W"
August 1	Last day of classes 12 WK
August 6 – August 23 BREAK 12 WK	
August 9	Graduation
August 16	Last day of classes Hybrid
August 19 – August 23 BREAK Hybrid	

Online Campus Calendar
Fall Term 2012 (16 weeks)

August 27	First day of classes for 8 week Session "A"
August 29	Last day to ADD Session "A"
September 2	Last Day to DROP Session "A"
September 17-23	Midterms for 8 week Session "A"
September 30	Last day to Withdraw and receive a "W" Session "A"
October 19	Last day of classes for 8 week Session "A"
October 22	First day of classes for 8 week Session "B"
October 24	Last day to ADD a class Session "B"
October 28	Last day to DROP a class Session "B"
November 5	Registration for Spring 2013 Begins
November 12-18	Midterms for 8 week Session "B"
November 25	Last day to Withdraw and receive a "W" Session "B"
December 14	Graduation
December 14	Last day of classes for 8 week Session "B"
December 17 – January 1 BREAK	

Spring Term 2013 (16 weeks)

January 2	First day of classes for 8week Session "A"
January 4	Last day to ADD Session "A"
January 13	Last Day to DROP Session "A"
January 21-27	Midterms for 8 week Session "A"
February 3	Last day to Withdraw and receive a "W" Session "A"
February 22	Last day of classes for 8 week Session "A"
February 25	First day of classes for 8 week Session "B"
February 27	Last day to ADD a class Session "B"
March 3	Last day to DROP a class Session "B"
March 11	Registration for Summer 2013 Begins
March 18-24	Midterms for 8 week Session "B"
March 31	Last day to Withdraw and receive a "W" Session "B"
April 19	Graduation
	Last day of classes for 8 week "B" session
April 22 – April 28 BREAK	

Summer Term 2013 (16 weeks)

April 29	First day of classes for 8 week Session "A"
May 1	Last day to ADD Session "A"
May 5	Last Day to DROP Session "A"
May 20-26	Midterms for 8 week Session "A"
June 2	Last day to Withdraw and receive a "W" Session "A"
June 21	Last day of classes for 8 week Session "A"
June 24	First day of classes for 8 week Session "B"
June 26	Last day to ADD a class Session "B"
June 30	Last day to DROP a class Session "B"
July 8	Registration for Fall 2013 Begins
July 15-21	Midterms for 8 week Session "B"
July 28	Last day to Withdraw and receive a "W" Session "B"
August 9	Graduation
August 16	Last day of classes for 8 week Session "B"
August 19 – August 25 BREAK	

General Information

Website: www.rmcad.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 two woodshops, ceramics studio, photography lab, professional sound studio, auditorium, galleries, audiovisual 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 one of two student lounges, take a break between classes on the grassy lawns under 100-year-old trees, shop in the college supply store 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.

Learning at RMCAD

In addition to traditional campus-based learning, Rocky Mountain College of Art + Design also offers students online and hybrid options to accommodate various student circumstances and life situations. Online learning occurs fully remotely, and all courses are taken in the online format. Hybrid learning occurs half online and half on campus.

Overview of Online Learning

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 deliver the same curriculum, learning goals and objectives, and interactive experiences as on-campus 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 provide students the opportunity to tour the online environment, learn how to use the various tools in the classroom and practice submitting information all before the 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 is designed to help prepare students for a successful online experience.

RMCAD's online courses are taught by the same instructors that teach on-campus courses. These instructors are highly trained in their disciplines and bring the on-campus learning 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.

Overview of Hybrid Learning

RMCAD's hybrid learning model combines online and on-campus courses so that students can choose to build flexibility into their schedules. The hybrid model requires that a selection of Foundations and Liberal Arts courses be taken online, which constitutes approximately half of the entire program of study.

Interior Design majors are not eligible for the hybrid program. Students in the Academic Success Program (ASP) must obtain a cumulative GPA of 3.0 with at least 9 credits at RMCAD prior to eligibility for the hybrid program.

Hybrid students' schedules are arranged so that at least one on-campus course is taken each term in addition to the online courses. Students may enroll in a maximum of 2 classes online per term.

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 0SX Internet Browser: Safari or Mozilla Firefox

Modem Speed
DSL or cable is recommended

Hardware Support
Four-year warranty and accidental damage coverageTheft recovery software

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@rmcad.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.

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.

UNDER GRADUATE ADMISSIONS

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 www.rmcad.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 3 months prior to the term in which they intend to start.

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. RMCAD requires all transcripts from previously attended schools.

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.

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

3. Cumulative GPA
All applicants must either possess a cumulative grade point average of 2.0 or higher, or possess a high school equivalency diploma with 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.

Applicants who are admitted with a cumulative grade point average below 2.0 or with standardized test scores below an established standard (SAT: Critical Reading below 430 and Math below 460; ACT: English below 18 and Math below 19), will be required to participate in the Academic Success Plan. Students participating in the Academic Success Plan will create an individualized plan with their Academic Advisor and the Director of the Student Learning Center to assist in their success at RMCAD.

4. Portfolio
Portfolio requirements are dependent on which program the student is applying to:

For all majors in Art Education, all majors in Fine Arts, 2D Animation, Graphic Design, Illustration and those who have not declared a major: Applicants must submit a portfolio* of 10 - 15 pieces or another collection of visual work that demonstrates the basic skills needed to succeed in art and design coursework.

For 3D Animation, Game Art and Interior Design: If applicants do not have a portfolio or collection of visual work, they may instead submit a personal statement/essay. The essay should be typed, no longer than one page in length, which provides insight as to why the applicant wishes to be a student at RMCAD.

* _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. We encourage all students to try to develop a portfolio before application. See the "Submitting a Portfolio" section on page 8 of this publication for further instructions.

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

6. Standardized Tests
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. For all other applicants test scores are optional, but applicants not submitting test scores will be placed in fundamental courses. Scores will be used primarily for the purpose of academic counseling and class placement. RMCAD's school code for ACT is 5359 and for SAT is 1943. If you did not take the SAT or ACT examination and wish to test out of fundamental course placement, please contact our Admissions Department at 800.888.2787 or admissions@rmcad.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). Only students who are degree-seeking and plan to attend RMCAD full-time will be considered for admission. 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.rmcad.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 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 303.754.6046 or admissions@rmcad.edu.

3. Portfolio

Portfolio requirements are dependent on which program the student is applying to:

For all majors in Art Education, all majors in Fine Arts, 2D Animation, Graphic Design, Illustration and those who have not declared a major: Applicants must submit a portfolio* of 10-15 pieces or another collection of visual work that demonstrates the basic skills needed to succeed in art and design coursework.

Students are encouraged to submit portfolios consisting of a variety of media. Four of the images should be drawings: two observational drawings and two drawings from imagination. The observational drawings should include a perspective drawing, still life, and portraiture.

For 3D Animation, Game Art and Interior Design: If applicants do not have a portfolio or collection of visual work, they may instead submit a personal statement/essay. The essay should be typed, no longer than one page in length, which provides insight as to why the applicant wishes to be a student at RMCAD.

* _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. We encourage all students to try to develop a portfolio before application. See the "Submitting a Portfolio" section on page 8 of this publication for further instructions.

4. Interview with an Admissions Counselor

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

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-U.S. resident students must submit proof of English proficiency by providing official scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or other proof of English proficiency. TOEFL must reflect 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 or successful completion of an English as a Second Language (ESL) course. Each situation is handled on a case-by-case basis. The language requirement may be met based upon interviews with the faculty and staff, if the student's native language is English, or if the applicant has graduated from a high school in the U.S. or obtained a degree from an accredited U.S. college or university.

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.

GRADUATE ADMISSIONS

In order to apply for graduate programs, applicants must hold a baccalaureate degree from a regionally or nationally accredited college or university.

U.S. Applicants

1. Application for Admission

Applicants must submit a completed Application for Admission and a $50 application fee. Applications can be completed online at http://www.rmcad.edu. A paper copy of the application can be printed from our website. Mail the completed application to the Graduate Admissions Department at 1600 Pierce Street, Denver, Colorado, 80214. Applicants are encouraged to apply for admission 3 months prior to the term in which they intend to start.

2. Transcripts

Official college transcripts should be sent directly to the Graduate Admissions Department. 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.

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

3. Requirements

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

A. Applicant must submit transcripts from all undergraduate and graduate institution attended.
B. A personal statement of intent is required. The personal statement helps RMCAD to determine your goals, motivation and fit for the program. In 250-350 words, the applicant should concisely describe

his or her academic and career goals and how those goals align with the mission of the program.

C. A professionally formatted resume or curriculum vitae.

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

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 for International Applicants

Applicants must submit a completed Application for Admission and a $50 application fee. International applicants must provide their full legal name, birth date and place of birth. 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.rmcad.edu. Applicants are encouraged to apply for admission as soon as possible.

2. International 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

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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 or successful completion of an English as a Second Language (ESL) course. Each situation is handled on a case-by-case basis. The language requirement may be met based upon interviews with the faculty and staff, if the student's native language is English, or if the applicant has graduated from a high school in the U.S. or obtained a degree from an accredited U.S. college or university.

4. Official Financial Documents

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

5. 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.

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 defer their acceptance one time. They must reapply for any future term by submitting a new Application for Admission (with application fee payment) and other documentation as outlined in the current admission requirements. A reevaluation of transfer credits may be required and credits previously granted may be rescinded.

RMCAD Renew Program

Graduates with a degree from RMCAD may audit core curriculum courses within their original degree program of study with no tuition fees. Some restrictions apply; contact Career + Alumni Services for details.

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 10 to 15 pieces of work that highlight the depth and breadth of your art and design skills. Submitting your work in a digital format is required. 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.

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 and 3D work: an image 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.

If individual images are submitted without the use of PowerPoint, an inventory sheet with corresponding file numbers identifying each file on your disc should be included. Include the following information for each work submitted:

> Title of Work (if available)
> Dimensions
> Medium
> Completion Date (year)

Any other relevant information concerning the work. This might include ideas concerning the work, interest in subject matter and/or possibly parameters of a class assignment.

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 2012 – 2013 undergraduate academic year, starting in the Fall 2012 term, are as follows:

Undergraduate

On-Campus

Full-Time	$13,824	per term (12 – 18 credit hours)
Part-Time	$1,152	per credit hour
Audit/Non-credit	$721	per credit hour

Hybrid

Online Classes	$540	per credit hour
On-Campus Classes	$922	per credit hour

All programs EXCEPT Interior Design + Art Education

$92,304   estimated complete program*

Interior Design + Art Education

$99,206   estimated complete program*

Online

All programs except ID:

	$540	per credit hour
	$64,800	estimated complete program*
Interior Design	$525	per credit hour
	$65,625	estimated complete program*

Graduate

Audit/Non-credit	$727 per credit hour
Average Online Course	$727 per credit hour

* "Complete program" pricing is an estimate only, based on completion of all required credits on first attempt and the tuition lock program—student must be continuously enrolled as a full-time student in order to qualify. Pricing does not include Gear Box.

Learning Classifications

Upon enrollment, undergraduate students must elect to be in the on-campus, online, or hybrid program classification.

Students may change the classification (on-campus, online, or hybrid) 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 into which they are moving) 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 and hybrid 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 and Health Insurance Refund and Grade Policy Chart—On-Campus 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

Undergraduate

On-Campus 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-Campus All Classes

Week 1	None	100
Week 2	None	90
Week 3	W	75
Week 4	W	0
Weeks 9+	*	0

Online Individual Class

Week of the Term	Grade Change	% of refund
Week 1 (Mon – Sun)	None	100
Week 2 – 6	W	0
Week 7 – 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 – 6	W	0
Weeks 7+	*	0

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

Graduate

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. Supplies may be purchased through the RMCAD Supply Store located on the RMCAD Campus.

Textbooks may be purchased and shipped directly to students through the RMCAD bookstore, which is located online in the Dome or at http://bookstore.rmcad.edu.

All incoming students are required to have a laptop computer, software, and additional hardware specific to their degree program. Students may purchase this equipment through RMCAD's Gear Box program or through their own vendor. The RMCAD Gear Box offers special pricing with Apple, Adobe, AutoDesk and other software vendors.

If the student chooses to purchase Gear Box items, charges will appear on a separate Supply Store statement. Gear Box charges may be included in financial aid (see the Financial Aid Office) and school payment plans (see the Student Accounts 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 the 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.

Undergraduate Financial Aid Programs

Alternative Student Loans

Students can 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. 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:

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS loans (Parent Loan for Undergraduate and Graduate Students)

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 Graphic 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

Graduate Financial Aid Programs

Institutional scholarships are available for graduate students. Please refer to the RMCAD website for current scholarship opportunities and requirements.

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

RMCAD is required to submit for referral any credible information indicating that an applicant for Title IV (federal) assistance may have engaged in fraud or other criminal misconduct in connection with their application. Examples of the types of referrals that will be made include (but are not limited to):
• False claims of independent student status
• False claims of citizenship
• Use of false identities
• Forgery of signatures or certifications
• False statements of income

• Any credible information that any employee, third party servicer or other agent of the institution that is involved in any way with Title IV aid may be engaged in fraud, misrepresentation, conversion or breach of fiduciary responsibility, or other illegal conduct involving Title IV programs

Satisfactory Academic Progress

Federal regulations require the RMCAD Financial Aid Office to monitor the academic progress of all students receiving financial aid toward the completion of their degree. This process is called Satisfactory Academic Progress (SAP). The SAP policy is enforced in conjunction with all other institutional policies and procedures, including the academic probation and suspension policy. SAP is monitored using two factors:

1. Cumulative Grade Point Average (CGPA); and
2. Cumulative Maximum Time Frame (CMTF)%: 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.

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.

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.

Withdrawal from RMCAD

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.

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.

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 appropriate Dean, who will also notify the Chair of the department in which the course resides, the Chair of the student's major department, and the Office of Student Success. Students will receive advisement from the Dean 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 Registrar. 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 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

Undergraduate 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.

Graduate Advising

The Academic Advising Office supports all students, and can help all students understand program requirements, course sequence, and prerequisites. 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.

Within the Academic Advising Office there is an academic advisor to help graduate students with all registration issues. Graduate students will also be appointed a faculty advisor by the Chair of the department, who will work closely with the student on academic matters related to the program and will help coordinate with the student's thesis advisor.

Academic Support

Library/Resource Center

The RMCAD Library provides a variety of resources striving to successfully support the academic needs and scholarly endeavors of our students and faculty.

Our growing and specialized resources consist of:

- Over 15,000 book titles in a highly focused collection, specifically tailored to our College's curriculum needs
- Subscriptions to more than 60 art- and general education-related print magazines and journals, archived for five years
- Over 8,700 digital images of artist work portraying painting, architecture, interior design, photography, and sculpture, available through the web-based MDID database
- Over 100,000 digital art and design images, retrievable through the Art Resource Image Database
- Over 2,700 carefully selected curriculum-supporting animated and feature film DVDs
- Access to 20 excellent full text databases including: Art and Architecture, Art Full Text, Building Green Suite, EBSCO Host, Green File, GREENR, JSTOR, and Oxford/Grove Dictionary of Art
- A reserve area of printed instructor readings and classroom textbooks
- Cooperative borrowing agreements with all the major academic and public libraries in Colorado facilitated by using established individual student library accounts

The acquisitions of our Library collection are primarily based on feedback from faculty and students, with a flexible purchasing budget that welcomes suggestions for new materials.

Our knowledgeable staff is happy to help you locate any information and provide services you may need to complete your assignments both on campus and online. Our facilities offer a variety of seating areas for individual or group work. A dedicated computer lab contains 24 new iMacs, a high-resolution color printer, a black & white copier/printer, and a large flat bed scanner. We also have wireless access to accommodate laptop use.

The Library website offers 24/7 access to the Library catalog, subscription databases, digital images, E-books, and hundreds of helpful web links. Other resources include instructional library usage tutorials, writing and research tips, citation/bibliography guides in various styles, grammar guidelines, and important information regarding copyright laws and plagiarism.

In addition, students can take advantage of Lynda.com, a subscription site providing thousands computer program tutorials on everything from Microsoft Word and Google Mail to Adobe InDesign and DreamWeaver - and much more. Tutorials are available 24 hours a day and can   be "checked out" from the Library or the Student Learning Center for one week. (change link to http://dome.rmcad.edu/web/rmcad-library)

Student Learning Center

Located in the Tri-Boro building or online in the portal, the Student 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. The Center also helps coordinate the Academic Success Program. There is no charge to RMCAD students for any of the services.

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 2012-2013 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 Division of Student Life and Success, or the Office of Academic Advising.

Online students are considered to be in attendance for a class when they log into the LMS, complete at least one assignment in one class and also (if applicable) set up their critique zone workspace including folders and invite classmates. If a student does not complete these tasks the instructor will mark them absent in CampusVue.

At the beginning of a term/session, a student marked absent in all classes in CampusVue for the first week will be withdrawn by the registrar as a "no show" after verification that the student did not attend any classes the second week. If the instructor grants an exception to the student and has ongoing communication with the student about their delay in completing these tasks, they may mark them present in CampusVue.

Classroom Disruptions

Sometimes situations that disrupt teaching and learning arise within an on-campus 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 may offer some courses in sub-sessions within a term. All sub-sessions 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.

15-week 3 credit 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).

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 students can be expected to spend on each course will vary based upon the weekly coursework, as well as study style and preferences. Students 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

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 before the published deadline of the term (see the Academic Calendar on page 4), 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. from those which were applied to other students.

  - A grading decision was based on standards unreasonably different

  - A grading decision was based on a substantial, unreasonable, or un-announced 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.

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

6. This decision of the Faculty Review Panel and Dean is submitted to the Provost for approval. This decision is final.

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

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

Incomplete 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 coursework, 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 coursework required for completion and timeline for removal of the "I" grade. This agreement is subject to the approval of the instructor and the Chair of the department or program. If the coursework is not completed within the prescribed timeframe, the "I" will automatically change to the standing grade in the course, excluding the outstanding coursework. The maximum time in which on-campus 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 in the next session.

Eligibility Requirements:

1. 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.

2. 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.

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

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

5. 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

1. 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.

2. 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.

3. 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 (4 weeks of the following session for online students).

4. 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.

5. 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.

Graduation Requirements

Undergraduate

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

1. Submit a Graduation Application + Academic Plan upon completion of 75 credits (65 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 + 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.

2. Complete all required courses in a given program of study.

3. Have at least a 2.0 cumulative grade point average (2.5 for Art Education majors).

4. Have earned a minimum of 123-128 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.

5. Have completed a minimum of three portfolio reviews.

6. Have an acceptable body of work for a graduation exhibition.

Graduate

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

　　1.　Submit a Graduation Application + Academic Plan upon completion of 24 credits. The plan is established through consultation between the student and their Academic Advisor. The plan must be signed by

the student and their Academic Advisor and is then submitted to the Registrar. The Registrar's Office reviews each Graduation Application + 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.

2. Complete all required courses in a given program of study.

3. Have at least a 3.0 cumulative grade point average.

4. Have earned a minimum of 33-35 term credits respectively, depending on their program, for a Master of Arts Degree. At least 21 credits including the thesis or applied project must have been earned at RMCAD.

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 upon completion of 75 credits (65 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.

Each semester all on-campus graduating students have the opportunity to participate in an on-campus exhibit. This group exhibition features all of the College's departments (including Animation, Graphic Design, Art Education, Fine Arts, Illustration, and Interior Design). The Graduation Exhibition is college tradition and a privilege that brings all students, faculty, staff, and community together for a celebration of the talent and hard work of the graduates.

Graduation Rates
The current six-year average graduation rate for Rocky Mountain College of Art + Design is 44 percent for full-time first-time freshmen who started in the fall term of 2004. This graduation rate is comparable to that of other schools of similar size and focus.

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

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.

PUBLICATION, INTELLECTUAL PROPERTY & PERPETUAL LICENSE
Artwork and projects created by students as part of a RMCAD course of study are done for educational purposes and represent both the student's ideas and the influence of the College's faculty. The College reserves the right to display, retain, and reproduce student work for exhibition, publication 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.

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 two 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 annotation 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%.

REGISTRATION

All new students register initially 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 timelines 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-campus + Hybrid, 15-week	Day 5	Day 10	Week 9
Online, 8-week	Day 3	Day 7	Week 6

For alternative terms not specified above, see Academic Calendar on page 3. 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 week 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 9 for on-campus or 6 for online and sub-session students will result in a "W" (withdraw) on the students record. After Week 9 or 6 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.

Credit Overload Policy

Undergraduate

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

Students wishing to request a credit hour overload must have completed 30 or more credit hours at RMCAD, have a 3.0 cumulative GPA and petition the Department Chair and 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.

Graduate

The recommended maximum credit load for a full time graduate student is 12 credit hours per term. Overloads are discouraged, except in exceptional circumstances.

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

Undergraduate

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.

Graduate

Full-time enrollment for graduate students at RMCAD is defined as being registered for a minimum of 9 hours in a given term. Students registered for 8 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 (13 hours or more) must have a Cumulative GPA of no less than 3.0 and permission from their Department Chair.

Continuous Enrollment

Continuous full-time enrollment is defined as a minimum 12 credit hours for undergraduate students and 9 credit hours for graduate students per term each available term.

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.

Military Service

Students serving in the National Guard or Military Reserves during a school term may register for the regular term and attend classes before and after their two week term of duty. During their time of absence they will be given excused absences. Upon returning from the regular duty assignment, the student may finish their classes. The student will be allowed to complete any coursework, tests and assignments missed during their absence. Should the student need additional time to complete work for their classes they may be granted an "I" incomplete giving them time to finish the work for the course. This two-week tour of duty is regarded as beyond the students control and as such waives the standard requirements for a grade of incomplete. Their tuition lock arrangements will remain in place during the time of service.

Students entering Active Duty military service may only continue their enrollment by doing so in an online program if there is a program available.

Fundamental Classes

All undergraduate students are required to fulfill the Liberal Arts 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

Undergraduate

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

Internships in All Undergraduate Departments

Students must obtain the internship packet located in the student portal under the Careers link, which provides a clear outline of the internship program at RMCAD for participating students and internship sponsors. Please note that the Interior Design paperwork is separate from the internship paperwork for all other programs. Students must locate an internship site, and identify a willing internship sponsor. Assistance in locating a site can be attained from faculty, Chairs, Heads, and Career + Alumni Services.

Once a site is identified, students must complete the Internship Learning Agreement in conjunction with their internship sponsor and obtain all required signatures including: 1) Internship Sponsor; 2) Student; 3) Career + Alumni Services; and 4) Department Chair, Department Head or designated Internship Advisor, and return the internship packet to the department designee. The next step is to register for the internship by submitting a completed Add Form (included in the internship packet) to the Office of the Registrar. Regular add/drop deadlines apply.

Once officially registered or pre-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, at least half of the required hours must be completed during the term the student is registered for internship credit. Students must track their hours on the timesheet provided in the internship packet and attain internship sponsor signature prior to submission at the end of the semester to the Chair, Head, or Internship Advisor of their department. Students must adhere to all guidelines and requirements as outlined in the internship packet to be eligible for internship credit.

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 Foundations courses should be completed by the end of the third term. Failed courses should be repeated the next time the course is available.

3. Undergraduate students requesting to register for over 16 credit hours must possess a 3.0 cumulative GPA, and obtain written permission from their Department Chair. Graduate students requesting to register for over six credit hours in any eight-week sessions must possess a 3.0 GPA, and must obtain written permission from the department Chair and the Dean. 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 (CUM GPA). Undergraduate 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.

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

Academic Probation

Student progress is monitored at the end of each term. Undergraduate 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. Graduate students who do not attain the cumulative grade point average of 2.5 for their first term, and 3.0 for the duration of their degree 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 the Student Handbook 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. For Graduate students the minimum required grade point average of 3.0 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. 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 Registrar for consideration by the Appeals Committee 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.

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.rmcad.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

Transferability of RMCAD Credits

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

Students considering continuing their education at, or transferring to, other institutions must not assume that credits earned at this college will be automatically accepted by any receiving institution. An institution's accreditation does not guarantee that credits earned at that institution will be accepted for transfer by any other institution.

Students must contact the Registrar or appropriate department of the receiving institution to determine what credits, if any, that institution will accept.

Undergraduate Transfer Credit Evaluation

Applicants must arrange to have copies of official transcripts from all post-secondary institutions they have attended sent to the Admissions Department or a signed document waiving any transfer credits from those schools. 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 page 6). 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 123 – 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.

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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 Graphic Design and Fine Arts; Pikes Peak Community College for Graphic Design; Red Rocks Community College for Graphic Design; and Laramie County Community College for Fine Arts. Contact the Admissions Department for information on specific transfer and articulation agreements.

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:

Transfer Credits

Quarter credits		Semester Credits		Accepted
3	=	2	=	2
4	=	2⅔	=	2
5	=	3⅓	=	3
6	=	4	=	3

Continuing Students Seeking Transfer Credit

Current RMCAD students seeking transfer credit while attending RMCAD must obtain written approval from the Registrar prior to registering at the other institution. Students must submit official transcripts with final grades from that institution to the 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 will be granted the following Liberal Arts credit:

Communication + Critical Thought	*6 Credits*
Humanities + Contemporary Thought	*9 Credits*
Mathematics	*3 Credits*
Physical + Natural Science	*3 Credits*
Social + Behavioral Science	*3 Credits*
Social + Behavioral Science or Studies in Literature + Culture	*3 Credits*

Credit for all additional classes will be 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.org for procedures for requesting AP transcripts.

Evaluation of College-Level Examination Program (CLEP) Credit

The College-Level Examination Program® or CLEP provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. RMCAD grants credit for CLEP exams that meet the minimum qualifying score of 50 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.org 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 Foundations Department. In exceptional cases, incoming students may be granted portfolio credit awarded in increments of three credits of Foundations 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 aarts.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.

Graduate Transfer Credit Evaluation

Applicants must arrange to have copies of official transcripts from all post-secondary institutions they have attended sent to the Graduate Admissions Department. Official transcripts for courses completed at colleges outside of the United States must be submitted to the College and to an approved evaluation agency before transfer credit will be evaluated by RMCAD (refer to the International Transcript Evaluation section of this catalog page 7). A student who does not list all colleges attended on their application may have their admission rescinded. Credit will be considered for courses in-progress at another institution so that students may be notified of potential transfer credit. In these cases, an official transcript documenting enrollment is required. Credit may not be awarded at a later date from colleges not listed on the application.

Credits may be considered for transfer if they were earned at an institution accredited by any of the six regional accrediting associations, 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 institutions not accredited by a regional accrediting agency are generally not acceptable for transfer. However, students may petition for transfer of credits from a nationally-accredited institution. The petition must include evidence that the requested course(s) for transfer are comparable to the RMCAD course(s). Syllabi and other supporting documentation may be requested. The request is reviewed by the Dean and Chair of the program, and the decision is final.

For all graduate programs, credit may be transferred in with the approval of the program Chair. Transfer credit is not guaranteed. Each case is assessed individually, and based on a combination of factors including course equivalency. Course equivalency is determined by a combination of course description review and portfolio review, depending on the nature of the course and how it compares to similar courses offered at RMCAD. RMCAD has access to an extensive library of course catalogs and course descriptions from most schools across the nation and we will attempt to locate course descriptions for prior courses in order to determine course equivalency. It is helpful, however, for prospective students to submit course descriptions for prior coursework whenever possible, as it is ultimately a student's responsibility to provide information as it relates to prior schooling.

For courses eligible for transfer, a B or better must have been earned, and the course(s) grade will not be included in the calculation of the cumulative grade point average.

RMCAD Antiquity Policy

Digital media and other computer- or technology-based courses that are deemed equivalent to RMCAD graduate courses 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.

Graduate students must earn a minimum of 33 credit hours in order to receive the MA (refer to specific degree requirements). No more than 6 credits may be transferred to apply to a Masters level degree. For some programs a portfolio reflecting the prospective student's highest college-level studio work may be applicable.

Conversions are as follows:

Transfer Credits

Quarter credits		Semester Credits		Accepted
3	=	2	=	2
4	=	2⅔	=	2
5	=	3⅓	=	3
6	=	4	=	3

Portfolio Credit

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

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 Graduate Admissions Office. The RMCAD catalog that is in place during the term the student returns indicates degree requirements. Therefore, returning students who have prior transfer credit may be required to have their transfer credit reevaluated prior to 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 of 1974 sets forth requirements regarding the privacy of student records. FERPA governs 1) release of these records (known as education records) maintained by an educational institution and 2) access to these records.

What is an Educational Record?

Education records are any records directly related to a student and maintained by RMCAD or by a party acting for the institution. Education records include demographics, personal information, class assignments, attendance, grades, test scores, placement scores, discipline records, special services, Financial Aid, etc.

What is NOT considered an Educational Record?

• Records of instructional, supervisory, administrative, and certain educational personnel which are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

• Records maintained by a law enforcement unit of the educational agency created by that law enforcement unit for the purpose of law enforcement and not shared with others.

• Records relating to individuals who are employed by the institution, which are made and maintained in the normal course of business, related exclusively to individuals in their capacity as employees and not available for any other purpose (Records of individuals in attendance at ARE EDUCATIONAL RECORDS).

• Records relating to a student which are 1) created or maintained by a employed as a result of their status as students, paraprofessional capacity; 2) used solely in connection with the provision of treatment to the student; and 3) not disclosed to anyone other than individuals providing such treatment so long as the records can be personally reviewed by a physician or other appropriate professional of the student's choice.

• Records of an institution which contain only information relating to a person after that person is no longer a student at the institution (information gathered by alumni) unless they refer to the period of time when the individual was a student.

What Rights Does FERPA Give Me as a Student?

1. The right to inspect and review education records within 45 days of the day the College receives a request for access.

Students should submit to the Office of the Registrar 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. This means information may not be given for enrollment verification (insurance verification), graduation verification (for credit cards, jobs or loans), or attendance verification (loans).

EXCEPTION 1: One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel); a person or an official committee, such as a disciplinary or grievance committee, or

assisting another school official in performing his or her tasks. 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.

EXCEPTION 2: Upon request, the College may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

EXCEPTION 3: Rocky Mountain College of Art + Design may release the educational records of a student to a parent, provided

the student is claimed as a dependent for tax purposes, and the individual seeking education records meets the definition of "parent" under FERPA. Under FERPA, a "parent" is defined as "a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian." Parents are required to submit a copy of their most recently filed Federal Income Tax Return. Copies must include the signature of one or both parents and the student's name must be indicated as a dependent on the return. A new release will be required each term.

EXCEPTION 4: In accordance with FERPA, the College will disclose to third parties information from the educational records of a student provided the information is disclosed due to an "articulable and significant threat to the health and/or safety of the company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the student or other individuals."

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Directory Information

Rocky Mountain College of Art + Design may provide directory information in accordance with the provisions of FERPA without the written consent of an eligible student unless it is requested in writing that such information not be disclosed. The items listed below are designated as Directory Information and may be released for any purpose at the discretion of Rocky Mountain College of Art + Design unless a written request for nondisclosure is on file:

• Student's name
• Student's address
• Student's phone number
• Student's home town
• Student Identification Number
• 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

STUDENT 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 Director of Student Success or may find it on the College's website at www.rmcad.edu.

Career + Alumni Services

The Career + Alumni Services Office empowers students and graduates with career development, career coaching, and job search strategies. The office promotes student and graduate alliances with art and design related businesses and associations, and provides a network of employment contacts as a resource to career-seeking individuals. The office provides access to career development technology tools aiding in creation of professional communication and management of career searches. Students and alumni are encouraged to participate in internships, 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 Dome 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 team.

Graduates of RMCAD receive free career counseling and automatically join the RMCAD Alumni Association with successful graduation. The Alumni Association offers graduates the opportunity to attend career development workshops, special events, and professional programs as well as maintain free access to career development technology tools and career coaching.

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 four galleries with rotating exhibitions: the Philip J. Steele Gallery, Rude Gallery, the Student Gallery, and Alumni Gallery.

The Philip J. Steele Gallery provides an average of 9 exhibitions annually open to the campus community and the general public. These year round exhibitions enhance classroom learning experiences for the entire RMCAD community. 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 Student Gallery is located on the second floor of the EPiC building. Overseen by students and faculty, the Student Gallery rotates exhibitions several times per term.

The Alumni Gallery is located in the Texas building lobby. Rotating work three times a year, this gallery exhibits the exemplary artworks by RMCAD graduates.

A variety of educational programs accompany a selection of the exhibitions: visiting artist lectures, receptions, gallery talks, 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 professionals in a meaningful and supportive way. Gallery programs are open to RMCAD students, the regional art community and the general public. You can find more information about the current exhibitions at www.rmcad.edu/exhibitions .

Housing

There are several housing options available near RMCAD, and each offers something different. Because the primary goal is to help students make a smooth transition to RMCAD, the priority is to help each student find housing that suits his or her individual needs. As a means to this end, The Office of Student Life provides services and resources to assist in the process. For a full list of housing options, see the Housing Guide, available through that Office.

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 Life 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 the Americans with Disabilities Act (ADA), and Section 504 of The Rehabilitation Act, the College affirms its commitment to seek to achieve reasonable accommodations for students who have documented disabilities. Prior to admission acceptance, the College will provide general information upon request. Once enrolled, students are responsible for initiating a request for accommodations by disclosing their disability to the Student Disability Services Coordinator and providing the required supporting documentation. The Student Disability Services Coordinator will provide additional information to students requesting accommodations, such as standards for required documentation and specific policies regarding use of accommodations. An individual's needs must be communicated to the Student Disability Services Coordinator before accommodations will be made.

Supply Store

The RMCAD Supply Store offers convenient shopping and competitive prices for the majority of necessary supplies, computers, and software. 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 an 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 Department. Questions about RMCAD Store accounts can be answered by the Student Accounts Department. The Student Accounts Department 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.

Visiting Artist, Scholar, and Designer Program

The Visiting Artist, Scholar, and Designer Program is an interdisciplinary initiative that is culturally inclusive, intellectually expansive, and ultimately enriches the RMCAD experience for the entire community. An integral part of the educational mission of RMCAD, the VASD Program fosters vision, creativity, and innovation by bringing leading national and international artists, scholars, and designers to campus each year.

The VASD Program opens its doors to the Denver metro community, inviting the public to attend a free evening lecture given by each distinguished guest as part of the Program's Public Lecture Series.

The visiting guests also engage with RMCAD students and faculty through private events, such as studio visits, critiques, discussions, and workshops. Providing direct access to contemporary art, design, and culture though an inspiring comparative framework, the VASD Program creates a cross-disciplinary environment on campus made possible through appreciation and critical inquiry.

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 workshops offered throughout the year, and art camps during the summer months. High school students looking for intensive week-long art and design programs can register for these summer camps. Areas of study include illustration, graphic design, animation, foundations, and interior design.

Current course offerings can be found by visiting www.rmcad.edu and clicking on High School Programs (under Public Programs), or by calling 800.888.ARTS.

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.

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
Fine Arts: Ceramics
Fine Arts: Painting
Fine Arts: Photography + Video Art
Fine Arts: Sculpture
Game Art
Graphic Design
Illustration (optional: Children's Book Illustration Area of Specialization)
Interior Design (optional: Sustainable Design Area of Specialization)

Bachelor of Arts programs are liberal arts degrees with an identified academic major. They differ from the BFA degree programs which are identified as professional programs.

Discovery, inspiration, creativity, ideas…used separately these are powerful words, but integrated into a process of critical thinking, research, observation and innovation, they create new opportunities for design students at Rocky Mountain College of Art + Design. The Graphic Design program combines theory and practice, challenging students to discover their own individual design expression, and at the same time preparing them for today's new business environment. With the development of new technologies and interactive media, the global marketplace is changing the role of the contemporary designer. RMCAD recognizes and embraces this enormous potential by combining these technologies with a classical art education founded in drawing, sociology, photography, theory and form.

Bachelor of Arts Programs

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

Graphic Design

Graphic Design + Digital Media Emphasis

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 ways—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 campus or online.

Course Prefixes

AE	Art Education
AH	Art + Design History
AN	Animation
AN2D	Animation: 2D
AN3D	Animation: 3D
CCT	Communication + Critical Thought
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	Foundations
GA	Game Art
GD	Graphic Design
HU	Humanities + Contemporary Thought Seminars
ID	Interior Design
IL	Illustration
LSP	Foreign Language - Spanish
MA	Mathematics
NS	Physical + Natural Science
SBS	Social + Behavioral Science
SLC	Studies in Literature + Culture

Definitions

Prerequisites: A course that must be taken prior to a given course.

Corequisites: 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 a character express itself through that movement, no matter if your creative tool is a pencil, a computer, or a puppet.

Building on this foundation, the RMCAD Animation Department provides a curriculum designed to balance the aesthetic and technical aspects of visual communication with the realities of the professional production environment. Animation merges the arts of storytelling, acting, drawing, design, illustration, sculpture, photography and 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 123 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
2012-2013 BFA Degree Requirements

Liberal Arts: 45

AH 1010 Art + Design History I + Lab: 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
ASAD 1000 Academic Strategies for Artists + Designers		3
CCT 1020 Composition I + Lab	3	
CCT 1030 Composition II		3
HU 2010 Humanities Seminar I	3	
HU 2050 Humanities Seminar II	3	
HU 4035 The Cultural Politics of Consumption		3
MA 1010 Animation Physics		3
NS 2020 Earth Science		3
SBS 2010 Anthropology		3
SBS 2020 Social Psychology		3

Foundations: 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 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 3130 Business, Ethics + Copyright for Animation	3
AN 3760 Tools + Techniques of Contemporary Animation	3
AN 3770 Animation Sound Design + Video Editing	3
AN 4000 Animation Senior Portfolio Review	0
AN 4840 Animation Collective	3
AN 4881 2D/3D Animation Thesis II Part 1	1.5
AN 4882 2D/3D Animation Thesis II Part 2	1.5

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 An Motion Studies	3
AN3D 4260 Advanced 3D Computer Topics	3
AN3D 4860 3D Animation Thesis I	3

Studio Electives: 6 Credits

AN3600 Animation Internship	(3 – 6)
AN 4110 Animation Film Studies	3
AN 4860 Experimental Animation II	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
Total credits required	123

Online Technology Requirements

Each program will have a list of published equipment and technology requirements. In addition, each student will receive a Gear Box 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-campus 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
2012-2013 BFA Degree Requirements

Liberal Arts: 45 credits

Art + Design History	12
AH 2020 History of International Animation	3
ASAD 1000 Academic Strategies for Artists + Designers	3
Communication + Critical Thought	6
Humanities + Contemporary Thought Seminars	9
Mathematics	3
Physical + Natural Sciences	3
Social + Behavioral Sciences	6
OR	
3 SBS Credits and Studies in Literature + Culture	3

Foundations: 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 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 3130 Business, Ethics + Copyright for Animation	3
AN 3760 Tools + Techniques of Contemporary Animation	3
AN 3770 Animation Sound Design + Video Editing	3
AN 4000 Animation Senior Portfolio Review	0
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:

AN3600 Animation Internship	(3 – 6)
AN 4110 Animation Film Studies	3
AN 4760 2D/3D Advanced Compositing	3
AN 4860 Experimental Animation II	3
Total credits required	123

3D ANIMATION 2012-2013 BFA Degree Requirements

Liberal Arts: 45 credits

Art + Design History	12
AH 2020 History of International Animation	3
ASAD 1000 Academic Strategies for Artists + Designers	3
Communication + Critical Thought	6
Humanities + Contemporary Thought Seminars	9
Mathematics	3
Physical + Natural Sciences	3
Social + Behavioral Sciences	6
OR	
3 SBS Credits and Studies in Literature + Culture	3

Foundations: 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 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 3130 Business, Ethics + Copyright for Animation	3
AN 3760 Tools + Techniques of Contemporary Animation	3
AN 3770 Animation Sound Design + Video Editing	3
AN 4000 Animation Senior Portfolio Review	0
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 Adv 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:

AN3600 Animation Internship	(3 – 6)
AN 4110 Animation Film Studies	3
AN3D 4270 Advanced Character Creation Methods	3
AN 4860 Experimental Animation II	3
AN3D 4280 Advanced Scripting	3
AN3D 4290 Advanced 3D Computer Modeling + Texturing	3
AN3D 4850 Experimental Computer Animation	3

Total credits required	123

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.

Prerequisites: none

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)

Prerequisites: 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: AN 2310 Creative Visualization Corequisites: 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.

Prerequisites: 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)

Prerequisites: 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 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 3130
Business, Ethics + Copyright for Animation
(3 credits)

In this junior-level course, 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 ethical and non-ethical uses of animation. At the conclusion of this course, students perform an assessment of their animation education through the lens of the reality of the business world, and assess their expectations for a career in animation. Students demonstrate the realities of the budgeting process, the procedures for legal use and protection of copyright, and an understanding of the ethical uses of this art form. (Formerly AN 4130)

Prerequisites: AH 2020 History of International Animation

AN 3600
Animation Internship
(3 or 6 credits)

The AN Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

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)

Prerequisites: 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)

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

AN 4000
Animation Senior Portfolio Review
(0 credits)

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

Prerequisite: AN 3000 Animation Sophomore/ Junior Portfolio Review

AN 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.

Prerequisites: AH 2010 History of Art + Design in the Nonwestern World or 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)

Prerequisites: 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 or AN3D 3330 3D Character + Production Design

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)

Prerequisites: 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 or AN3D 4860 3D Animation Thesis I

AN 4881
2D/3D Animation Thesis II – Part 1
(1.5 credits)

Online students will enroll in this version of the course to meet their requirements. This is the first of a 2 course sequence for the final thesis project that 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 in AN3D 4860, students are able to successfully complete the animation production process. Using the plan visualized through their animatic, the student works through tasks and problems as each shot is animated and rendered. At the conclusion of the class, students have completed the production process of the film they envisioned in Thesis I and are prepared to continue with post-production in AN 4882 Animation Thesis II – Part II.

Prerequisites: AN 4840 Animation Collective and AN3D 4860 3D Animation Thesis I

AN 4882
2D/3D Animation Thesis II – Part 2
(1.5 credits)

Online Students will enroll in this version of the course to meet their requirements. This is the second of a 2 course sequence for the final thesis project that 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 the production progress gained in AN 4881 2D/3D Animation Thesis II – Part I students continue with post-production process, including 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 4881 2D/3D Animation Thesis II – Part 1

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)

Prerequisites: 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 animation effects 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.

Prerequisites: 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)

Prerequisites: 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)

Prerequisites: 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)

Prerequisites: 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 4880, 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)

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

AN3D 2210
3D Computer Animation I
(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.

Prerequisites: 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.

Prerequisites: 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)

Prerequisites: 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)

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: AN3D 3240 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)

Prerequisites: 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)

Prerequisites: 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.

Prerequisites: 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 4880 (or AN 4881 + AN 4882 for online students), 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
2012-2013 BFA Degree Requirements

Liberal Arts: 45 credits

Art + Design History	12
AH 2020 History of International Animation	3
ASAD 1000 Academic Strategies for Artists + Designers	3
Communication + Critical Thought	6
Humanities + Contemporary Thought Seminars	9
MA 1010 Animation Physics	3
Physical + Natural Sciences	3
Social + Behavioral Sciences	6
OR	
3 SBS Credits and Studies in Literature + Culture	3

Foundations: 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 2120 Visual Design II	3

Core Requirements: 57 credits

AN 1110 Introduction to Animated Storytelling	3
AN 1230 Fundamentals of Animation	3
AN 3130 Business, Ethics + Copyright for Animation	3
AN3D 2210 3D Computer Animation	3
AN3D 2220 3D Computer Lighting + Materials	3
AN3D 3230 3D Computer Animation Motion Studies	3
AN3D 4270 Advanced Character Creation Methods	3
GA 1120 Previsualization + Scripting	3
GA 2000 Game Art Sophomore Portfolio Review	0
GA 2010 Introduction to Game Art	3
GA 2310 Realistic Game Modeling	3
GA 2710 Strategy and Psychology in Games	3
GA 3000 Game Art Junior Portfolio Review	0
GA 3110 Game Animation + Motion Capture	3
GA 3220 Game Texture + Lighting	3
GA 3330 Character + Level Design	3
GA 3350 Character Rigging	3
GA 4000 Game Art Senior Portfolio Review	0
GA 4320 Game Scripting	3
GA 4500 Portfolio + Demo Reel Development	3
GA 4510 Game Thesis I	3
GA 4520 Game Thesis II	3

Studio Electives: 3 credits

The following are recommended:

AN 2350 Scriptwriting for Animation	3
AN3D 4280 Advanced Scripting	3
GA3600 Game Art Internship	(3 – 6)

Total credits required	123

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 1120
Previsualization + Scripting
(3 credits)

This freshman-level course is an introduction to the theory of game engines and scripting for games. The goal of this class is to establish the critical understanding of how a game engine works, and how game design and game play are influenced by choices in scripting. Using game engine theory, students are taught techniques in creating games through exercises that involve scripting and building small game environments using basic assets. Students learn what constitutes various types of game-play development, such as First Person Controller, Side Scroller and Third Person Viewpoint in games. At the conclusion of this class, students have demonstrated a familiarity and proficiency with the game engine through the creation of simple games and test assets.

Prerequisites: FD 1115 Visual Design I and FD 1275 Drawing I

GA 2000
Game Art Sophomore Portfolio Review
(0 credits)

This non-credit portfolio review 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.

Prerequisites: none

GA 2010
Introduction to Game Art
(3 credits)

This sophomore-level class continues the study of making video games starting with creating a game design document, and continuing into game play and level design. The objective of the class is to explore several ideas as potential games to be developed during the GA program and to develop one of them more deeply. The finished game design document will become the blueprint for students during the course of the program guiding them as they develop assets, such as character designs, modeling of environments and animation. At the conclusion of this class, students will have written a game design document and drawn game designs that become the foundation for their future thesis work during the GA program. (Formerly GA 1010)

Prerequisites: GA 1120 Previsualization + Scripting

GA 2310
Realistic Game Modeling
(3 credits)

In this sophomore-level class, students gain the ability to model realistic props, characters and environments for video games, using Maya and digital sculpting software. Beginning with preparing reference for modeling, students analyze contours and shape to attain organic and detailed models efficiently. At the end of this process, students gain competence at digital sculpting techniques to polish their assets and sculpt realistically. Through cross-training assignments that involve the use of visual analysis followed by the use of Maya and digital sculpting software, students produce high-end game assets.

Prerequisites: GA 2010 Introduction to Game Art

GA 2710
Strategy and Psychology in Games
(3 credits)

This sophomore-level course studies why we play video games, what makes game play engaging or educational as well as topics such as immersion, social components and addiction in video games. The class explores the use of games for art, story and the place of story in our culture, as well as discussing games of the past and future directions for games. Through discussions, video, and writing essays, the student investigates the relationship between games, psychology and human culture and its expression in games and interactive media. At the conclusion of the course students gain an understanding of the psychological, ethical and social aspects of games through storyboarding, essays and discussions.

Prerequisites: GA 2010 Introduction to Game Art

GA 3000
Game Art Junior Portfolio Review
(0 credits)

In this junior review, students develop and test assets for their video game Thesis classes, creating design docs, environments, props and characters as well as animations. Students' work is reviewed with the goal of keeping their game on track or redirecting them as needed. Students present assets to the faculty for comment and assessment. This class evaluates the student's current portfolio, and anticipates finishing models, textures, environments, characters and animations for GA 4510 Thesis I. At the conclusion of the course students present a portfolio that includes their final designs, design docs, and progress of their assets as they lead up to thesis.

Prerequisites: GA 2310 Realistic Game Modeling and GA 3350 Character Rigging

GA 3110
Game Animation + Motion Capture
(3 credits)

A junior-level class that focuses on animating characters for the student's own game thesis. Students examine the techniques that go into making character loops, cut scene animations and motion capture. Students animate character loops and animated cut scenes using standard animation techniques and motion capture. At the conclusion of the course students have developed a series of character animations: idle, walk, run, jump, fly, fall, duck, kick, punch or variations on these as well as exploring the use of motion capture for their games.

Prerequisites: GA 3350 Character Rigging

GA 3220
Game Texture + Lighting
(3 credits)

A sophomore-level class that focuses on texturing characters, environments and props. Studies include types of texture mapping, UV strategies for games and cross-pipeline training between Maya, Mudbox and Zbrush. Students generate specific maps such as color, specular, normal and displacement and understand their use in visual effects and computer games. Through various exercises, course demonstrations and training, students develop finished textures using both 2D and 3D painting strategies. Students learn to light and render in layers and passes to maximize efficiency and creativity. At the conclusion of the course students develop assets that include complex texture, lighting and rendering techniques, and apply these techniques to their own game.

Prerequisites: AN3D 2210 3D Computer Animation

GA 3330
Character + Level Design
(3 credits)

This junior-level class focuses on refining concept art for games, including level, character, vehicle and prop design. Students develop design skills and apply a variety of processes and media to explore methods of professional game design. At the conclusion of the course students have created a series of concept designs from thumbnails to color studies in digital media.

Prerequisites: GA 2010 Introduction to Game Art

GA 3350
Character Rigging
(3 credits)

A junior-level class that focuses on rigging characters through the application of physiology for video games, including investigating actions that make a character move and explorations of how the game engine handles transitions of movements. Students learn to rig characters for game play loops as well as rigging for facial expressions and speech. At the conclusion students have created a rigged character and controls for facial expressions as it applies to character animation. Students also rig a character for motion capture.

Prerequisites: GA 2310 Realistic Game Modeling

GA 3600
Game Art Internship
(3 or 6 credits)

The AN Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

GA 4000
Game Art Senior Portfolio Review
(0 credits)

In this Senior review, students present their finished thesis work that has five areas of final presentation: 1) A working video game level, 2) An animated cut scene 3) Flat art portfolio, 4) A printed book which is a "Making of" their game and 5) a demo reel that best shows off their work and any area of expertise they wish to highlight such as modeling, creatures, lighting or environments.

Prerequisites:GA 3000 Game Art Junior Portfolio Review

GA 4320
Game Scripting
(3 credits)

This senior-level class focuses on advanced scripting techniques, as students proceed with their thesis-level game work. Emphasis in this class is on scripting their games by applying concepts such as artificial intelligence and debugging game play. Students develop advanced scripting tools for completing their projects in thesis classes, with a study of how to publish games to various platforms such as for Windows, Mac, HTML browser and mobile devices such as the iPhone. At the conclusion of this class students demonstrate the ability to script their own games, incorporate 3D assets, debug and publish.

Prerequisites: GA 3110 Game Animation + Motion Capture
Co-requisite: GA 4510 Game Thesis I

GA 4500
Portfolio + Demo Reel Development
(3 credits)

In this senior-level class students develop a one-minute demo reel and portfolio to showcase the work they have done during the time in the Game Art program. Showcasing models, environments and animation, students render scenes in a presentation format that best exhibits their work. Portfolios are developed in a format that is influenced by aesthetics of published design and art books as inspiration for professional and creative presentation. At the conclusion of the course students have produced demo reels and portfolios to compete in the Animation and Game Art industry.

Prerequisites: GA 3350 Character Rigging
Co-requisite: GA 4510 Game Thesis I

GA 4510
Game Thesis I
(3 credits)

In this senior-level class students bring their game assets into the game engine and create game play. This class involves building and testing game play in the game engine, refining assets such as models, textures and animation, as well as blocking in the game play. Students block in their game, test assets and game scripts using the skills developed throughout the program. At the conclusion of the course students publish a beta version of their game on the target platform, such as PC, OSX or HTML.

Prerequisites: GA 3350 Character Rigging
Co-requisites: GA 4500 Portfolio + Demo Reel Development

GA 4520
Game Thesis II
(3 credits)

In this senior-level class, students finish their thesis game project, refining AI and other game play as well as finishing touches such as FX, game menus, sound effects and music for a finished game level. Students refine their work for Thesis II, adding enhancements that make for a professional and clean presentation. At the conclusion of the course students have a working game level to add to their repertoire of skills as they graduate.

Prerequisites: GA 4510 Game Thesis I

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

The RMCAD Art Education teacher preparation program is approved by the Colorado Department of Education (CDE) and the Colorado Commission on Higher Education (CCHE). RMCAD graduates in Art Education are prepared to apply for a K-12 teaching license in Art with the Colorado Department of Education. The RMCAD program is designed in accordance with CDE and the Colorado Performance-Based Standards for Colorado Teachers and knowledge of: literacy, mathematics, standards and assessment, content standards, classroom and instructional management, individualization of instruction, technology, and democracy, educational governance and careers in teaching. Coursework supports the Statutory Performance Measures of the Colorado Commission on Higher Education, the Colorado Model Content Standards for Visual Arts, 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, critical thinkers able to reason and analyze, researchers, problem solvers, group contributors, and responsible artists who consciously consider personal and societal values.

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

Students enrolled in the RMCAD Art Education program must complete and pass the fingerprint requirement and Colorado Bureau of Investigation background check during the first term enrolled in an Art Education course. The PLACE test must be taken and passed by the teacher candidate before s/he can apply to CDE for teacher licensure. Additionally, teacher candidates must be prepared to student teach for 16 weeks during their final term at RMCAD which may not coincide with the RMCAD academic calendar.

ART EDUCATION – Illustration Emphasis
2012-2013 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 + Lab: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemp	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
ASAD 1000 Academic Strategies for Artists + Designers	3
CCT 1020 Composition I + Lab	3
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
NS Physical + Natural Science	3
SBS Social + Behavioral Science	3

Foundations: 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 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 1190 Basic Photography	3
FAC 1150 Introduction to Ceramics	3

Illustration: 18 credits

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
2012-2013 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 + Lab: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemp	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
ASAD 1000 Academic Strategies for Artists + Designers	3
CCT 1020 Composition I + Lab	3
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
NS Physical + Natural Science	3
SBS Social + Behavioral Science	3

Foundations: 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 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 1190 Basic Photography	3
FA 2720 Form and Content	3
FAC 1150 Introduction to Ceramics	3

Painting: 15 credits

FA 4991 Senior Studio	3
FAP 2750 Painting I: Painting Practicum	3
FAP 3000 Painting Sophomore/Junior Portfolio Review	0
FAP 3750 Painting II	3
FAP 3770 Figure Painting	3
FAP 4350 Painting III	3

Total credits required	125

ART EDUCATION – Photography + Video Art Emphasis
2012-2013 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 + Lab: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemp	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
ASAD 1000 Academic Strategies for Artists + Designers	3
CCT 1020 Composition I + Lab	3
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
NS Physical + Natural Science	3
SBS Social + Behavioral Science	3

Foundations: 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 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 1170 Introduction to Sculpture	3
FA 1190 Basic Photography	3
FA 2720 Form and Content	3
FAC 1150 Introduction to Ceramics	3

Photography + Video Art: 12 credits

FAV 2140 Introduction to Video Art	3
FAV 2190 Photography II	3
FAV 2370 Digital Color Photography	3
FAV 3000 Photo + Video Soph/Junior Portfolio Review	0
FAV 4991 Advanced Photo + Video: Senior Studio	3

Total credits required	125

ART EDUCATION – Sculpture Emphasis
2012-2013 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 + Lab: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemp	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
ASAD 1000 Academic Strategies for Artists + Designers	3
CCT 1020 Composition I + Lab	3
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
NS Physical + Natural Science	3
SBS Social + Behavioral Science	3

Foundations: 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 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 1170 Introduction to Sculpture	3
FA 1190 Basic Photography	3
FA 2720 Form and Content	3
FAC 1150 Introduction to Ceramics	3

Sculpture: 12 credits

FA 3770 Investigations I OR	
FA 4710 Investigations II	3
FAS 2950 Sculpture I: Sculpture Practicum	3
FAS 3000 Sculpture Sophomore/Junior Portfolio Review	0
FAS 3350 Sculpture II: Exhausting the Metaphor	3
FAS 4000 Sculpture Senior Portfolio Review	0
FAS 4991 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: AE 2215 Introduction to Art Education; AE 2220 Philosophy of Art + Education; AE 2230 Psychology of Creativity; AE 2240 Instructional Technology; cleared 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.

Prerequisites: 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; and 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)

This survey course emphasizes exploration of traditional and contemporary printmaking techniques with an emphasis on non-toxic methods. Students learn technical skills to then fulfill their artistic visions in the following mediums: relief, collagraph, drypoint, photo-intaglio, polyester plate lithography and screen printing. By the conclusion of this course, students will have gained knowledge in the techniques, materials, and proper use of equipment for application in the K-12 classroom as well as the professional setting.

Prerequisites: FD 2120 Visual Design II

AE 3251
Printmaking II
(3 credits)

This elective 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.

Prerequisites: 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. This course is taken the term directly prior to Student Teaching.

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 using non-ferrous metal as a fine art or fine craft medium. Professional applications include basic fabricating, stone setting, soldering, joining, forming and forging, patinas and other surface treatments. At the conclusion of this course, students will understand basic jewelry techniques and be able to develop projects for utilization in the K-12 classroom.

Prerequisites: 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.

Prerequisites: 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. AE 4930 Student Teaching Seminar is taken concurrently. (Formerly AE 4250)

Prerequisites: All other required classes in AE program; 200 fieldwork hours completed; cleared 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. AE 4930 Student Teaching Seminar is taken concurrently. (Formerly AE 4260)

Prerequisites: All other required classes in AE program; 200 fieldwork hours completed; and cleared 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

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
2012-2013 BFA Degree Requirements

Liberal Arts: 45 credits

Art + Design History	12
AH 2030 History of Modern + Contemporary Art	3
ASAD 1000 Academic Strategies for Artists + Designers	3
Communication + Critical Thought	6
Humanities + Contemporary Thought Seminars	9
Mathematics	3
Physical + Natural Sciences	3
Social + Behavioral Sciences	6
OR	
3 SBS Credits and Studies in Literature + Culture	3

Foundations: 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 2120 Visual Design II	3

Fine Arts Core Requirements: 24 credits

FA 1150 Introduction to Painting	3
FA 1170 Introduction to Sculpture	3
FA 1190 Basic Photography	3
FA 2720 Form and Content	3
FA 4510 Experimental Studies	3
FA 4990 Professional Practices	3
FA 4991 Senior Studio	3
FAC 1150 Introduction to Ceramics	3

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

Ceramics Core: 15 credits

FAC 2750 Ceramics I	3
FA 3770 Investigations I	3
FAC 3000 Ceramics Sophomore/Junior Portfolio Review	0
FAC 3350 Ceramics II	3
FAC 2755 Glaze Calculation	3
FAC 4991 Advanced Ceramics: Senior Studio	3
Studio Electives	21

Total credits required	123

OR

Painting Core: 12 credits

FAP 2750 Painting I: Painting Practicum	3
FAP 3000 Painting Sophomore/Junior Portfolio Review	0
FAP 3750 Painting II	3
FAP 3770 Figure Painting	3
FAP 4350 Painting III	3
Studio Electives	24

Total credits required	123

OR

Photography + Video Art Core: 15 credits

FAV 2140 Introduction to Video Art	3
FAV 2190 Photography II	3
FAV 2370 Digital Color Photography	3
FAV 3000 Photo + Video Sophomore/Junior Portfolio Review	0
FAV 3780 Intermediate Video Art	3
FAV 4991 Advanced Photo + Video: Senior Studio	3
Studio Electives	21

Total credits required	123

OR

Sculpture Core: 15 credits

FA 3770 Investigations I	3
FA 4710 Investigations II	3
FAS 2950 Sculpture I: Sculpture Practicum	3
FAS 3000 Sculpture Sophomore/Junior Portfolio Review	0
FAS 3350 Sculpture II	3
FAS 4991 Sculpture III: Directed Studies	3
Studio Electives	21
Total credits required	123

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 2750 Ceramics I	3
FAC 2755 Glaze Calculation	3
FAC 3350 Ceramics II	3
FAC 4991 Advanced Ceramics: Senior Studio	3

Figure Studies

FA 3560 Experimental Figure Studies	3
FD 1380 Life Drawing II	3
IL 2550 Life Drawing III: Human Anatomy	3
FAP 4770 Advanced Figure Painting	3

Experimental Media

FA 3310 Contemporary Art Studio	3
FA 3530 Experimental Drawing	3
FA 3370 Installation	3
FA 3770 Investigations I	3
FA 4710 Investigations II	3

Internship Program

FA3600 Fine Arts Internship	(3 – 6)

Photography

FAV 2190 Photography II	3
FAV 2370 Digital Color Photography	3
FAV 3340 Contemporary Digital Portraiture	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)

Three-Dimensional Media

AE 3330 Jewelry	3
AE 3345 Fibers Studio	3
FAS 4992 Advanced Sculpture: Senior Studio	(up to 6)
ID 3550 Custom Furnishings	3

Video

GD 2220 Raster Image Processing	3
FAV 2140 Introduction to Video Art	3
FAV 3720 Motion Design for Visual Artists	3
FAV 3780 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.

Prerequisites: none

FA 1170
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. (Formerly FA 1250)

Prerequisites: none

FA 1190
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. (Formerly FA 1410)

Prerequisites: none.

FA 2720
Form + 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. (Formerly FA 2020)

Prerequisites: none

FA 3310
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. (Formerly FA 3015)

Prerequisites: AH 2030 History of Modern + Contemporary Art

FA 3370
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. (Formerly FA 3610)

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 3530
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. (Formerly FA 3172)

Prerequisites: FD 1275 Drawing 1

FA 3560
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. (Formerly FA 3060)

Prerequisites: FD 1380 Life Drawing II

FA 3600
Fine Arts Internship
(3 or 6 credits)

The AN Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

FA 3770
Investigations I
(3 credits)

This is the first of a two-term course sequence of special topics, designed to expand awareness of materials and concepts available in the field of fine art. Contemporary and/or traditional materials and

methods are introduced, including, but not limited to: kinetic and electronic art, public art, earth art, interactive art, sound and light, relational art, intervention art, and figure studies. At the conclusion of this course, students are versed in the topic selected for the term and create work that demonstrates this knowledge. (Formerly FA 3270)

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

FA 4510
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. (Formerly FA 4660)

Prerequisites: none

FA 4710
Investigations II
(3 credits)

This is the first of a two-term course sequence of special topics, designed to expand awareness of materials and concepts available in the field of fine art. Contemporary and/or traditional materials and methods are introduced, including, but not limited to: kinetic and electronic art, public art, earth art, interactive art, sound and light, relational art, intervention art, and figure studies. At the conclusion of this course, students are versed in the topic selected for the term and create work that demonstrates this knowledge. (Formerly FA 4810)

Prerequisites: 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 artists, art administrators, gallery directors and museum curators. At the conclusion of the course, students will have created professional-grade portfolio materials and an online presence, which includes an artist statement, résumé and documentation of artwork. Students use their portfolios to submit applications to exhibitions, residency programs, grants, and graduate schools. Students also learn how to properly display, store and ship art using sound archive methods.

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.

Prerequisites: must be a junior or senior.

Fine Arts: Ceramics

FAC 1150
Introduction to Ceramics
(3 credits)

Students explore basic handbuilding 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 handbuilding techniques, basic glaze formulation, and firing of electric and Raku kilns. Students will learn to develop strategies to translate an idea into sculptural form. (Formerly FAC 1265)

Prerequisites: none

FAC 2750
Ceramics I
(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. (Formerly FAC 3750)

Prerequisites: FAC 1150 Introduction to Ceramics

FAC 2755
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. (Formerly FAC 4450)

Prerequisites: FAC 1150 Introduction to Ceramics

FAC 3000
Ceramics Sophomore/Junior Portfolio Review
(0 credit elective)

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. Students who are enrolled in this review must also be concurrently registered for FAC 3350 Ceramics II, and will conduct their portfolio review during an FAC 3350 Ceramics II course meeting time.

Prerequisites: 60 credit hours completed.

FAC 3350
Ceramics II
(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. Ceramics emphasis majors who are enrolled in this course must also register for FAC3000 Ceramics Sophomore/Junior Portfolio Review, and will conduct their portfolio reviews during this course meeting time. (Formerly FAC 3450)

Prerequisites: FAC 2750 Ceramics I

FAC 4991
Advanced Ceramics: Senior Studio
(3 credit elective)

Students investigate sculptural form and space through the clay process. Diverse, individually developed projects allow the student to further investigate the technical properties of various clays, surface applications, and firing processes. Emphasis is placed on the development of an individual aesthetic and conceptual vocabulary. Students will look at works in both the historical and contemporary art worlds. This course is designed to give the student ample opportunity toexperiment and to direct his or her vision. At the conclusion of this course, students conduct a final portfolio presentation to the class and a visiting art professional, which presents their own body of work and its context over the span of their advanced level studies. (Formerly FAC 4910)

Prerequisites: FAC 3350 Ceramics II

Fine Arts: Painting

FAP 2750
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 an exploration of varying subject matter as they study the relationship between figure and ground. As students begin to define their individual directions, creative integration of concept, drawing, painting, color, and composition become important concerns. At the conclusion of this course, students are expected to demonstrate knowledge of research skills and its application to individual process, and begin to apply this to their practice. (Formerly FAP 2150)

Prerequisites: FA 1150 Introduction to Painting

FAP 3000
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. Students who are enrolled in this review must also be concurrently registered for FAP 3750 Painting II, and will conduct their portfolio review during an FAP 3750 Painting II course meeting time. (Formerly FAP 3100)

Prerequisites: none

FAP 3750
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. Students who are enrolled in this course must also be concurrently registered for FAP 3000 Painting Sophomore/Junior Portfolio Review, and will conduct their portfolio review during an FAP 3750 Painting II course meeting time (Formerly FAP 3150)

Prerequisites: FAP 2750 Painting I: Painting Practicum

FAP 3770
Figure Painting
(3 credits)

The theme of figure is utilized as a point of departure. Issues of craft, content, and the dialogue 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. (Formerly FAP 3170)

Prerequisites: FAP 2750 Painting I: Painting Practicum

FAP 4350
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 their application to their individually derived content. (Formerly FAP 4050)

Prerequisites: FAP 3750 Painting II or FAP 3770 Figure Painting

FAP 4770
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. (Formerly FAP 4170)

Prerequisites: FAP 3770 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. At the conclusion of this course, students conduct a final portfolio presentation to the class and a visiting art professional, which presents their own body of work and its context over the span of their advanced level studies.

Prerequisites: FAP 4350 Painting III

Fine Arts: Photography + Video Art

FAV 2140
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. (Formerly FAV 2320)

Prerequisites: FA 1190 Basic Photography

FAV 2190
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. (Formerly FAV 2245)

Prerequisites: FA 1190 Basic Photography

FAV 2370
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. Photo/Video emphasis majors who are enrolled in this course must also register for FAV3000 Photo/Video Sophomore/Junior Portfolio Review, and will conduct their portfolio reviews during this course meeting time. (Formerly FAV 2570)

Prerequisites: FA 1190 Basic Photography or GD 1510 Rapid Visualization + Prototyping

FAV 3000
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 coursework. Students who are enrolled in this review must also be concurrently registered for FAV 2570 Digital Color Photography, and will conduct their portfolio review during an FAV 2570 Digital Color Photography course meeting time. (Formerly FAV 3100)

Prerequisites: none

FAV 3720
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. (Formerly FAV 3200)

Prerequisites: FAV 2140 Introduction to Video Art or GD 3230 Storytelling + Video

FAV 3340
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. (Formerly FAV 3250)

Prerequisites: FA 1190 Basic Photography and FD 1010 Digital Image Making.

FAV 3780
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. (Formerly FAV 3480)

Prerequisites: FAV 2140 Introduction to Video Art

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 conduct a final portfolio presentation to the class and a visiting art professional, which presents their own body of work and its context over the span of their advanced level studies.

Prerequisites: Must be a junior or senior; FAV 2140 Introduction to Video Art; and FAV 2190 Photography II or FAV 2370 Digital Color Photography

Fine Arts: Sculpture

FAS 2950
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. (Formerly FAS 2250)

Prerequisites: FA 1170 Introduction to Sculpture

FAS 3000
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. Students who are enrolled in this review must also be concurrently registered for FAS 3350 Sculpture II, and will conduct their portfolio review during an FAS 3350 Sculpture II course meeting time. (Formerly FAS 3200)

Prerequisites: none

FAS 3350
Sculpture II
(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. Sculpture emphasis majors who are enrolled in this course must also register for FAS3000 Sculpture Sophomore/Junior Portfolio Review, and will conduct their portfolio reviews during this course meeting time. (Formerly FAS 3250)

Prerequisites: FAS 2950 Sculpture I: Sculpture Practicum

FAS 4991
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. (Formerly FAS 4150)

Prerequisites: FAS 3350 Sculpture II: Exhausting the Metaphor

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

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, materials handling, technique, concept development, and art literacy. In-depth individual and group critique analysis is expected. At the conclusion of this course, students conduct a final portfolio presentation to the class and a visiting art professional, which presents their own body of work and its context over the span of their advanced level studies.

Prerequisites: must be a junior or senior; FAS 4991 Sculpture III: Directed Studies

FOUNDATIONS 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 coursework 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.

Foundations

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.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: 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)

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: FD 1370 Life Drawing I

FD 1510
Perspective
(3 credits)

Perspective is a foundation drawing course in the second term of the freshman year, required for Illustrators, and available as an elective for all other students. Applicable to the necessary skills of Animators, Illustrators and Interior Designers, the goal for this course is to establish a basic knowledge necessary for advanced perspective drawing through a series of lectures, demonstrations, exercises and studio projects. At the completion of this course, students will have finished a series of drawing projects that show the application of one-, two- and three-point perspective, and that require the student to substantiate their mastery of the principles involved in accurate three-dimensional construction from a particular viewpoint.

Prerequisites: FD 1275 Drawing I

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.

Prerequisites: FD 1115 Visual Design I

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

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

Outside design professionals are brought in for workshops, presentations and advanced teaching engagements throughout the program and deliver hands-on experiences with real projects. Presentation of concepts and ideas allows students to learn the importance of talking about the value of design and how it can be used in real business scenarios. Real deadlines and budgets are developed in order for students to learn how projects are managed from beginning to end. By partnering with nonprofit and business communities, students have the opportunity to interact with professionals and design final solutions that are targeted to meet the project needs. Annual award shows are used as class assignments and many graduates have been recognized with design excellence awards worldwide. International instructors and visiting faculty bring a broader exposure to students throughout their four years at RMCAD.

Putting people at the center of everything we teach and practice is the mission of the Graphic 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 Graphic theory. Using design strategy and intuition, our graduates discover their personal voice by developing solutions to human-centered problems in the global environment and enter the field with an intense commitment to creating success for human beings.

RMCAD's Graphic Design BA and BFA programs follow 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:

Graphic Design BFA

Graphic Design BFA program sequence:

Term 1 FD1010 Digital Image Making, and FD 1115 Visual Design I
Term 2: GD 1310 Type + Layout and GD 1510 Rapid Visualization + Prototyping
Term 3: GD 2210 Vector Illustration, GD 2220 Raster Image Processing and GD 2440 Typographic Design
Term 4: GD 2120 Sign + Symbol
Term 5: GD 3120 Visual Sequencing I
Term 6: GD 3040 Design Systems and GD 3130 Visual Sequencing II
Term 7: GD 4020 Experience Design

GRAPHIC DESIGN
2012-2013 BFA Degree Requirements

Liberal Arts: 45 credits

Art + Design History	12
AH 2050 History of Graphic Design	3
ASAD 1000 Academic Strategies for Artists + Designers	3
Communication + Critical Thought	6
Humanities + Contemporary Thought Seminars	9
Mathematics	3
Physical + Natural Sciences	3
Social + Behavioral Sciences	6

OR
3 SBS Credits and 3 credits Studies in Literature + Culture

Foundations: 12 credits

FD1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 2120 Visual Design II	3

Digital Media: 6 credits

DM 3105 User Prototyping	3
DM 3115 Web Design	3

Graphic Design: 48 credits

GD 1310 Type + Layout	3
GD 1510 Rapid Visualization + Prototyping	3
GD 2120 Sign + Symbol	3
GD 2210 Vector Illustration	3
GD 2220 Raster Image Processing	3
GD 2410 Information Visualization	3
GD 2440 Typographic Design	3
GD 3000 GD Sophomore/Junior Portfolio Review	0
GD 3040 Design Systems	3
GD 3120 Visual Sequencing I	3
GD 3130 Visual Sequencing II	3
GD 3230 Storytelling + Video	3
GD 3440 Experimental Typography	3
GD 4000 GD Senior Portfolio Review	0
GD 4020 Experience Design	3
GD 4970 Internship Honors Course	3

OR
GD 4985 Professional Practices in Graphic Design

GD 4980 Senior Graphic Design Seminar	3
GD 4990 Graphic Design Graduation Portfolio	3

Studio Electives: 12 credits

The following are recommended:

GD 3470 3D Packaging	3
GD 3600 Graphic Design Internship	(3 – 6)
GD 3710 Vis Persuasion: Propaganda & Corporate Com	3
GD 4210 Advanced Digital Lab	3
GD 4410 Environmental Graphic Design	3
GD 4520 Interaction Design	3
DM 4230 Motion Design	3
FAV 2370 Digital Color Photograph	3

Total credits required	123

Graphic Design BA

The B.A. in Graphic Design is the ideal degree for students interested in receiving a broad education and general knowledge in the Liberal Arts, while gaining more specific and targeted skills in Graphic Design. RMCAD embraces this Liberal Arts tradition, and recognizes Graphic Design as an intellectual discipline where a strong background in Liberal Arts empowers students with a foundation of creativity, history, culture, and rational and critical thought that can be applied across professions

RMCAD's Graphic Design BA program sequence:

Term 1: FD 1010 Digital Image Making, and FD 1115 Visual Design I

Term 2: GD 1310 Type + Layout and GD1510 Rapid Visualization + Prototyping

Term 3: GD 2210 Vector Illustration, GD 2220 Raster Image Processing, GD 2440 Typographic Design

Term 4: AH 2050 History of Graphic Design, and GD 2120 Sign + Symbol

Term 5: GD 3000 GD Sophomore/Junior Portfolio Review, GD 3120 Visual Sequencing I, GD 3105 User Prototyping

Term 6: GD 3470 3D Packaging, and DM 3115Web Design

Term 7: GD 4000 GD Senior Portfolio Review, GD 3440 Experimental Typography, GD 3040 Design Systems

Term 8: GD 4990 Graphic Design Graduation Portfolio, GD 4020 Experience Design

RMCAD's Graphic Design – Digital Media BA program sequence:

Term 1: FD 1010 Digital Image Making, and FD 1115 Visual Design I

Term 2: GD 1310 Type + Layout and GD1510 Rapid Visualization + Prototyping

Term 3: GD 2210 Vector Illustration, GD 2220 Raster Image Processing, GD 2440 Typographic Design

Term 4: AH 2050 History of Graphic Design, and GD 2120 Sign + Symbol

Term 5: GD 3000 GD Sophomore/Junior Portfolio Review, GD 3120 Visual Sequencing I, GD 3105 User Prototyping

Term 6: GD 3230 Storytelling and Video, DM 3115 Web Design

Term 7: GD 3130 Visual Sequencing II, GD 4000 Graphic Design Senior Portfolio Review, and DM 4230 Motion Design

Term 8: GD 4210 Advanced Digital Lab, and GD 4520Interaction Design

GRAPHIC DESIGN
2012-2013 BA Degree Requirements

Liberal Arts: 69 credits

AH 1010 Art + Design History I + Lab: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemp	3
AH 1030 Art + Design History III: Modern to Contemporary	3
AH 2010 History of Art + Design in the Nonwestern World	3
AH 2050 History of Graphic Design	3
AH 3010 Advanced Studies in the History of Art + Design	3
ASAD 1000 Academic Strategies for Artists + Designers	3
Communication + Critical Thought	6
Humanities	6
Contemporary Thought Seminars	12
Mathematics	3
Physical + Natural Sciences	6
Social + Behavioral Sciences	3
Studies in Literature + Culture	3
SBS OR SLC	9

Foundations: 6 credits

FD1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 2120 Visual Design II	3

Graphic Design Core: 24 credits

GD 1310 Type + Layout	3
GD 1510 Rapid Visualization + Prototyping	3
GD 2120 Sign + Symbol	3
GD 2210 Vector Illustration	3
GD 2220 Raster Image Processing	3
GD 2440 Typographic Design	3
GD 3000 Sophomore/Junior Portfolio Review	0
GD 3120 Visual Sequencing I	3
DM 3105 User Prototyping	3

Graphic Design Major: 18 credits

DM 3115 Web Design	3
GD 3040 Design Systems	3
GD 3440 Experimental Typography	3
GD 3470 3D Packaging	3
GD 4000 GD Senior Portfolio Review	0
GD 4020 Experience Design	3
GD 4410 Environmental Graphic Design	3
GD 4990 Graphic Design Graduation Portfolio	3

OR

Digital Media Major: 18 credits

DM 3115 Web Design	3
DM 4230 Motion Design	3
GD 3130 Visual Sequencing II	3
GD 3230 Storytelling + Video	3
GD 4000 Senior Portfolio Review	0
GD 4210 Advanced Digital Lab	3
GD 4520 Interaction Design	3

Minor: 18 credits

Students select an Area of Emphasis outside Graphic Design. Students may choose their 18 hours from one of these areas so long as they satisfy all prerequisites. Choices would include:

      Animation,
      Fine Arts (available only on campus),
      Game Art (available only on campus), or
      Illustration.

Electives:	6

Total credits required	123

GRAPHIC DESIGN - Online

The online BA and BFA Degrees in Graphic Design are designed for students needing remote access to the educational requirements for careers in Communication Design and related media.

The degree consists of 123 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 practice. To facilitate the different needs of students enrolling in the online degree program, there are two degree plan options:

Full-time status: 11 terms (21 sessions) of study consisting of two (2) courses per session

Part-time status: 22 terms (42 sessions) of study consisting of one (1) course per session

Online Technology Requirements

Each program will have a list of published equipment and technology requirements. In addition, each student will receive a Gear Box 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 Dome. 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-campus 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.

2012-2013 BFA Degree Requirements

Liberal Arts: 45 credits

Art + Design History	12
AH 2050 History of Graphic Design	3
ASAD 1000 Academic Strategies for Artists + Designers	3
Communication + Critical Thought	6
Humanities + Contemporary Thought Seminars	9
Mathematics	3
Physical + Natural Sciences	3
Social + Behavioral Sciences	6
OR	
3 SBS Credits and Studies in Literature + Culture	3

Foundations: 12 credits

FD1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 2120 Visual Design II	3

Digital Media: 6 credits

DM 3105 User Prototyping	3
DM 3115 Web Design	3

Graphic Design: 42 credits

GD 1310 Type + Layout	3
GD 1510 Rapid Visualization + Prototyping	3
GD 2120 Sign + Symbol	3
GD 2210 Vector Illustration	3
GD 2220 Raster Image Processing	3
GD 2410 Information Visualization	3
GD 2440 Typographic Design	3
GD 3000 GD Sophomore/Junior Portfolio Review	0
GD 3040 Design Systems	3
GD 3120 Visual Sequencing I	3
GD 3130 Visual Sequencing II	3
GD 3230 Storytelling + Video	3
GD 3440 Experimental Typography	3
GD 4000 GD Senior Portfolio Review	0
GD 4020 Experience Design	3
GD 4971 Internship Honors Course - Part 1 &	1.5
GD 4972 Internship Honors Course - Part 2	1.5
OR	
GD 4985 Professional Practices in Graphic Design	
GD 4980 Senior Graphic Design Seminar	3
GD 4991 Graphic Design Graduation Portfolio - Part 1	1.5
GD 4992 Graphic Design Graduation Portfolio - Part 2	1.5

Studio Electives: 12 credits

The following are recommended:

GD 3470 3D Packaging	3
GD 3600 Graphic Design Internship	(3 – 6)
GD 4210 Advanced Digital Lab	3
GD 4410 Environmental Graphic Design	3
GD 4520 Interaction Design	3
DM 4230 Motion Design	3
FAV 2370 Digital Color Photograph	3

Total credits required	**123**

GRAPHIC DESIGN – Online
2012-2013 BA Degree Requirements

Liberal Arts: 69 credits

AH 1010 Art + Design History I + Lab: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemp	3
AH 1030 Art + Design History III: Modern to Contemporary	3
AH 2010 History of Art + Design in the Nonwestern World	3
AH 2050 History of Graphic Design	3
AH 3010 Advanced Studies in the History of Art + Design	3
ASAD 1000 Academic Strategies for Artists + Designers	3
CCT 1020 Composition I + Lab	3
CCT 1030 Composition II	3
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
Humanities 4000 Sem. in Cont. Thought: Elective	12
HU4015 History & Theory of the Body	
HU4020 Theatre Studies	
HU4025 A Moral History of the Past Century	
HU4035 Cultural Politics of Consumption	
Mathematics Select one course	3
MA 1010 Animation Physics	
MA 1215 Applied Mathematics	
MA 1220 Financial Principles + Practices	
Physical + Natural Sciences Select one course	6
NS 2020 Earth Science	
NS 2030 Biology	
NS 2040 Environmental Studies	
NS 3050 Human Ecology	
Social + Behavioral Sciences Select one course	3
SBS 2010 Anthropology	
SBS 2020 Social Psychology	
SBS 3040 Biological Anthropology	
Studies in Literature + Culture	3
SLC 3030 Studies in World Religions	
SLC 3040 Studies in Literature	
SLC 3050 Studies in Culture	
SLC 3060 Creative Writing	
SBS or SLC electives	9

Foundations: 9 credits

FD1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3

Graphic Design Core: 24 credits

DM3105 User Prototyping	3
GD 1310 Type + Layout	3
GD 1510 Rapid Visualization + Prototyping	3
GD 2120 Sign + Symbol	3
GD 2210 Vector Illustration	3
GD 2220 Raster Image Processing	3
GD 2440 Typographic Design	3
GD 3000 Graphic Design Soph/Junior Portfolio Review	0
GD 3120 Visual Sequencing I	3

Graphic Design Major (18 Hours)

GD 3040 Design Systems	3
GD 3440 Experimental Typography	3
GD 3470 3D Packaging	3
GD 4000 Graphic Design Senior Portfolio Review	0
GD 4020 Experience Design	3
GD 4410 Environmental Graphic Design	3
GD 4991 Graphic Design Graduation Portfolio - Part 1	1.5
GD 4992 Graphic Design Graduation Portfolio - Part 2	1.5

OR

Digital Media Major: 18 credits

DM 3115 Web Design	3
DM 4230 Motion Design	3
GD 3130 Visual Sequencing II	3
GD 3230 Storytelling + Video	3
GD 4000 Senior Portfolio Review	0
GD 4210 Advanced Digital Lab	3
GD 4520 Interaction Design	3

Electives: 6 credits

Students select an Area of Emphasis outside Graphic Design. Students may choose their 15 hours from one of these areas so long as they satisfy all prerequisites. Choices would include:

      Animation,
      or
      Illustration.

Total credits required   123

Graphic Design

GD 1310
Type + Layout
(3 credits)

In this freshman course, students learn elements and principles of typography as well as electronic page layout using Adobe InDesign. Through a series of exercises and projects, students study letterforms, type classification, legibility, organization, hierarchy, grids, and multi-page composition. By the conclusion of this course, students demonstrate an understanding of basic typography as it relates to electronic page layout through multiple projects. (Formerly DM 1120)

Prerequisites: FD1010 Digital Image Making

GD 1510
Rapid Visualization + Prototyping
(3 credits)

This freshman-level course for Graphic Design majors facilitates conceptual thinking, research methodologies, and problem solving. Using rapid visualization and prototyping processes, students work as individuals and in teams to solve a series of contemporary problems that address environmental, social, political, cultural, and commercial topics as addressed in professional practice. At the conclusion of this course, students will understand the significance of rapid visualization and conceptual thinking as it applies to targeted audiences and demographics. (Formerly CD 1020)

Prerequisites: none

GD 2120
Sign + Symbol
(3 credits)

This sophomore course develops the principles of semiotics and visual communication. Three principles are addressed in this course, Semantics, Syntactics and Pragmatics. Students working as individuals and in teams will complete studio projects that address the nature of signs, symbols, pictograms, and logotypes. At the conclusion of this course students demonstrate an understanding of basic visual communication theory and practice. (Formerly CD 2520)

Prerequisites: GD 2210 Vector Illustration, GD 2220 Raster Image Processing and GD 2440 Typographic Design

GD 2210
Vector Illustration
(3 credits)

This sophomore course introduces students to the concept of semiotics and vector-based art. Through demonstrations and exploration of tools and techniques in Adobe Illustrator, students create icons, symbols, and illustrations, in conjunction with typographic forms. At the conclusion of this course, students demonstrate vector-based drawing tools to create meaning in graphic and typographic messages through multiple projects. (Formerly DM 2110)

Prerequisites: FD1010 Digital Image Making, and GD 1510 Rapid Visualization + Prototyping

GD 2220
Raster Image Processing
(3 credits)

This sophomore-level course introduces digital photo manipulation and imaging techniques for visual communication. Through demonstrations and exploration of concepts that make for effective communication, students learn tools and techniques available in Adobe Photoshop. At the conclusion of this course students demonstrate an understanding of photo manipulation software and its uses for the visual communicator. (Formerly DM 2120)

Prerequisites: FD1010 Digital Image Making, and GD 1510 Rapid Visualization + Prototyping

GD 2410
Information Visualization
(3 credits)

This sophomore course focuses on information design, information architecture, and information visualization. In group and individual projects, students learn strategies to organize and display data from tabular data to graphs, charts and info-graphics. Storytelling will be utilized to make data more accessible and relatable. New technologies will be exercised for dynamic data displays. At the conclusion of this course students demonstrate a responsible use of data, molding it into information that enhances knowledge and understanding.

Prerequisites: GD 2210 Vector Illustration and GD 2220 Raster Image Processing

GD 2440
Typographic Design
(3 credits)

This formative course is an in-depth examination of the elements and principles of typography via hand-assembled and digital studio projects. Reader and audience demographics are also thoroughly covered. At the conclusion of this course, students demonstrate conceptual and technical proficiencies with letterform structures, legibility, readability, text manipulation, typographic space, and communication hierarchies.

Prerequisites: FD 1115 Visual Design I and GD 1310 Type + Layout

GD 3000
Graphic 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 coursework.

Prerequisites: none

GD 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.

Prerequisites: GD 3120 Visual Sequencing I

GD 3120
Visual Sequencing I
(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 graphic design problems. At the conclusion of this course, students demonstrate the ability to conceptualize, design, and execute more complex communication projects. (Formerly CD 3020)

Prerequisites: GD 2210 Vector Illustration and GD 2220 Raster Image Processing

GD 3130
Visual Sequencing II
(3 credits)

This junior course builds on the storytelling and research methodologies used in GD 3120 Visual Sequencing I. Using the tools and techniques in GD 3230 Storytelling + Video, students transform their previous research and print media into real-time non-linear editing for video and sound. Technical proficiencies include script refinements, interviewing methods, storyboarding, editing, and the poetics of time. At the conclusion of this course, students demonstrate high-level skills in storytelling via digital pre- and post-production techniques.

Prerequisites: GD 3120 Visual Sequencing I and GD 3230 Storytelling + Video

GD 3230
Storytelling + Video
(3 credits)

In this junior course, storytelling is explored in-depth as a communication tool. Stories are written, analyzed, spoken, and performed. Writers, storytellers, songwriters and film makers are researched with the focus on their creations and their craft. Students experiment with a variety of forms from documentary, to narrative, poetic, and comedic. Point of view—both as storytelling device, and as a device in capturing the story—is considered. Video is used extensively to document the course. At the conclusion of the course students demonstrate digital video production skills, a deep appreciation of storytelling, and the ability and skills to tell their own stories. (Formerly DM 3130)

Prerequisites: DM 3105 User Prototyping

GD 3440
Experimental Typography
(3 credits)

This advanced course addresses in-depth relationships between form and content in typographic communication. Elements and principles such as contrast, scale, space, rhythm, and sound are fully examined. Students work as individuals and in teams with a wide range of hand-assembled and digital media. Contemporary typographers are studied and inform the studio projects. At the conclusion of this course, students understand both abstract and objective forms of typography.

Prerequisites: GD 2440 Typographic Design

GD 3470
3D Packaging
(3 credits elective)

Students utilize both traditional and digital media as an introduction to the skills necessary for designing packaging graphics and preparing accurate mock-ups as practiced within the graphic design industry. Content includes basic concept rendering, developing die-cut patterns, model-making and mock-up techniques, and both visual and verbal presentation skills. The course includes visits to package design and fabrication facilities in the Denver area.

Prerequisites: FD 1115 Visual Design I.

GD 3600
Graphic Design Internship
(3 or 6 credits)

The GD Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design. The GD Elective Internship does not count towards ID 4610 Interior Design Internship Program or GD 4970 Internship Honors Course, but may be taken in addition to those courses.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

GD 3710
Visual Persuasion: Propaganda & Corporate Communication
(3 Credits)

This advanced course examines the use of visual propaganda in the 20th century and draws comparisons with corporate communications, advertising and marketing. Students via research, writing and visual presentations will draw comparisons and contrasts between totalitarian branding and corporate identity systems. At the conclusion of this course, students will have completed a visual/verbal presentation that demonstrates an in-depth understanding of the relationships between
propaganda, corporate identity, advertising and marketing.

Prerequisites: GD 2120 Sign + Symbol

GD 4000
Graphic 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.

Prerequisites: GD 3000 Graphic Design Sophomore/Junior Portfolio Review

GD 4020
Experience Design
(3 credits)

This integrated course fully explores the significance and impact of experience design. Moving beyond traditional graphic design concepts, this course strives to create experiences beyond products and services. Students work as individuals and in teams on multi-faceted projects that address: way-finding, environmental graphic design, information architecture, and fabrication connections and resources. Students address issues such as: product or service life cycles, user interfaces, and the creation of environments that connect on an emotional or value level to customers. As in previous courses, students sharpen analytical, verbal, written, and visual presentation techniques. At the conclusion of this course, students demonstrate a sound knowledge of research and user-centered design concepts via studio projects and client/user presentations.

Prerequisites: GD 3040 Design Systems

GD 4210
Advanced Digital Lab
(3 credits)

In this independent, senior-level course, selected students will be given the opportunity to realize an advanced digital project of their choosing. Individual, one-on-one mentorship with working professionals will create the backbone of this course, and give the students the framework and support structure they will need to succeed. Working individually or in small teams, students will have an intense journey of discovery while creating a piece that could be the cornerstone of their portfolio. Applications for this course will be due 4 weeks before registration begins.

Prerequisites: DM 3115 Web Design and GD 3230 Storytelling + Video

GD 4211
Advanced Digital Lab – Part I
(3 credits)

Online students will enroll in this first half of the Advanced Digital Lab course. In this independent, senior-level course, selected students will be given the opportunity to realize an advanced digital project of their choosing. Individual, one-on-one mentorship with working professionals will create the backbone of this course, and give the students the framework and support structure they will need to succeed. Working individually or in small teams, students will have an intense journey of discovery while creating a piece that could be the cornerstone of their portfolio. Applications for this course will be due 4 weeks before registration begins

Prerequisites: DM 3115 Web Design and GD 3230 Storytelling + Video

GD 4212
Advanced Digital Lab – Part II
(3 credits)

Online students will enroll in this first half of the Advanced Digital Lab course. In this independent, senior-level course, selected students will be given the opportunity to realize an advanced digital project of their choosing. Individual, one-on-one mentorship with working professionals will create the backbone of this course, and give the students the framework and support structure they will need to succeed. Working individually or in small teams, students will have an intense journey of discovery while creating a piece that could be the cornerstone of their portfolio. Applications for this course will be due 4 weeks before registration begins

Prerequisites: GD 4211 Advanced Digital Lab – Part I

GD 4410
Environmental Graphic Design
(3 credit elective)

In this senior course, students explore the human-centered experience with signage as it relates to branding, identification and direction within the built environment. In group and individual projects, students learn strategies in way-finding, ADA (American with Disabilities Act), sign design, fabrication techniques and sustainable materials use. Innovations and new technologies will be studied to advance user interaction in public and private spaces. At the conclusion of this course students demonstrate a greater understanding of communication within the built/branded environment.

Prerequisites: GD 2440 Typographic Design and GD 2210 Vector Illustration.

GD 4520
Interaction Design
(3 credit elective)

In this senior course, students hone their digital interactive design skills. Students study interaction design, industrial design, and cognitive science in order to focus on the mental models and specific gestures that allow humans to interact with the designed world. Interface conventions are deconstructed and rebuilt. Interaction models are built and tested. The future of interface as invisible computing is explored and prototyped. At the conclusion of the course, students demonstrate an understanding of

how and why some digital products "feel good" to use, and how to use those findings within a user-centered design process to better their design solutions. (Formerly DM 4320)

Prerequisites: DM 3115 Web Design

GD 4970
Internship Honors Course
(3 credits)

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

Prerequisites: Must be a senior with approval of the Graphic Design Department Chair

GD 4971
Internship Honors Course - Part I
(1.5 credits)

Online students will enroll in this first half of the Internship Honors Course. An honors program that enables qualified seniors to work within established graphic design studios, advertising agencies, and new media facilities. Seniors must have a cumulative 3.0 grade point average and have completed all required forms and documentation. Upon acceptance, the College guides a candidate into the best possible student/professional connection. The planned program of activities is controlled by RMCAD, not by the officials of a job establishment. Class attendance is on a weekly basis and is regularly scheduled to provide for interaction between internship sponsor, instructor, and student. Appropriate assignments are required for completion of the course.

Prerequisites: Must be a senior with approval of the Graphic Design Department Chair

GD 4972
Internship Honors Course - Part II
(1.5 credits)

As a continuation of GD 4971, online students will enroll in this course to meet the degree requirements. An honors program that enables qualified seniors to work within established graphic design studios, advertising agencies, and new media facilities. Seniors must have a cumulative 3.0 grade point average and have completed all required forms and documentation. Upon acceptance, the College guides a candidate into the best possible student/professional connection. The planned program of activities is controlled by RMCAD, not by the officials of a job establishment. Class attendance is on a weekly basis and is regularly scheduled to provide for interaction between internship sponsor, instructor, and student. Appropriate assignments are required for completion of the course.

Prerequisites: GD 4971 Internship Honors Course - Part 1. Must be a senior with approval of the Graphic Design Department Chair

GD 4980
Senior Graphic Design Seminar
(3 credits)

This course investigates seminal issues and ideas in graphic design. Topics include the changing role of the graphic designer in contemporary culture, conflicts between commercial practice and social responsibility, and practical issues as they relate to securing a professional position in the field. Visiting designers contribute to a thought-provoking seminar environment. At the conclusion of this course, students have successfully completed a thesis project, writing portfolio, and marketing materials.

Prerequisites: GD 3000 Graphic Design Sophomore/Junior Portfolio Review and must be a senior.

GD 4985
Professional Practices in Graphic Design
(3 Credits)

The course in Professional Practices will introduce students to the business and ethical practices of the Graphic design profession. In conjunction with the Graphic Design Graduation Portfolio class, this course will prepare students to transition into professional careers as graphic designers. Course content includes a semester long personal branding project, visits to local creative firms, guest lectures, discussions with design professionals, and an overview of business topics related to the design profession. At the conclusion of this course, students will have developed a complete personal branding system, and an online digital presence that includes social media.

Prerequisites: GD 3000 Graphic Design Sophomore/ Junior Portfolio Review, and GD 3040 Design Systems

GD 4990
Graphic Design Graduation Portfolio
(3 credits)

The designer's portfolio of work is the employer's primary tool for assessing the skills and talents of a prospective employee. The portfolio is the art student's most important asset in successfully gaining employment upon graduation. Portfolio class explores these issues as well as what constitutes a professional-looking portfolio, who should see it, and how to arrange appointments. Instructors assist the students in selecting artwork for refinement and inclusion in the portfolio and in assembling the portfolio for maximum effect.

Prerequisites: GD 4000 Graphic Design Senior Portfolio Review

GD 4991
Graphic Design Graduation Portfolio - Part 1
(1.5 credits)

Online students will enroll in this first half of the Graphic Design Graduation Portfolio course. 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.

Prerequisites: GD 4000 Graphic Design Senior Portfolio Review

GD 4992
Graphic Design Graduation Portfolio - Part 2
(1.5 credits)

As a continuation of GD 4991, online students will enroll in this course to meet the degree requirements. 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.

Prerequisites: GD 4991 Graphic Design Graduation Portfolio - Part 1

Digital Media

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: GD 2210 Vector Illustration and GD 2220 Raster Image Processing

DM 3115
Web Design
(3 credits)

This intermediate course uses the knowledge from DM 3105 User Prototyping and focuses on taking the principles from traditional graphic design and applying them to the online environment. Students are introduced to site architecture, concept mapping and digital code. 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.

Prerequisites: DM 3105 User Prototyping

DM 4230
Motion Design
(3 credit elective)

This senior course explores advanced processes in designing and developing 2D motion graphics. Students script, animate, produce and composite sequences for television, film, web and mobile devices. At the conclusion of this course, students demonstrate an enhanced knowledge of the processes for designing and creating digital media projects through the use of scripting, animation, sequencing, titling and final production. (Formerly DM 4310)

Prerequisites: GD 3230 Storytelling + Video

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.

ILLUSTRATION - Online

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.

The online BFA Degree in Illustration and Emphasis in Children's Book Illustration are designed for students needing remote access to the educational requirements for careers in Illustration and related media.

The degree consists of 123 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 practice. To facilitate the different needs of students enrolling in the online degree program, there are two degree plan options:

Full-time status: 20 sessions taking two (2) courses per session

Part-time status: 40 sessions taking one (1) course per session

Online Technology Requirements

Each program will have a list of published equipment and technology requirements. In addition, each student will receive a Gear Box 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 Dome. 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-campus 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.

ILLUSTRATION – Online
2012-2013 BFA Degree Requirements

Liberal Arts: 45 credits

Art + Design History	12	
AH 2060 History of American Illustration		3
ASAD 1000 Academic Strategies for Artists + Designers		3
Communication + Critical Thought		6
Humanities + Contemporary Thought Seminars		9
Mathematics		3
Physical + Natural Sciences		3
Social + Behavioral Sciences		6
OR		
3 SBS Credits and Studies in Literature + Culture		3

Foundations: 21 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 1510 Perspective	3	
FD 2120 Visual Design II		3

Illustration: 51 credits

IL 1020 Mastering the Pencil		3
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 Marketing		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 Electives: 6 credits
The following are recommended:

IL 2840 Animal Anatomy + Drawing		3
IL 3310 Artists' Books as Visual Literature	3	
IL3600 Illustration Internship		(3 – 6)
IL 3650 Children's Book Illustration I		3
IL 3655 Character Design		3
IL 4650 Children's Book Illustration II		3

Total credits required	123

CHILDREN'S BOOK AREA OF SPECIALIZATION - Online

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: 45 credits

Art + Design History	12	
AH 2060 History of American Illustration		3
ASAD 1000 Academic Strategies for Artists + Designers		3
Communication + Critical Thought		6
Humanities + Contemporary Thought Seminars		9
Mathematics		3
Physical + Natural Sciences		3
Social + Behavioral Sciences		6
OR		
3 SBS Credits and Studies in Literature + Culture		3

Foundations: 21 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 1510 Perspective	3	
FD 2120 Visual Design II		3

Illustration: 57 credits

IL 1020 Mastering the Pencil		3
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 Marketing		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		**123**

ILLUSTRATION
2012-2013 BFA Degree Requirements

Liberal Arts: 45 credits

Art + Design History	12	
AH 2060 History of American Illustration		3
ASAD 1000 Academic Strategies for Artists + Designers		3
Communication + Critical Thought		6
Humanities + Contemporary Thought Seminars		9
Mathematics		3
Physical + Natural Sciences		3
Social + Behavioral Sciences		6
OR		
3 SBS Credits and Studies in Literature + Culture		3

Foundations: 21 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 1510 Perspective	3	
FD 2120 Visual Design II		3

Illustration: 51 credits

IL 1020 Mastering the Pencil		3
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 Marketing		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 Electives: 6 credits

The following are recommended:

IL 2840 Animal Anatomy + Drawing		3
IL 3310 Artists' Books as Visual Literature	3	
IL3600 Illustration Internship		(3 – 6)
IL 3650 Children's Book Illustration I		3
IL 3655 Character Design		3
IL 4650 Children's Book Illustration II		3
Total credits required		**123**

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: 45 credits

Art + Design History		12
AH 2060 History of American Illustration		3
ASAD 1000 Academic Strategies for Artists + Designers		3
Communication + Critical Thought		6
Humanities + Contemporary Thought Seminars		9
Mathematics		3
Physical + Natural Sciences		3
Social + Behavioral Sciences		6
OR		
3 SBS Credits and Studies in Literature + Culture		3

Foundations: 21 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 1510 Perspective	3	
FD 2120 Visual Design II		3

Illustration: 57 credits

IL 1020 Mastering the Pencil		3
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 Marketing		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   123

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 2440
Typography for Illustration
(3 credits)

This course examines the relationship of typographic design to illustration. Students will learn to apply the basic elements and principles of graphic design to a range of typographic projects to learn how type works with images to communicate ideas. In addition, students will discuss historical and contemporary use, examining page layout and identifying crucial relationships, with special emphasis on creative typographic design solutions. By the end of this class, students will exhibit increased abilities to arrange, design, and manipulate typography as a visual tool in order to more effectively communicate ideas.

Prerequisites: 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 nontraditional solutions. The student will understand efficient methods of creating images that require short deadlines.

Prerequisites: FD 1115 Visual Design I and FD 1510 Perspective

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 storytelling setting.

Prerequisites: FD 1380 Life Drawing II

basics of observational painting materials and methods in oils, using the still life as subject matter.

Prerequisites: FD 1510 Perspective 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 an understanding of how to produce preliminary sketches and to develop conceptual solutions. Students will comprehend the methods and steps required in successful compositional arrangements. They will be able to take their ideas and fully render them as a finished work of art.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: FD 1510 Perspective

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 student's perceptual abilities. At the conclusion of this course, the student will have been introduced to and understand the

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.

Prerequisites: none

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.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: IL 2570 Basic Illustration

60

IL 3600
Illustration Internship
(3 or 6 credits)

The IL Elective Internship program enables students to work with established

art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

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.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: IL 3590 Conceptual Illustration

IL 4450
Illustration Marketing
(3 credits)

This course enables students to create a professional marketing plan and brand identity that reflects their personal career goals through strategically advertizing their services to clients using a range of new web technologies and traditional marketing modalities. Upon successful completion of this course, students will be able to determine which marketing tools are most effective and know how to use them. Students will be able to demonstrate a solid understanding of how to leverage offline and online tools, like new media, to drive art buyers to an illustration portfolio website. Students will understand focused methods to present a portfolio online or in person. Finally, students will be able to clearly communicate and implement actionable steps to competitively market their professional illustration services.

Prerequisites: must be a senior in their last term
Co-requisite: IL4990 Illustration Graduation Portfolio

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.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: 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. Students will gain information on how to set up a small business focusing on pricing, contracts and taxes. Upon successful completion of this course, students will create a portfolio of professional-level work for display in the graduation exhibition.

Prerequisites: must be a senior in their last term
Co-requisite: IL4450 Illustration Marketing

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 graphic design.

Additionally, the program includes relevant information from the social and natural sciences of psychology, sociology, anthropology, ecology, and biology as part of the interior design profession's expanding knowledge base. This philosophical foundation is synthesized with the technical, practical, ethical, and professional knowledge and skills necessary to fully prepare students, as part of an integrated design team, to think critically and holistically about design problems and to develop effective, creative, socially and environmentally responsible design solutions.

practice, and provides the means and lifelong learning skills to positively impact the future of interior design.

The Sustainable Design Specialization option allows students to investigate and apply advanced studies in green/sustainable design using methods, products, and processes that minimize the ecological impact of design and construction upon the earth and its species.

RMCAD's on-campus Interior Design program is accredited by CIDA (Council for Interior Design Accreditation). Both the on-campus and online programs follow a strict and logical sequence of 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 or 4: ID 2860 or GD 2860 Residential Design

Term 3 or 4: ID 2870 or GD 2870 Holistic Design

Term 5: ID 3840 or GD 3840 Restaurant + Retail Design

Term 6: ID 3870 or GD 3870 Office Design

Term 7: ID 4870 or GD 4870 Special Use Design

Term 8: ID 4990 or GD 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.

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

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 128 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

Online Technology Requirements

Each program will have a list of published equipment and technology requirements. In addition, each student will receive a Gear Box 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 Dome. 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-campus 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 – Online
2012-2013 BFA Degree Requirements

Liberal Arts: 42

AH 1010 Art + Design History I + Lab: Ancient to Medieval		3
AH 1020 Art + Design History II: Renaissance to Contemp		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
ASAD 1000 Academic Strategies for Artists + Designers		3
CCT 1020 Composition I + Lab	3	
CCT 1030 Composition II		3
HU 2010 Humanities Seminar I	3	
HU 2050 Humanities Seminar II	3	
MA 1215 Applied Mathematics	3	
Physical + Natural Science Elective		3
SBS 2010 Anthropology		3
SBS 2020 Social Psychology		3

Foundations: 12 credits

FD 1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 2120 Visual Design II	3

Interior Design: 62 credits

ID 1230 Introduction to Sustainable 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 2861 Residential Design – Part I		1.5
ID 2862 Residential Design – Part II		1.5
ID 2870 Holistic Design		3
ID 3511 Building Structures + Systems – Part I		1.5
ID 3512 Building Structures + Systems – Part II		1.5
ID 3531 Lighting Layout + Design – Part I		1.5
ID 3532 Lighting Layout + Design – Part II		1.5
ID 3610 Interior Design Professional Practices		3
ID 3710 Intermediate CAD		3
ID 3781 Construction Documents Part I		1.5
ID 3782 Construction Documents Part II		1.5
ID 3841 Restaurant + Retail Design Part I	1.5	
ID 3842 Restaurant + Retail Design Part II	1.5	
ID 3871 Office Design Part I		1.5
ID 3872 Office Design Part II		1.5
ID 4000 Interior Design Senior Portfolio Review		0
ID 4611 Interior Design Internship Program Part I		1.5
ID 4612 Interior Design Internship Program Part II		1.5
ID 4840 Design Research		2
ID 4871 Special Use Design Part I		1.5
ID 4872 Special Use Design Part II		1.5
ID 4991 Senior Design Project Part I		1.5
ID 4992 Senior Design Project Part II		1.5

Studio Electives: 9 Credits

The following are recommended:

IDSD 3211 Sust Design Strategies+Technologies – Part I		1.5
IDSD 3212 Sust Design Strategies+Technologies– Part II		1.5
ID 3631 Interior Design Portfolio Development Part I	1.5	
ID 3632 Interior Design Portfolio Development Part II	1.5	
IDSD 4211 Sustainable Design Studio – Part I		1.5
IDSD 4212 Sustainable Design Studio – Part II		1.5
ID 4751 Advanced CAD Part I	1.5	
ID 4752 Advanced CAD Part I I	1.5	

Total credits required	125

INTERIOR DESIGN – SUSTAINABLE DESIGN
Specialization - Online
2012-2013 BFA Degree Requirements

Liberal Arts: 42 credits

AH 1010 Art + Design History I + Lab: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemp	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
ASAD 1000 Academic Strategies for Artists + Designers	3
CCT 1020 Composition I + Lab	3
CCT 1030 Composition II	3
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
MA 1215 Applied Mathematics	3
Physical + Natural Science Elective	3
SBS 2010 Anthropology	3
SBS 2020 Social Psychology	3

Foundations: 12 credits

FD 1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 2120 Visual Design II	3

Interior Design: 68 credits

ID 1230 Introduction to Sustainable 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 3511 Building Structures + Systems – Part I	1.5
ID 3512 Building Structures + Systems – Part II	1.5
ID 3531 Lighting Layout + Design – Part I	1.5
ID 3532 Lighting Layout + Design – Part II	1.5
ID 3610 Interior Design Professional Practices	3
ID 3710 Intermediate CAD	3
ID 3781 Construction Documents – Part I	1.5
ID 3782 Construction Documents – Part II	1.5
~~ID 4000 Interior Design Senior Portfolio Review~~	~~0~~
ID 4611 Interior Design Internship Program Part I	1.5
ID 4612 Interior Design Internship Program Part II	1.5
IDSD 2861 Residential Design – Sustainable Design Part I	1.5
IDSD 2862 Residential Design – Sustainable Design Part II	1.5
IDSD 2870 Holistic Design – Sustainable Design	3
IDSD 3211 Sust Design Strategies + Technologies Part I	1.5
IDSD 3212 Sust Design Strategies + Technologies Part II	1.5
IDSD 3841 Restaurant+Retail Design–Sust Design Part I	1.5
IDSD 3842 Restaurant+Retail Design–Sust Design Part II	1.5
IDSD 3871 Office Design – Sustainable Design Part I	1.5
IDSD 3872 Office Design – Sustainable Design Part II	1.5
IDSD 4211 Sustainable Design Studio Part I	1.5
IDSD 4212 Sustainable Design Studio Part II	1.5
IDSD 4250 Sustainable Design Senior Portfolio Review	0
IDSD 4840 Design Research – Sustainable Design	2
IDSD 4871 Special Use Design – Sustainable Design Part I	1.5
IDSD 4872 Special Use Design – Sustainable Design Part II	1.5
IDSD 4991 Senior Design Project – Sust Design Part I	1.5
IDSD 4992 Senior Design Project – Sust Design Part II	1.5

Studio Electives: 3 Credits
The following are recommended:

ID 3631 Interior Design Portfolio Development – Part I	1.5
ID 3632 Interior Design Portfolio Development – Part II	1.5
ID 4751 Advanced CAD – Part I	1.5
ID 4752 Advanced CAD – Part II	1.5
Total credits required	125

INTERIOR DESIGN
2012-2013 BFA Degree Requirements

Liberal Arts: 42 credits

AH 1010 Art + Design History I + Lab: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemp	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
ASAD 1000 Academic Strategies for Artists + Designers	3
Communication + Critical Thought	6
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
Mathematics	3
Physical + Natural Sciences	3
Social + Behavioral Sciences	6
OR	
3 SBS Credits and 3 credits Studies in Literature + Culture	

Foundations: 12 credits

FD 1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 2120 Visual Design II	3

Interior Design: 62 credits

ID 1230 Introduction to Sustainable 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
IDSD 3200 Sustainable Design Strategies + Technologies	3
ID 3630 Interior Design Portfolio Development	3
ID 3550 Custom Furnishings	3
IDSD 4200 Sustainable Design Studio	3
ID 4750 Advanced CAD	3
Total credits required	125

INTERIOR DESIGN – SUSTAINABLE DESIGN
2012-2013 BFA Degree Requirements

Liberal Arts: 42 credits

AH 1010 Art + Design History I + Lab: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemp	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
ASAD 1000 Academic Strategies for Artists + Designers	3
Communication + Critical Thought	6
HU 2010 Humanities Seminar I	3
HU 2050 Humanities Seminar II	3
Mathematics	3
Physical + Natural Sciences	3
Social + Behavioral Sciences	6
OR	
3 SBS Credits and 3 credits Studies in Literature + Culture	

Foundations: 12 credits

FD 1010 Digital Image Making	3
FD 1115 Visual Design I	3
FD 1275 Drawing I	3
FD 2120 Visual Design II	3

Interior Design: 68 credits

ID 1230 Introduction to Sustainable 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 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 4000 Interior Design Senior Portfolio Review~~	~~0~~
ID 4610 Interior Design Internship Program	3
IDSD 2860 Residential Design – Sustainable Design	3
IDSD 2870 Holistic Design – Sustainable Design	3
IDSD 3200 Sustainable Design Strategies + Technologies	3
IDSD 3840 Restaurant + Retail Design–Sustainable Design	3
IDSD 3870 Office Design – Sustainable Design	3
IDSD 4200 Sustainable Design Studio	3
IDSD 4250 Sustainable Design Senior Portfolio Review	0
IDSD 4840 Design Research – Sustainable Design	2
IDSD 4870 Special Use Design – Sustainable Design	3
IDSD 4990 Senior Design Project - Sustainable Design	3

Studio Elective Requirements: 3 credits
The following are recommended:

ID 2570 Architectural Model Making	3
ID 3630 Interior Design Portfolio Development	3
ID 3550 Custom Furnishings	3
ID 4750 Advanced CAD	3

Total credits required	125

Interior Design

ID 1230
Introduction to Sustainable Design
(3 credits)

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

Prerequisites: none

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.

Prerequisites: 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 Sustainable 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)

Prerequisites: 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 coursework.

Prerequisites: 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 + 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 + 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 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 2861
Residential Design Part I
(1.5 credits)

Online students will enroll in this version of the course to meet the requirements for the curriculum. This first of two sophomore-level courses 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 completed the first part of the project requirements and will be prepared to continue to ID 2862.

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

ID 2862
Residential Design Part I
(1.5 credits)

As a continuation of ID 2861, online students will enroll in this version of the course to meet the requirements for the curriculum. This second of two sophomore-level courses 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 2861 Residential Design Part I

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 Sustainable Design and ID 2840 Design Process and Planning

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 the industry. (Formerly ID 3750)

Prerequisites: ID 2530 Building Codes + Regulations

ID 3511
Building Structures + Systems Part I
(1.5 credits)

Online students will enroll in this version of the course to meet the requirements for the curriculum. This junior-level course is the first of two courses that 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 have completed the first part of the project requirements and will be prepared to continue to ID2512.

Prerequisites: ID 2530 Building Codes + Regulations

ID 3512
Building Structures + Systems Part II
(1.5 credits)

As a continuation of ID 3511, online students will enroll in this version of the course to meet the requirements for the curriculum. This second of two junior-level courses examines the integration of building structural methods and materials with building and environmental systems as they relate to interior design practice. Emphasis is on understanding and illustrating building construction in compliance with building and life safety codes. Upon successful completion of this course, students will understand typical construction materials, methods and systems as well as experimental and sustainable alternatives; utilize primary reference sources for specific building systems and materials; and produce a set of residential construction documents within the context of graphic standards in the industry.

Prerequisites: ID 3511 Building Structures + Systems (Part A)

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)

Prerequisites: ID 2530 Building Codes + Regulations

ID 3531
Lighting Layout + Design Part I
(1.5 credits)

Online students will enroll in this version of the course to meet the requirements for the curriculum.
This first of two junior-level course is the first part that 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 have completed the first part of the project requirements and will be prepared to continue to   ID 3532.

Prerequisites: ID 2530 Building Codes + Regulations

ID 3532
Lighting Layout + Design Part II
(1.5 credits)

As a continuation of ID 3531, online students will enroll in this version of the course to meet the requirements for the curriculum. This second of two junior-level course introduces students to the theoretical, technical and practical application of lighting strategies within the built environment. Students learn to specify light sources and systems based on functionality, aesthetics, and the physical and psychological relationship between humans and their environment. Emphasis is on the understanding and application of lighting criteria through the use of source calculations, lighting and reflected ceiling plans, energy efficiency strategies, and building system integration. Upon successful completion of this course, students will be able to determine and design appropriate lighting solutions within the context of design standards for human well-being for both residential and commercial spaces.

Prerequisites: ID 3531 Lighting Layout + Design (Part A)

ID 3550
Custom Furnishings
(3 credit 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

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ID 3600
Interior Design Internship
(3 or 6 credits)

The ID Elective Internship program enables students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design. The ID Elective Internship does not count towards ID 4610 Interior Design Internship Program, but may be taken in addition to this courses.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

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.

Prerequisites: 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 3631
Interior Design Portfolio Development Part I
(1.5 credit elective)

Online students will enroll in this version of the course to meet the requirements of the curriculum. This junior-level course is the first of two that 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 completed the first part of their working portfolio and will be prepared to continue to ID 3632.

Prerequisites: ID 3710 Intermediate CAD and ID 3842 Restaurant + Retail Design (Part B)

ID 3632
Interior Design Portfolio Development Part II
(1.5 credit elective)

As a continuation of ID 3631, online students will enroll in this version of the course to meet the requirements of the curriculum. This junior-level course provides students with direction and guidance for the development of their interior design portfolio. Emphasis is on the format and presentation of coursework completed to date to create a visual representation of skill development and progression. Students investigate a variety of manual and digital methods to enhance their portfolios and market their abilities. Upon successful completion of this course, students will have a working portfolio that illustrates their individual skills and knowledge of interior design through completed projects in a professional format.

Prerequisites: ID 3631 Interior Design Portfolio Development Part I

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)

Prerequisites: ID 2530 Building Codes + 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 3781
Construction Documents Part I
(1.5 credits)

Online students will enroll in this version of the course to meet the requirements for the curriculum.

This first of two junior-level courses 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 completed the first part of the project requirements and will be prepared to continue to ID3782.

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

ID 3782
Construction Documents Part II
(1.5 credits)

As a continuation of ID 3871, online students will enroll in this version of the course to meet the requirements for the curriculum. Students in this second of two junior-level courses 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.

Prerequisites: ID 3781 Construction Documents Part I

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)

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

ID 3841
Restaurant + Retail Design Part I
(1.5 credits)

Online students will enroll in this version of the course to meet the requirements for the curriculum.

This junior-level course is the first of two that 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 completed the first part of the design project and will be prepared to continue to ID 3842.

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

ID 3842
Restaurant + Retail Design Part II
(1.5 credits)

As a continuation of IDSD 3841, online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. This junior-level course is the second of two that 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. Coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a restaurant and retail environment based on research integration for human needs.

Prerequisites: ID 3841 Restaurant + Retail Design Part I

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)

Prerequisites: ID 3840 Restaurant + Retail Design

ID 3871
Office Design Part I
(1.5 credits)

Online students will enroll in this version of the course to meet the requirements for the curriculum. Students in this first of two junior-level courses 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 completed the first part of the design project and will be prepared to continue to ID 3872.

Prerequisites: ID 3842 Restaurant + Retail Design Part II

ID 3872
Office Design Part II
(1.5 credits)

As a continuation of ID 3871, online students will enroll in this version of the course to meet the requirements for the curriculum. Students in this second of two junior-level courses 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.

Prerequisites: ID 3871 Office Design Part II

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 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 4611
Interior Design Internship Program (Part I)
(1.5 credits)

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

Prerequisites: ID 3610 Interior Design Professional Practices and department approval

ID 4612
Interior Design Internship Program (Part II)
(1.5 credits)

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

Prerequisites: ID 4611 Interior Design Internship Program I

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)

Prerequisites: ID 3710 Intermediate CAD

ID 4751
Advanced CAD Part I
(1.5 credit elective)

Online students will enroll in this version of the course to meet the requirements of the curriculum. This first of two courses 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 have the first part of the project requirements and will be prepared to continue to ID4752 Part II.

Prerequisites: ID 3710 Intermediate CAD

ID 4752
Advanced CAD Part II
(1.5 credit elective)

Online students will enroll in this version of the course to meet the requirements of the curriculum. This second of two courses 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 understand the software and systems studied and use those systems to develop three-dimensional computer models to represent design solutions.

Prerequisites: ID 4751 Advanced CAD Part I

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 sociocultural, behavioral, historical, and environmental systems contexts. Upon successful completion of this course, students will have researched, compiled, and analyzed all information relevant to their senior design project, developed preliminary design concepts, and organized it into a professional reference source that includes a detailed project proposal and programming analysis.

Prerequisites: 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, socioeconomic, 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 4871
Special Use Design Part I
(1.5 credits)

Online students will enroll in this version of the course to meet the requirements of the curriculum. This first of two courses emphasizes the development of complex building types and mixed-use occupancies for users with special needs. Students apply knowledge of contemporary issues in the built environment based on research strategies including human behavior, evidence-based design, socioeconomic, cultural and age-related criteria. Upon successful completion of this course, students will have completed the first part of a design project and be prepared to continue to ID 4872.

Prerequisites: ID 3872 Office Design

ID 4872
Special Use Design Part II
(1.5 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, socioeconomic, 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 4871 Special Use Design Part I

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

ID 4991
Senior Design Project Part I
(1.5 credits)

Online students will enroll in this version of the course to meet the requirements for the project. 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. As part of the Sustainable DesignSpecialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will demonstrate the ability to complete a comprehensive design project illustrating all of their skills and knowledge as pre-professionals while taking ownership of their individual vision as designers.

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

ID 4992
Senior Design Project Part II
(1.5 credits)

As a continuation of ID 4991, online students will enroll in this version of the course to meet the requirements for the project. 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. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will demonstrate the ability to complete a comprehensive design project illustrating all of their skills and knowledge as pre-professionals while taking ownership of their individual vision as designers.

Prerequisites: ID 4991 Senior Design Project Part I

Interior Design –
Sustainable Design Specialization

IDSD 2860
Residential Design – Sustainable Design
(3 credits)

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

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

IDSD 2861
Residential Design – Sustainable Design Part I
(1.5 credits)

Online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. This first of two sophomore-level courses 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. Coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have completed the first part of the project requirements and will be prepared to continue to IDSD 2862.

Prerequisites: ID 1550 Interior Materials and ID 2750 Architectural Perspectives + Rendering Techniques

IDSD 2862
Residential Design – Sustainable Design Part II
(1.5 credits)

As a continuation of IDSD 2861, Online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. This second of two sophomore-level courses 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. Coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have the ability to recognize, evaluate, apply and present different residential design alternatives using problem-solving strategies based on socio-cultural needs, contemporary issues for human function and behavior specifically for safe and supportive residential environments.

Prerequisites: ID 2861 Residential Design –Sustainable Design Specialization Part I

IDSD 2870
Holistic Design – Sustainable Design
(3 credits)

Students will enroll in this version of the course to meet the requirements of the

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

Prerequisites: ID 1230 Introduction to Sustainable Design and ID 2840 Design Process and Planning

IDSD 3200
Sustainable Design Strategies + Technologies
(3 credit elective)

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

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

IDSD 3211
Sustainable Design Strategies + Technologies Part I
(1.5 credit elective)

Online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. This junior-level course is the first of two that 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 economic impacts of resource use, design strategies and building technologies to a variety of design applications. Emphasis is on thinking critically about the interdependence of sustainability issues and strengthening problem-solving and communication skills through in-depth analysis of sustainable design procedures as they apply to high performance buildings using collaborative, research-based application of strategies and performance-based specifications, as well as a variety of third-party sustainable design rating systems. Coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will be prepared to continue to IDSD 3212.

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

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IDSD 3212
Sustainable Design Strategies + Technologies Part II
(1.5 credit elective)

As a continuation of IDS 3211, online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. This second of two junior-level courses builds upon the content in IDSD 3211by challenging students to further develop and apply their understanding of the environmental, social and economic impacts of resource use, design strategies and building technologies to a variety of design applications. Emphasis is on thinking critically about the interdependence of sustainability issues and strengthening problem-solving and communication skills through in-depth analysis of sustainable design procedures as they apply to high

performance buildings using collaborative, research-based application of strategies and performance-based specifications, as well as a variety of third-party sustainable design rating systems. Coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will be able to analyze and apply industry recognized sustainable design strategies and approaches using appropriate LEED and other green rating systems within residential and commercial design projects.

Prerequisites: IDSD 3211 Sustainable Design Strategies + Techniques Part I

IDSD 3840
Restaurant + Retail Design – Sustainable Design
(3 credits)

Students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. 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. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a restaurant and retail environment based on research integration for human needs. (Formerly ID 3860)

Prerequisites: ID 2530 Building Codes + Regulations and IDSD 2870 Holistic Design – Sustainable Design

IDSD 3841
Restaurant + Retail Design – Sustainable Design Part I
(1.5 credits)

Online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. This junior-level course is the first of two that 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. Coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have completed the first part of the design project and will be prepared to continue to IDSD 3842.

Prerequisites: ID 2530 Building Codes + Regulations and IDSD 2870 Holistic Design – Sustainable Design Specialization

IDSD 3842
Restaurant + Retail Design – Sustainable Design Part II
(1.5 credits)

As a continuation of IDSD 3841, online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. This junior-level course is the second of two that 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. Coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a restaurant and retail environment based on research integration for human needs.

Prerequisites: ID 3841 Restaurant + Retail Design – Sustainable Design Specialization Part I

IDSD 3870
Office Design – Sustainable Design
(3 credits)

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

Prerequisites: IDSD 3840 Restaurant + Retail Design – Sustainable Design

IDSD 3871
Office Design – Sustainable Design Part I
(1.5 credits)

Online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. Students in this first of two junior-level courses 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. Coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have completed the first part of the design project and will be prepared to continue into IDSD 3872.

Prerequisites: IDSD 3842 Restaurant + Retail Design – Sustainable Design Part II

IDSD 3872
Office Design – Sustainable Design Part II
(1.5 credits)

As a continuation of ID 3871, online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. Students in this second of two junior-level courses 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.

Prerequisites: IDSD 3871 Office Design – Sustainable Design Part I

IDSD 4200
Sustainable Design Studio
(3 credit elective)

Students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. This course is the culmination of the Sustainable Design 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. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. 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: IDSD 3200 Sustainable Design Strategies + Technologies, and IDSD 3840 Restaurant + Retail Design – Sustainable Design

IDSD 4211
Sustainable Design Studio Part I
(1.5 credit elective)

Online students will enroll in this version of the course to meet the requirements of the curriculum. This course is the first of two courses that are the culmination of the Sustainable Design 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, through a realistic studio project using clients and expert consultants. They will examine familiar design problems with a new perspective and clear understanding of their environmental impacts using a variety of learning experiences and approaches including budget constraints. Students who successfully complete this course will be prepared to continue to IDSD 4212.

Prerequisites: IDSD 3200 Sustainable Design Strategies + Technologies, and IDS 3840 Restaurant + Retail Design – Sustainable Design

IDSD 4212
Sustainable Design Studio Part II
(1.5 credit elective)

As a continuation of IDSD 4211, online students will enroll in this version of the course to meet the requirements of the curriculum. This second of two courses is the final culmination of the Sustainable Design 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, through a realistic studio project using clients and expert consultants. They will examine familiar design problems with a new perspective and clear understanding of their environmental impacts using a variety of learning experiences and approaches including budget constraints. 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 variety of media types.

Prerequisites: IDSD 4211 Sustainable Design Studio Part I

IDSD 4250
Sustainable Design Senior Portfolio Review
(0 credits)

Students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. Senior students who have declared a specialization in Sustainable Design complete this review to verify that all requirements and competencies for the Sustainable Design Specialization have been achieved. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge

and strategies obtained to date. 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: IDSD 4212 Sustainable Design Studio and
Co-requisite: IDSD 4992 Senior Design Project – Sustainable Design

IDSD 4840
Design Research – Sustainable Design
(2 credits)

Students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. 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 sociocultural, behavioral, historical, and environmental systems contexts. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have 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.

Prerequisites: IDSD 4870 Special Use Design – Sustainable Design or IDSD4872 Special Use Design – Sustainable Design Part II (may be taken concurrently)

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IDSD 4870
Special Use Design – Sustainable Design
(3 credits)

Students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. 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, socioeconomic, cultural and age-related criteria. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will demonstrate advanced abilities to plan and implement design solutions for complex design problems using a variety of communication methods.

Prerequisites: IDSD 3870 Office Design – Sustainable Design

IDSD 4871
Special Use Design – Sustainable Design
(3 credits)

Online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. This first of two courses emphasizes the development of complex building types and mixed-use occupancies for users with special needs. Students apply knowledge of contemporary issues in the built environment based on research strategies including human behavior, evidence-based design, socioeconomic, cultural and age-related criteria. Sustainable Design Specialization and coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have completed the first part of the design project and be prepared to continue to IDSD 4872.

Prerequisites: IDSD 3870 Office Design – Sustainable Design

IDSD 4872
Special Use Design – Sustainable Design
(3 credits)

As a continuation of IDSD 4871, online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. This second of two courses emphasizes the development of complex building types and mixed-use occupancies for users with special needs. Students apply knowledge of contemporary issues in the built environment based on research strategies including human behavior, evidence-based design, socioeconomic, cultural and age-related criteria. Sustainable Design Specialization and coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will demonstrate advanced abilities to plan and implement design solutions for complex design problems using a variety of communication methods.

Prerequisites: IDSD 3872 Office Design – Sustainable Design Part II

IDSD 4990
Senior Design Project – Sustainable Design
(3 credits)

Students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. 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. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will demonstrate the ability to complete a comprehensive design project illustrating all of their skills and knowledge as pre-professionals while taking ownership of their individual vision as designers.

Prerequisites: IDSD 4840 Design Research – Sustainable Design and IDSD 4870 Special Use Design – Sustainable Design

IDSD 4991
Senior Design Project – Sustainable Design (Part A)
(1.5 credits)

Online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. 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. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will demonstrate the ability to complete a comprehensive design project illustrating all of their skills and knowledge as pre-professionals while taking ownership of their individual vision as designers.

Prerequisites: IDSD 4840 Design Research – Sustainable Design and IDSD 4872 Special Use Design – Sustainable Design II

IDSD 4992
Senior Design Project – Sustainable Design (Part B)
(1.5 credits)

As a continuation of IDSD 4991, online students will enroll in this version of the course to meet the requirements of the Sustainable Design Specialization. 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. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will demonstrate the ability to complete a comprehensive design project illustrating all of their skills and knowledge as pre-professionals while taking ownership of their individual vision as designers.

Prerequisites: IDSD 4991 Senior Design Project – Sustainable Design Part)

LIBERAL ARTS DEPARTMENT

Rocky Mountain College of Art + Design has a strong Liberal Arts tradition. About one-third of each student's degree plan is comprised of courses within the Liberal Arts. Liberal Arts emphasize a broad course of study in a variety of academic disciplines, while providing students with the necessary tools for their intellectual, creative, and personal growth.

The Liberal Arts curriculum emphasizes critical thinking, academic writing, and creative inquiry. Through an engagement with a variety of academic disciplines, students acquire multiple perspectives for perceiving complexities of thought, contextualizing knowledge, and becoming self-directed learners with the capacity for thoughtful action in the world and in their lives.

In their first semester, students enroll in *ASAD 1000: Academic Strategies for Artists + Designers,* which is designed to introduce students to coursework in their Liberal Arts and Foundations classes, as well as provide them with the necessary strategies for academic success. Students also begin their Composition sequence in their first year, which initially emphasizes the emerging writer's voice, process, and competencies, but proceeds to a greater focus on academic texts and formal writing skills, culminating in a research project by the end of the second term of the sequence.

Art History is a crucial component of the Liberal Arts curriculum. In the Art History sequence, students broaden their understanding of art through historical, cultural and stylistic contexts. Art History places a great deal of emphasis on critical thinking and discipline-specific formal writing, providing students with breadth of coverage and a greater understanding of Art History as an academic discipline.

The Humanities sequence complements the Art History curriculum with a similar interest in historical, cultural, and stylistic contexts, but with a primary interest in literature, philosophy, social movements, and intellectual history.

As part of their Liberal Arts education, students are also required take courses in Mathematics, Social + Behavioral Sciences, and Natural + Physical Sciences. Additionally, students may elect to take a course in the Studies in Literature + Culture sequence, which are topics-based courses.

The philosophy of a Liberal Arts education is to provide students with an intellectual and ethical basis for self-directed learning and active global citizenship.

Liberal Arts Overview	Credits
Art + Design History	15
ASAD 1000 Academic Strategies for Artists + Designers	3
Communication + Critical Thought	6
Humanities + Contemporary Thought Seminars	9
Mathematics	3
Physical + Natural Sciences	3
Social + Behavioral Sciences	6
OR 3 SBS Credits and Studies in Literature + Culture	3
Total	45

Academic Strategies for Artists + Designers: 3 credits

ASAD 1000 Academic Strategies for Artists + Designers	3

Art + Design History: 15 credits

The following courses are required:

AH 1010 Art + Design History I + Lab: Ancient to Medieval	3
AH 1020 Art + Design History II: Renaissance to Contemp	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:

CCT 1020 Composition I + Lab   3
CCT 1030 Composition II   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
        HU 4020 Theatre Studies
        HU 4025 A Moral History of the Past Century
        HU 4035 The Cultural Politics of Consumption

Mathematics: 3 credits
Choose one Mathematics course:
MA 1010 Animation Physics   3
MA 1205 College Algebra   3
MA 1215 Applied Mathematics   3
MA 1220 Financial Principles + Practices   3

Physical + Natural Science: 3 credits
Choose one Physical + Natural Science course:
NS 2020 Earth Science   3
NS 2030 Biology   3
NS 2040 Environmental Studies   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 3020 American Political landscapes   3
SBS 3040 Biological Anthropology   3

OR one SBS & one Studies in Literature + Culture

Studies in Literature + Culture
Choose one from Studies in Literature + Culture:
SLC 3030 Studies in World Religions   3
SLC 3040 Studies in Literature   3
SLC 3050 Studies in Culture   3
SLC 3060 Creative Writing   3

Academic Strategies for Artists + Designers

Beginning fall 2012, new incoming students will be required to successfully complete the Student Success Seminar as a condition of graduation and as a pre-requisite to AH 1010 Art + Design History I + Lab: Ancient to Medieval. This policy does not apply to students who enrolled prior to Fall 2012.

ASAD 1000

Academic Strategies for Artists + Designers
(3 Credits)

This required entry-level course assists students in their transition into the RMCAD academic community. The class connects students to the College's supportive resources, communicates RMCAD's expectations of students, teaches skills for academic and personal success, develops peer-to-peer relationships, and motivates students to persist through the challenges of higher education. These outcomes will be achieved in a student-centered learning environment through a combination of group discussion, out-of-class reading and assignments, and reflective journaling. At the conclusion of this course students will have an enhanced understanding of the skills and motivation necessary to be successful in college, as well as have developed academic and personal strategies that can be applied to their academic career at RMCAD and after graduation. In addition, students will have strengthened their formal writing, critical thinking and research skills.

Art + Design History

AH 1010

Art + Design History I + Lab: Ancient to Medieval
(3 credits)

In the first of the sequence of 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. Students enrolled in Art + Design History I concurrently partake in scheduled laboratory sections that reinforce and support the material presented in lectures. 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.

Prerequisites: ASAD 1000 Academic Strategies for Artists + Designers

AH 1020

Art + Design History II: Renaissance to Contemporary
(3 credits)

In the second of the sequence of required courses in the history of art and design, students explore the major artists, movements and artistic themes of 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 roles 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.

Prerequisites: AH 1010 Art + Design History I + Lab: Ancient to Medieval

AH 1030

Art + Design History III: Modern to Contemporary
(3 credits)

In this course, students explore the major artists, movements and artistic themes of Modern art from 1950 to the contemporary moment. Lectures and readings examine ways in which artists conceive of religion, society, politics and the roles of men and women within their historical and stylistic context. In addition, the course considers various media and materials, the fundamentals of design and composition, and global/cultural perspectives. At the conclusion of this course, students will recognize a broad range of artists, works, and styles from Modern to contemporary art. Further, students will learn to conduct research within the discipline of art history, and **write** knowledgeably on topics from Modern to Contemporary art.

Prerequisites: CCT 1020 Composition I + Lab

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

In the third of the sequence of required courses in the history of art and design, students explore the major artists, movements and artistic themes of nonwestern design, beginning with Islamic art and expanding into other areas of inquiry such as Africa, India, Southeast Asia, China, the Pacific, and the Americas. 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 examines nonwestern art and design within the context of national and cultural contexts, the advent of colonialism and from the perspective of western culture. The course considers various media and materials, such as painting, sculpture, and architecture, as well as the fundamentals of design and composition. At the conclusion of this course, students will recognize a broad range of nonwestern artists, works and styles. Further, students will learn to conduct research within the discipline of art history, and write knowledgeably on topics from nonwestern art and design.

Prerequisites: AH 1020 Art + Design History 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)

Prerequisites: 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)

Prerequisites: AH 1020 Art History II: Renaissance to Contemporary

AH 2050
History of Graphic Design
(3 credits)

This seminar and research course addresses important historical and contemporary developments in visual communication. Beginning with the roots of pictorial and written languages, the content moves to key 19th and 20th century periods, including the emergence of the Bauhaus and

typographic history, then culminates with the contemporary scene. At the conclusion this course, students will have engaged in reading, writing and verbal critical thinking skills, both as individuals and in teams. Students will understand the embedded relationships between graphic design, culture, technology and society.

Prerequisites: CCT 1030 Composition II

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.

Prerequisites: 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.

Prerequisites: AH 1010 Art + Design History I + Lab: Ancient to Medieval

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

In the last of the sequence of required courses in the history of art and design, 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.

Prerequisites: AH 2010 History of Art + Design in the Nonwestern World

Communication + Critical Thought

CCT 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 CCT 1020 Composition I + Lab. (Formerly WO 1020)

Prerequisites: none

CCT 1020
Composition I
(3 credits)

This is the first, course in the Communication + Critical Thought sequence and serves as an introduction to college-level reading, writing, discussion, and critical thinking. Students engage in a variety of academic texts, literature, and literary, aesthetic, and social criticism. By exploring a variety of writing styles, analyzing elements of form and mechanics, and engaging all aspects of the writing process, students find and demonstrate their writing voice, and write with greater authority, clarity and insight. By the end of this course students will develop their writing and critical thinking skills through critical reading, class discussion, and their own writing.

Prerequisites: SAT Critical Reading score of 430 or higher, ACT English score of 18 or higher, or CCT 0010 Fundamentals of English

CCT 1030
Composition II
(3 credits)

Composition II is the second part 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, and are expected to complete a formal research paper by the end of the semester.

Prerequisites: CCT 1020 Composition I

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.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: CCT 1030 Composition II

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.

Prerequisites: 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.

Prerequisites: 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 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 a heightened awareness of theatre through a multi-disciplinary study, incorporating both theoretical perspectives and practical experiences.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: none

MA 1010
Animation Physics
(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.

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

MA 1205
College Algebra
(3 credits)

This course provides students an integrated approach to algebraic topics through applications and visualizations. Topics include equations, and inequalities, functions and their graphs, exponential and logarithmic functions, linear and non-linear systems, selection of topics from among graphing of the conic sections, introduction to sequences and series, permutations and combinations, the binomial theorem, and theory of equations. At the conclusion of the course, students will show their mastery of the topics discussed through assignments and exams.

Prerequisites: 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.

Prerequisites: 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.

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

Physical + Natural Science

NS 2020
Earth Science
(3 credits)

This course will introduce students to the major processes responsible for the physical appearance of our planet. Students will study plate tectonics, rocks and minerals, oceanography, weather, and global climate. The course will include a field trip to explore the geology of Colorado as well as daily classroom activities and laboratory exercises. At the conclusion of this course, students will have an understanding of the physical processes that shape the face of the Earth, drive weather, and influence climate.

Prerequisites: CCT 1030 Composition II

NS 2030
Biology
(3 credits)

In this course, students will explore the basic aspects of life on Earth. The course will cover cells, photosynthesis, DNA, genetics, evolution, natural selection, biodiversity, population dynamics, and global climate. Students will explore these topics through field trips, classroom activities, laboratory exercises, and lectures. After completing this course, students will understand the biological, chemical, and physical processes living organisms utilize to sustain life.

Prerequisites: CCT 1030 Composition II

NS 2040
Environmental Studies
(3 credits)

This course will examine major topics in environmental science including human population growth, conservation, species extinction, pollution, water use, energy, and climate change. Students will explore these topics through field trips, classroom activities, laboratory exercises, and lectures. At the conclusion of this course, students will not only understand current environmental issues from a scientific prospective, they will also be aware of the social and political conditions that influence environmental science.

Prerequisites: CCT 1030 Composition II

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

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.

Prerequisites: CCT 1030 Composition II

SBS 2020
Social Psychology
(3 credits)

Through discussion, lecture and critical evaluation of course materials and other sources of information, students will investigate the important theoretical perspectives and research methodologies in social psychology. Core concepts will include self-concept and identity development, social perception and attribution, prejudice and bias, attitude and behavior change, social influence and persuasion, propaganda and the effects of mass media, group affiliation and intergroup dynamics, obedience and conformity, interpersonal attraction, aggression and violence, and altruism and love. Students will gain a nuanced and discipline-specific understanding of Social Psychology.

Prerequisites: CCT 1030 Composition II

SBS 3020
American Political Landscapes
(3 credits)

American Political Landscapes provides an overview of current political climate in the United States to encourage students to develop informed political citizenship. This course explores the history of American political thought, socio-political issues, media and politics, and civic engagement. Additional topics include the Constitution, the Electoral College, campaigning and voting. Outcomes: Through discussion, writing, and research, students gain an in-depth understanding of the history, theories, and processes of American politics.

Prerequisites: CCT 1030 Composition II

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.

Prerequisites: CCT 1030 Composition II

Studies in Literature + Culture

SLC 3030
Studies in World Religions **(3 credits)**

Studies in World Religions is a junior-level course designed to introduce students to the major Western religions: Judaism, Islam, and Christianity, and the major Eastern religions: Hinduism, Buddhism, Taoism, and Confucianism. Students explore the origins, history, practices, and cultural contexts and meanings of each religious tradition. Students demonstrate a deeper understanding and appreciation for the varieties of religious thought, belief, practices, and meanings.

Prerequisites: HU 2010 Humanities Seminar I

SLC 3040
Studies in Literature **(3 credits)**

This junior-level course explores various literary texts, movements, genres, and criticism within a cultural framework. Students learn to do textual analysis, improve their critical thinking skills, and expand their understanding of literary texts within the cultural contexts, social relations, and literary traditions and practices that produced them. Students also develop their understanding of literary criticism through reading critical texts and producing formal analysis papers in response to their reading. The course content varies, allowing students to explore specific aspects of Literature Studies with greater depth and mastery. By the end of the course students demonstrate greater understanding of literary analysis and criticism.

Prerequisites: HU 2010 Humanities Seminar I

SLC 3050
Studies in Culture **(3 credits)**

This junior-level course explores the interdisciplinary field of cultural studies. Cultural studies draw from a wide variety of academic disciplines, methodologies, and theoretical perspectives to analyze various aspects of cultural practices, meanings, differences, and relations. Students learn to think critically about culture and the complexities of cultural analysis through an engagement with a variety of cultural texts, theoretical perspectives, and methodologies. Through a greater understanding of various approaches to the analysis of culture, students develop the skills necessary to understand the complex dynamics of cultural study. By the end of the course, students demonstrate through written work and class discussions an understanding of the various theoretical discourses that comprise the discipline. Course content varies.

Prerequisites: CCT 1030 Composition II

SLC 3060
Creative Writing **(3 credits)**

The theme of this junior-level course is that writers make choices. Undergraduates are sometimes reluctant to acknowledge a difference between creative writing and personal expression. The process of imitating necessarily begins with analysis: before students can adopt the voice of a given writer, they must have a strong understanding of how that voice is constructed. By dissecting and inhabiting diverse styles, students eventually move out of their resting voice, and they come to realize that seemingly dissimilar works share a strict attention to language. At the conclusion of the course, students demonstrate through written work and class discussion an increased ability to understand and appreciate various writing styles, and the choices writers make throughout the writing process.

Prerequisites: HU 2010 Humanities Seminar I

Graduate Programs at RMCAD

RMCAD's graduate programs provide advanced level study in specific disciplines related to leadership, education, and art and design. Graduate programs incorporate the values, approaches and methods supporting the College's core mission to advance scholarship and creativity, and cultivate professionals for career advancement.

Our graduate programs emphasize critical analysis, meaningful inquiry, social engagement, and creative problem-solving approaches for the careers of tomorrow. Students graduate with the ability to define themselves as leaders, scholars, and creatives within a global, interdisciplinary context. Most graduate programs are offered in online formats, in order to accommodate the busy schedules of working professionals. Industry advisory boards guide the development of graduate programs to ensure that the curriculum meets the needs of employers and is challenging and relevant.

Philosophy of Learning + Teaching

While traditional educational approaches of lecture, demonstration, teaching by example, and presentation of studio technique are used in RMCAD's art and design programs, many of the underlying methodologies of experiential learning and scaffolding are incorporated into Graduate education. RMCAD is responsive to the contemporary climate of the changing needs of today's learner, regardless of discipline.

Methods incorporate the newest processes and ideas to challenge students in an atmosphere that encourages experimentation.

The strength of all of RMCAD's graduate programs is the development of each student's intellectual, technical, and creative abilities. This approach enables students to realize success in a challenging and changing world by providing them with critical analysis and communication skills, and higher level thinking processes

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.

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 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 campus or online.

Course Prefixes

ELET   Education, Leadership + Emerging Technologies
GD   Graphic Design

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.

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 0SX Internet Browser: Safari or Mozilla Firefox

Modem Speed

DSL or cable is recommended

Hardware Support

Four-year warranty and accidental damage coverage Theft recovery software

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@rmcad.edu.

MASTER OF ARTS – DESIGN STRATEGY + INNOVATION

Mission Statement

The M.A. degree in Design Strategy + Innovation at the Rocky Mountain College of Art + Design introduces students to a culture of critique and criticism, where they hypothesize, identify, research, and interpret the critical issues and complex problems of contemporary society. The program integrates design with social science, technology, and business, and explores the relationships between visual culture, creativity, and business practices. Through collaborative thinking in an interdisciplinary online environment, professionals from many disciplines will develop together the skills required for creative innovation.

The Master of Arts in Design Strategy + Innovation immerses graduate students who have not necessarily studied or practiced design in a series of learning experiences that will help them build and apply knowledge regarding design theories, creative methodologies, and user-centered practices to social, technological, environmental and economic problems. This program is also oriented towards individuals interested in furthering their professional design practices, or in conducting visual or theoretical research. Students will be prepared to pursue successful careers as cultural leaders, collaborators, design strategists, project-based collaborators, and empowered advocates for change.

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.

Admissions Recommendation

Students entering the GD program are strongly encouraged to have a basic knowledge in Adobe software (PhotoShop, Illustrator, Interior Design) prior to beginning the program. For students needing instruction in the software programs there is a 1 credit tutorial available through RMCAD.

Design Strategy + Innovation - Online

2012-2013 MA Degree Requirements - 33 credits

Degree Specific : 33 Credits

DSI 5320 Leadership for Design Strategies + Innovation	3
DSI 5340 Business Foundations	3
DSI 5510 Design Thinking	3
DSI 5530 Ideation	3
DSI 5540 Creative Problem Solving + Design Narratives	3
DSI 5550 Innovation + Prototyping	3
DSI 5710 Design Research Methods	3
DSI 5720 Critical Methods in Art + Design	3
DSI 5730 Design for Change	3
DSI 5940 Prospectus	3
DSI 5959 Design Strategies + Innovation Final Project	3
TOTAL	**33**

Design Strategy + Innovation

DSI 5320 Leadership for Innovation
(3 Credits)

This course introduces students to professional leadership strategies with a focus on leadership styles, team dynamics, motivational strategies and change management. Theories are investigated to help learners build strong collaboration and effective communication. Emphasis is on understanding new perspectives in leadership and business based on self-awareness, diversity, and engagement and motivation theories for facilitating change in practice and in thought process. Upon completion of the course, students will understand leadership as a component of organizational culture as it forms their own personal leadership styles.

Prerequisites: None

DSI 5340 Business Foundations
(3 Credits)

This course introduces students to the practices, concepts, and language of business. Students investigate core areas of business management and strategy to develop a better understanding of the relationships between both fields and to develop a comparative framework for future practice. Upon completion of the course students will develop an improved understanding of the relationship between business practices and design concepts and the how they impact business decisions.

Prerequisites: None

DSI 5510 Design Thinking
(3 Credits)

This studio course introduces students to Design Thinking; a human-centered approach to innovation and problem solving that integrates the needs of people, the possibilities of technology, and the requirements for economic viability. Emphasis is on problem solving as a process within contextual limitations using the primary methodologies of user-centered design, observational research, rapid prototyping, and the use of collaborative and participatory systems. Students will explore design-based approaches to problem solving that focus on translating observations into insights, and insights into products and services that will improve people's lives. Upon completion of the course, students will understand the concepts and key tenants of design thinking as an approach to problem solving.

Prerequisites: None

DSI 5530 Ideation
(3 Credits)

This studio course provides a framework for conceptual ideation strategies within the context of research analysis. Students are introduced to cognitive and learning theories to better understand how conceptual ideas are developed and communicated, and specifically to lay the foundation for understanding and developing the necessary team dynamics and characteristics that create successful ideation environments and outcomes. Introductory modeling approaches and quick iteration development are considered based on communication intent and technology. Upon completion of the course, students will be able to utilize the creative techniques, approaches and processes of ideation as part of idea generation as a team-centered process.

Prerequisites: None

DSI 5540 Creative Problem Solving
(3 Credits)

This course introduces students to the design process and non-linear/abstract problem solving methods. Emphasis is on the creative process through which problems are identified, researched, analyzed and solved as a systems strategy that in turn allows for adaptation throughout the process. Students will explore alternative methods for identifying design problems, and upon completion of this course will demonstrate their knowledge of investigation, interpretation, and distilling information and discover new ways in which to articulate solutions.

Prerequisites: DSI 5320 Leadership for Design Strategy + Innovation, DSI 5340 Business Foundations, DSI 5510 Design Thinking, and DSI 5530 Ideation

DSI 5550 Innovation + Prototyping
(3 Credits)

This course focuses on innovation as a means of improving effectiveness and working smarter, and is built upon the idea that innovation is about changing paradigms. It is viewed as a process in which insight inspires change and creates value. Certain design methods like the development of prototypes help increase the speed of generating and testing the effectiveness of new ideas, while revealing new opportunities and unforeseen issues. The result is a process that is more collaborative, transparent and fully considered. Emphasis is placed upon rapid construction of prototypes, testing, revision, and learning about the strengths and weaknesses of an idea that may identify new and innovative directions. This studio course provides students with the ability to integrate knowledge through the process of learning by making, using rapidly produced prototypes. Upon completion of the course, students will demonstrate their ability to test innovative solutions using prototyping approaches.

Prerequisites: DSI 5320 Leadership for Design Strategies + Innovation, DSI 5340 Business Foundations, DSI 5510 Design Thinking, and DSI 5530 Ideation

DSI 5710 Design Research Methods
(3 Credits)

This course borrows from the non-traditional design based qualitative research methods (i.e., case studies and professional design practices) that are typical of design thinking. Emphasis is on the introduction of a broad range of observational and applied ethnographic research techniques and qualitative research methods focused on critical analysis of information. Students will explore how analysis can

unlock cultural perceptions, make communications more clear, identify behaviors and impediments, evoke meaningful personal experiences and open pathways to innovation. Upon completion of this course, students will be able to identify and conduct effective research that informs their work.

Prerequisites: DSI 5320 Leadership for Design Strategies + Innovation, DSI 5340 Business Foundations, DSI 5510 Design Thinking, and DSI 5530 Ideation

DSI 5720 Critical Methods in Art + Design
(3 Credits)

This course will introduce students to a set of primary methodological approaches for critically evaluating and interpreting designed artifacts and environments, issues, and topic areas in the art and design disciplines. Because so much of a designer's educational and professional experiences are focused on the artifact and its creation, very little time is devoted to the examination of the historical, social, and cultural contexts and precedents that the artifact inhabits, affects, and is influenced by. Upon completion of this course, students will have developed critical skills, and a set of strategies used in thinking, discussing, and writing about design.

Prerequisites: Prerequisites: DSI 5320 Leadership for Design Strategies + Innovation, DSI 5340 Business Foundations, DSI 5510 Design Thinking, and DSI 5530 Ideation

DSI 5730 Design for Change
(3 Credits)

This course provides a historical investigation into contemporary design problems and solutions. Through a critical examination of design thinking models, students in this course are introduced to contemporary issues that necessitate change, including requisite research methods and development of new ideas and strategies. Change is examined as unsettling, unrealized opportunity, and inevitable. Strategies that focus on designing for change will be emphasized, through an examination of historical and current design approaches that successfully dealt or deal with change. Students also learn to explore the relationships between cultural, social, economic, and political policies and their impact on the contemporary challenges facing designers. Upon completion of this course, students will have an expanded awareness of the issues and relationships impacting the design based decision-making process within a variety of contexts.

Prerequisites: DSI 5320 Leadership for Design Strategies + Innovation, DSI 5340 Business Foundations, DSI 5510 Design Thinking, and DSI 5530 Ideation

DSI 5940 Prospectus
(3 Credits)

This course is designed to assist in developing a proposal for the final professional project. In this course students will identify and thoroughly research a single problem, and solve various social, economic, and cultural issues that will be planned in a professional paper in preparation for the final project. Emphasis is placed on research, academic writing, problem-solving, exploration of ideas, and the development of innovative solutions. Prospectus proposals will also include an oral presentation of the paper.

Prerequisites: DSI 5540 Creative Problem Solving + Design Narratives, DSI 5550 Innovation + Prototyping, DSI 5710 Design Research Methods, DSI 5720 Critical Methods in Art + Design, and DSI 5730 Design for Change,

DSI 5959 Design Strategy + Innovation Final Project
(3 Credits)

This 4 day low residency seminar provides a forum in which students from all levels in the degree program can interact and work together. Content will include, presentation approaches, prototyping, leadership development and various other design practices and strategies. The Residency Seminar provides students an opportunity to work closely with faculty and leading design professionals in a collaborative and invigorating environment for learning and experiencing. The seminar is hosted by RMCAD with scheduled activities including, lectures, workshops, networking sessions, and breakout discussion groups.

Prerequisites: DSI 5940 Prospectus

MASTER OF ARTS - EDUCATION, LEADERSHIP + EMERGING TECHNOLOGIES

Mission Statement

The Master of Arts in Education, Leadership and Emerging Technologies combines an educational core that leverages the latest emerging technologies to more effectively lead, communicate, engage and teach others. By utilizing and integrating cutting-edge methods and technology into the curriculum, the degree produces graduates who are prepared to lead at any level in teaching and training.

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.

Education, Leadership + Emerging Technologies - Online
2012-2013 **MA Degree Requirements - 33 credits**

Degree Specific : 24 Credits

ELET 5100 Visual Literacy through Digital Investigations		3
ELET 5120 Understanding Education and Learning Theories	3	
ELET 5140 Leadership and Motivation		3
ELET 5160 Advanced E-Learning Strategies	3	
ELET 5300 Integrating Multi-Media for Effective Communication		3
ELET 5320 Contemporary Issues and Approaches	3	
ELET 5900 Investigating Learning Environments		3
ELET 5920 Research and Assessment Approaches	3	

Practicum: 3 Credits

ELET 5500 Leadership Development		3

Thesis/Applied Project: 3 credits

ELET 5940 Integrated Thesis Project – Part I		1.5
ELET 5945 Integrated Thesis Project - Part II	1.5	

Electives: 3 credits

GD 5320 Leadership for Innovation		3
GD 5340 Business Foundations		3
TOTAL		**33**

Education, Leadership + Emerging Technologies

ELET 5100 Visual Literacy through Digital Investigations
(3 credits)

This course provides students with the practical application of digital tools as they inform visual literacy and its impact on communication and learning communities. The focus is an integration of understanding images and their implied meanings through a critical lens. Students investigate the techniques and capabilities of digital software programs within the context of visual and composition theory for education and instructional planning. Upon successful completion of the course, students will have the ability to investigate appropriate media as part of a sequential integration of knowledge and skills.

Prerequisite: None

ELET 5120 Understanding Learning Theories for Education
(3 credits)

This course provides students with an introduction to learning theories as they relate to cognition and developmental meaning. A variety of theoretical constructs are studied to address meaningful connections and diverse learning styles. Conceptual frameworks are explored for engaging children and adult learners using appropriate platforms and methodologies. Students apply knowledge of learning theory to the practical application of media based instructional development in their personal and professional environments. Upon completion of the course, students will be able to

incorporate knowledge of education into their research studies and to determine an approach based on learning theories.

Prerequisite: ELET 5100 Visual Literacy through Digital Investigations and ELET 5900 Investigating Learning Environments

ELET 5140 Leadership and Motivation
(3 credits)

This course investigates and compares intrinsic and extrinsic human motivation and leadership styles to enhance learning outcomes. Activities include the use of motivational frameworks and plans for instructional methods and media for classroom education, e-learning environments and/or training. Students are also introduced to the concepts and methods of assessment and critique as part of authentic motivation to learn. Upon completion of the course, students will be able to incorporate motivational strategies into the development of their research projects.

Prerequisite: ELET 5100 Visual Literacy through Digital Investigations and ELET 5900 Investigating Learning Environments

ELET 5160 Advanced E-Learning Strategies
(3 credits)

This course provides exposure to e-learning environments, learning management systems, instructional design methods, and quality assurance based on their relationships to online education. Students will collaboratively create an online instructional activity as part of a team including an instructional design document, planned media use, content organization and assessment to meet the needs of a diverse learning population. Upon completion of the course, students will applied their knowledge of e-learning environments and their processes for a deeper understanding of online educational strategies.

Prerequisite: ELET 5100 Visual Literacy through Digital Investigations and ELET 5900 Investigating Learning Environments

ELET 5300 Integrating Multi-Media for Effective Communication
(3 credits)

This course provides students the opportunities and real-life application of communication and presentation approaches for the delivery of process-based innovative instructional materials. Students also utilize media to document the instructional design process for future assessment and reflection. Upon completion of the course, students will gain an understanding of how to incorporate multi-media for professional communication.

Prerequisite: ELET 5140 Leadership and Motivation

ELET 5320 Contemporary Issues and Approaches
(3 credits)

This course provides an investigation into contemporary issues facing today's teachers and trainers. Through a critical examination of contemporary issues, research, and ideas, students explore the relationships between cultural, social, economic, and political policies and their impact on technology for teaching and learning. Upon completion of this course, students will have an expanded awareness of the issues and relationships impacting teaching and training with the ability to identify appropriate approaches for specific situations.

Prerequisite: ELET 5140 Leadership and Motivation

ELET 5500 Leadership Development
(3 credits)

This course provides students with real-life experiences through a practicum in observation and mentoring. Emphasis is on the independent shadowing of a leader in their professional field in which they can glean a better understanding of leadership styles, and approaches to problem solving and conflict resolution as agents of change. Students will use their experiences to reflect upon opportunities for institutional and cultural changes that influence their future professional goals. Upon completion of the course, students will have gained personal experience and insight into their roles as leaders bringing with them new skills to impact change.

Prerequisite: ELET 5140 Leadership and Motivation

ELET 5900 Investigating Learning Environments
(3 credits)

This course provides an introduction to graduate level research through the identification of credible sources, and reviews of literature and applicable media for critical analysis. Through the development of introductory research processes and writing, students develop preliminary research questions to guide further investigation into technology's impact on learning environments. Upon completion of the course, students will be able to combine their knowledge of primary visual literacy skills from ELET 5100 with investigation into a research topic of personal relevance.

Prerequisite: ELET 5100 Visual Literacy through Digital Investigations

ELET 5920 Research and Assessment Approaches
(3 credits)

This course focuses on the quantitative and qualitative methods of research necessary for the completion of a graduate level thesis/applied project. Students identify a project for in-depth exploration of a specific topic and problem related to their academic and/or professional interests. Emphasis is on a comprehensive investigation of the instructional related issues and the potential media for new interpretations to the identified problem. Students will study different evaluation models and tools to determine appropriate assessment processes. Upon completion of the course, students will have a thesis proposal that meets the requirements published in the Graduate Thesis/Applied Project Handbook.

Prerequisite: ELET 5300 Integrating Multi-Media for Effective Communication

ELET 5920 Research and Assessment Approaches
(3 credits)

This course focuses on the quantitative and qualitative methods of research necessary for the completion of a graduate level thesis/applied project. Students identify a project for in-depth exploration of a specific topic and problem related to their academic and/or professional interests. Emphasis is on a comprehensive investigation of the instructional related issues and the potential media for new interpretations to the identified problem. Students will study different evaluation models and tools to determine appropriate assessment processes. Upon completion of the course, students will have a thesis proposal that meets the requirements published in the Graduate Thesis/Applied Project Handbook.

Prerequisite: ELET 5300 Integrating Multi-Media for Effective Communication

ELET 5940 Integrated Thesis Project – Part I
(1.5 credits)

This course consists of the completion of the thesis project proposed in Research Methods and Assessment. Students must produce an original, creative and innovative body of work using emerging technologies and media. Upon completion of the course, students must synthesize the project for submission to an academic journal, professional publication, or conference presentation. This course is graded Pass/Fail.

Prerequisite: ELET 5920 Research and Assessment Approaches

ELET 5945 Integrated Thesis Project – Part II
(1.5 credits)

This course is the conclusion of the Integrated Thesis Project in which student will document their findings, results and conclusions from previous work. Emphasis is on the written summary and analysis of the project and its process in accordance with the requirements published in the Graduate Thesis/Applied Project Handbook. Students must also present and defend their thesis to the Graduate Review Panel. This course is graded Pass/Fail.

Prerequisite: ELET 5940 Integrated Thesis Project – Part I

FACULTY
Office of the President

Dr. Maria Puzziferro, President + Provost

PhD, Higher Education Administration, New York University; MA, Government and Politics, St. John's University. Dr. Puzziferro has strong experience in the development of both on-campus and online degree programs. Well versed and accomplished in higher education administration, Dr. Puzziferro brings a sense of ambition and optimism to RMCAD that focuses on high quality student learning.

Department Deans, Chairs, + HEADS

Dr. Kiki Gilderhus
Dean of Academic Affairs + Students Services; Chair, Liberal Arts

PhD, Art History, University of Wisconsin – Madison; BA, Gustavus Adolphus College. Dr. Gilderhus is an art historian and writer. She specializes in the intersections between Modern European and Latin American art, focusing on geometric abstraction, primitivism, and the work of artist Josef Albers. Her essay "Homage to the Pyramid: The Mesoamerican Photocollages of Josef Albers" appears in the exhibition catalog *Anni and Josef Albers: Latin American Journeys* (2008). Dr. Gilderhus has taught at the University of Wisconsin-Madison, Kent State University, and Colorado State University.

David Bieloh, Chair, Graphic Design Department; Chair, Graphic Design MA Program

David currently serves as the Chair of the Communications Design Program, as well as the Chair of the M.A. in Innovation + Design Studies at RMCAD. Prior to joining RMCAD, David was Chair of the Department of Visual Arts at Ouachita Baptist University in Arkansas. He has also served as Assistant Professor and Program Coordinator of Graphic Design at Austin Peay State University in Clarksville, Tennessee, and Assistant Professor and Program Coordinator of Graphic Design at Texas Woman's University in Denton, Texas. David has worked as a professional designer for over 18 years, has had work published in Graphis and Logo Lounge, and has presented scholarly papers on a variety of design-related issues at national and international conferences in Dallas, Nashville, Miami, Charleston, and Berlin. He has an MFA in Communication Design from the University of North Texas, an MA in Graphic Design from Texas Woman's University, a BS in Marketing from Oklahoma State University, and an AA in Visual Communications from the Art Institute of Dallas.

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Sean Burns, Chair Animation + Game Art

MBA, University of Phoenix; BFA, Emerson

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' 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.

Jaime Carrejo, Foundations

MFA, University of South Florida, Tampa; BFA, University of Texas El Paso. Jaime Carrejo is a interdisciplinary artist whose practice and research explores alterity and it's relationship to the 'American Dream'. Carrejo's projects have been exhibited at many institutions including The College of Wooster Art Museum, The Contemporary Art Museum in Tampa, The Shaw Center of the Arts, and The Boulder Museum of Contemporary Art. He is part of a collaborative artist group whose video project, titled *Neighborhood Watch*, is exhibited in national and international locations such as El Paso, Texas, Tampa, Florida, Paris, France, Bhutan, South Asia, Oslo, Norway, and Mexico City, Mexico. Jaime is currently a resident artist at Redline studios in Denver.

Dr. Lisa Hochtritt, Chair, Art Education; Chair, Master's Degree in Education, Leadership + Emerging Technologies

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. Dr. Hochtritt was selected by the Colorado Art Education Association as 2011 Colorado Art Educator of the Year. Prior to her arrival at RMCAD, she 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 secondary level as well, teaching in public schools in New York, Texas and California. Dr. Hochtritt presents at local and national conferences on art and education. Her co-edited book was published by Routledge in 2012, *Art Education and Social Justice Education: Culture as Commons.* Dr. Hochtritt is the Pacific Region Higher Education Representative for the National Art Education Association.

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

cializing 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.

Nicole Naillon, Co-Chair, 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. Areas of specialization include space planning, construction documentation, office design, developing and maintaining AutoCAD and BIM protocols for interior design.

Julie Puma, Interim Chair, Foundations Online, Online Faculty Coordinator

MFA, Visual Art, Vermont College, in-progress; MA, Art Therapy, The School of the Art Institute of Chicago; BA, Western Illinois University. Ms. Puma has been with RMCAD since 2006. She has been showing her work in Denver since 2005, with recent shows nationally in both painting and photography.

Jeff Sheppard, Chair, Center of Teaching + Learning

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, Chair, Fine Arts; Head, Sculpture

MFA Studio Art Carnegie Mellon University; BFA, Sculpture from the University of Colorado, Boulder. She also attended the Nova Scotia College of Art and Design, Halifax, Canada. Ms. Vaughan has exhibited sculptural installations, mixed media conceptual projects and relational performances in: U.K., China, New York, Los Angeles, Mexico and Canada.
She has been published in the Chicago Art Journal and KnitKnit. Ms. Vaughan presently serves as a mentoring Resource Artist at the Redline studios and gallery. She has also received state grants from the Colorado Council on the Arts and Humanities and the Ohio Arts Council. Visit www.rebeccavaughan.com

Brook Yeagle, Co-Chair, Interior Design

BS, Interior Design, Florida International University; NCIDQ certified. Ms. Yeagle has over 19 years professional experience working for

Candela and Partners, Design Partnership, Interior Architects, and Acquilano Leslie, gaining experience and opportunity to work nationally as well as internationally. She is a partner in Studio 28 LLC, an interior design studio. Areas of specialization include space planning, construction documentation, project management, large scale commercial designs, and inter-disciplinary design solutions that work for the client.

Department Heads

Gary Emrich, Head, Photography + Video Art

MFA, The School of the Art Institute of Chicago; BA, Political Science, University of Colorado at Boulder. Gary has his own successful video production company and has had over 100 group and solo exhibitions regionally, nationally and internationally.
Gary's work can be found in public & private collections including the Denver Art Museum, the Art Institute of Chicago and public art collections. Gary work has been shown in film festivals including the Denver International Film Festival, Atlanta International Film Festival, Dallas International Film Festival.
Visit www.garyemrichart.com

Daev Finn, Head, Game Art

MA, Painting, Ceramics and Computer Graphics, William Paterson University of New Jersey; BFA, Fine Art concentration in Painting, William Paterson University of New Jersey. Mr. Finn studied art and computer graphics among the first wave of students to learn in an art school, receiving his BFA and MA in fine art. After graduating he managed a team in Manhattan for Rafael Vinoly Architects creating some of the first architectural simulations, and using the computer to create simulations for presentation and competition such as The Tokyo International Forum and the Manhattan Ferry Redesign competition. Daev went on to work in television and commercials before moving to Los Angeles in 1995 to join Rhythm and Hues Studios where he would stay for more than ten years. There he worked on video games, commercials, and films such as *Harry Potter and the Sorcerer's Stone*, *Scooby Doo*, *Garfield* and *The Lion the Witch and the Wardrobe* for which he created the look of the main character Aslan, the creature pipeline and various other creatures. This work was nominated for an Academy Award in Visual Effects. After a stint at Sony Imageworks on the animated film *Open Season*, Daev and his family decided to relocate to Colorado where he now works from his own studio on films and commercials and is developing his own video games and interactive media.

Mike Moses, Head, Liberal Studies

MA, English, Southeast Missouri State University; BA, English, Columbia College, Mr. Moses is an instructor of composition. He also teaches courses on Consumer Culture.

Neely Patton, Head, Art History

M.A. Art History, University of Denver; BA, Interdisciplinary Studies: Art History & Intercultural Communication. Neely Patton is an art historian, writer, and museologist. Ms. Patton's

to medieval, Renaissance to contemporary, nonwestern art history, the history of architecture and interiors, the body in contemporary art, contemporary theory, gender and representation, and art history pedagogy and methods.

Clark Richert, Head, Painting

MFA, Painting; University of Colorado, Boulder; BFA, University of Kansas. Mr. Richert's work and solo gallery exhibitions span the last 35 years. In addition to public and corporate commissions, his work can be found in the following collections: Smithsonian American Art Museum, Nelson-Atkins Museum, Wichita Art Museum, Denver Art Museum, Amoco, Container Corporation of America and many others.
Mr. Richert's work is currently represented in the following galleries: Rule Modern and Contemporary Gallery in Denver, Gallery 128 in New York, Linda Fairchild Gallery in San Francisco Clark was recently featured in the first Biennial of the Americas exhibition, The Nature of Things, as the sole Denver-represented artist.
Visit www.clarkrichert.com

Martha Russo, Head, Ceramics, Fine Arts

MFA, Ceramics, University of Colorado, Boulder; BFA Developmental Biology and Psychology, Princeton. Martha Russo earned her undergraduate degree from Princeton University (1985), Princeton, New Jersey, where she majored in developmental biology and psychology. Formerly a world-class athlete, she suffered a career-ending injury in 1984 while preparing for the Los Angeles Olympic Games. After her recovery from surgery, attracted to the physical nature of sculpture and its use in physical space, Russo studied studio arts and art history in Florence, Italy. When she returned to Princeton, she studied with ceramist Toshiko Takaezu. In 1995, she earned her MFA at the University of Colorado, Boulder, where she studied with Betty Woodman and Scott Chamberlin. She has received numerous grants and awards. Since 1996, Russo has been a professor of sculpture at Rocky Mountain College of Art and Design in Lakewood, Colorado.
Visit martharussostudio.com

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.

Christina Bieloh, Liberal Arts

MA, Humanities with a concentration in History of Ideas, University of Texas at Dallas; BS, Accounting and Minor in English, Oklahoma State University. Ms. Bieloh's teaching experience and interests include composition, Southern literature, and Native American Studies.

Daniel Bohlen, Interior Design

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.

Katie Caron, Art Education + Fine Arts

Katie Caron received an MFA from Cranbrook Academy of Art in 2009 and graduated summa cum laude from Boston University in 2000. Her work has been exhibited nationally in 2011 at *Breakdown* at Guggenheim Gallery: Chapman University, Los Anglos, California, *Reinventing Beauty* at the Museum of New Art: MONA, Detroit, Michigan, and *Elastic Authenticity* at the Morean Art Center in St. Petersburg, Florida and *Overthrown: Clay Without Limits* at the Denver Art Museum, Denver, Colorado. Caron is presently an Assistant Professor in Art Education and Fine Arts and a member of Ice Cube Gallery.

Sandra Jean Ceas, Foundations

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. MA, Arts + Humanities, University of Denver.
Sandra Jean Ceas (Sandy), is a practicing multi-genre artist who specializes in public installations and interventions. Her exhibitions are international and include and cultural art projects.She is researching to raise art to the level of Cultural Intervention in a Globalized world. Ceas has written and lectured at various international organizations on the subalterain power of art in oppressed situations such as war, disability and religion. Ceas has been teaching at the college level for over thirty years with an emphasis on studio arts, philosophy and psychology.

Theresa Clowes, Art Education

MFA, Cranbrook Academy of Art and BFA, Kansas City Art Institute. Clowes taught at Colorado Academy for 10 years and is a practicing textile artist. She is a Resident Artist at RedLine and a member of the Colorado Art Education

Gallery and nationally in Kansas City, Detroit, Houston, Aspen, and Portland, Oregon.

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.

Susan Donatucci Hopp, Foundations

MA, Sculpture, West Virginia University; BFA, Painting, Edinboro University of Pennsylvania. Ms. Donatucci Hopp recently moved to Denver from Santa Fe, NM. In Santa Fe, she spent 9 years teaching in the Art and Leadership program of the Georgia O'Keeffe Museum. She also coordinated and managed an afterschool arts program for at risk students on the Pojoaque Indian Reservation just outside Santa Fe. She has shown her work in New York City, Santa Fe, Denver, and Aspen.

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Sam Fleming, Animation + Game Art

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.

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.

Randy Fox,

Communications Design

MS, Professional and Technical Communication, University of Wisconsin-Stout (in progress); BFA, Rocky Mountain College of Art & Design; Graduate, Studio Arts, Clark University. Randy has worked as a freelance designer for over 20 years specializing in interpretive graphics for visitor centers and museums. Projects include: University of Wyoming Anthropology Museum, Laramie, WY; Breckenridge Welcome Center, Breckenridge, CO; Wyoming Travel & Tourism Summit Visitor Center, Cheyenne, WY; Tech2o Center El Paso Water Utilities, El Paso, TX; Great Plains Nature Center, Wichita, KS; Golden Gate State Park Visitor Center, Golden, CO; Boulder Recycling, Boulder, CO. Research interests: Visual Rhetoric, Rhetorical Theory, Technical Communication, Learning Communities.

Sarah Gentry, Animation

BFA, 3D Animation, Rocky Mountain College of Art + Design

Ania Gola-Kumor, Foundations

MFA, Academy of Fine Arts, Warsaw, Po land, 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.

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.

Dan James, Liberal Arts

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.

Jeff Jurich, Animation

BFA, Animation, California Institute of the Arts. Mr. Jurich has over 26 years of experience as an

television commercials.

Neil Katz, Interior Design

M Arch, Energy Efficient Design, The University of Texas at Austin; BS Education, The University of Colorado at Boulder. Registered Architect, NCARB; LEED AP. Member of American Institute of Architects, National Trust for Historic Preservation. Mr. Katz has practiced architecture for over 25 years in both large and small architectural firms and currently is the president of Architectural Solutions, a full service architectural firm located in Colorado Springs, Colorado. Within Architectural Solutions, he has completed over 200 residential and commercial projects that include ground-up office buildings, tenant improvements, custom homes and historic preservation. Because of his specialized interest and expertise in energy efficient design, Mr. Katz has earned several recent commissions that promote green design using the latest technology. Prior to his architectural career, Mr. Katz taught school for five years including two years overseas and several years in western Colorado.

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, Foundations

MA, Art in Online Education, Regis University, in-progress, BFA, Ringling College of Art and Design. Ms. Kresek's career includes positions as publication designer, mural painter, interpretive painter, dioramist mural painter and habitat fabricator as well as instructor of drawing, design , painting and media usage. She paints for both galleries and commission, having worked with designers for over 20 years. Her work is in collections in Florida, New York, Pennsylvania, Virginia, North and South Carolina and Colorado. Commercial diorama projects include The Breckinridge History Museum, Tech2o Desalinization Education Center in El Paso, Texas, Anthropological and Archaeological Resource Facility Museum, Laramie, Wyoming and The Summit Welcome Center in Laramie, Wyoming.

Laurie Lee, Interior Design

MS, Design and Merchandising – Interior Design emphasis in interior design education, Colorado State University; BA, Interior Design, Ringling College of Art and Design. Member of IDEC and NEWH. Ms. Lee has over 20 years experience as an interior designer specializing in the hotel and restaurant industries and as a hotel brand representative for Intercontinental Hotels and Marriott Hotels. Ms. Lee's most recent position as

luxury vacation club with private homes around the world brought her to Colorado.   As an interior designer, she spent many years practicing in Atlanta, Georgia with CMMI.   Projects in the US, and the Caribbean included clients such as Hyatt Hotels and Ritz Carlton.   Ms. Lee led the interior design department with Seiber Design Atlanta, designing and managing multiple custom conceived restaurant projects throughout, as well as designing for brands such as Houston's Restaurants throughout the US. Ms. Lee has received awards and recognition from both ASID and Hospitality Design Magazine.   Publications include: *Hospitality Design* magazine and *Bar Excellence Designs for Pubs and Clubs* by PBC International.

Alicia McKim, Art Education, Adjunct Faculty, 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.

Irene McCray, Foundations + Fine Arts

MFA, Visual Art, Vermont College; BFA, Colorado State University, Painting. Ms. McCray has exhibited in Colorado group exhibitions at the Center for the Visual Arts in Denver, Denver Seminary, Denver Art Museum, Lincoln Center in Fort Collins, Lakewood Cultural Center, Colorado Springs Fine Arts Center, Sangra de Cristo Art Center in Pueblo, Cañon City Fine Arts, Boulder Center for the Visual Arts, Fort Collins Museum of Contemporary Art, Canyon Galleries in Boulder, Phillip Steele Gallery at Rocky Mountain College of Art and Design in Lakewood, UMC Gallery at University of Colorado, Dairy Center for the Arts in Boulder, with solo exhibits at Pirate, a Contemporary Art Oasis in Denver, Boulder Center for the Visual Arts, Lincoln Center in Fort Collins, and Sandra Phillips Gallery. Other venues include the Kansas City Artists Coalition, National Museum of Women in the Arts in Washington, DC, Museum of Fine Arts in Santa Fe, International Academy of Art in New Mexico; 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 is currently represented by Sandra Phillips Fine Arts. Prior to her tenure at RMCAD, she was 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

Martin Mendelsberg is a designer, design educator and Hebrew typographer. He has exhibited in the United States, Russia, Australia, New Zealand, Germany and China. His work is represented in permanent collections at the Museum of New Zealand, Victoria University School of Architecture, Govett-Brewster Art Gallery, Yale University-Haas Arts Special Collections, the Florida Holocaust Museum, the Mizel Museum, Greeley Holocaust Observance Committee and the Center for the Study of Political Graphics, in Los Angeles. Masterfont Ltd, in Tel Aviv, distributes his Hebrew typeface designs. Martin was one of

tenth anniversary of 9/11. Learn more: **Google me.**

David Mesplé, Foundations

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.

Frederick Murrell, Communications Design

Fred Murrell has served as Chair & co-Chair of Communications Design and is currently a Professor in the Department. Previously he has worked for Sapient, a global consultancy, as Vice President of Experience Design and has held positions as Director of Design Worldwide at Texas Instruments, Corning Incorporated and Tenet Healthcare, where he designed and implemented integrated communications programs, interactive web experiences, information design environments and product design initiatives. He served in Executive Board positions for AIGA, Design Management Institute, Cumulus, AIGA Educators Forum, Full Sail Advisory Board and currently is on the Board, Denver Art Museum Design Council. Fred has been recognized for his design and teaching in Graphis, Communications Arts, Print, AIGA Competitions and in 2011 was awarded the AIGA Fellows Award for his innovative work that focuses on the strategic collaborations in technology, design, business and education.

Dr. Chris Narozny, Liberal Studies

BA, French, Rutgers College; MFA: Fiction Writing, Syracuse University; PhD: English and Creative Writing, University of Denver. Christopher Narozny has studied at the Université de Tours, France, and taught English in Bayeux and Paris. His fiction has appeared in the *American Literary Review*, *the Denver Quarterly*, *Marginalia*, and *elimae*; his first novel, *Jonah Man* (Ig Publishing, May 2012), was called an "original and promising debut" *by Kirkus Reviews*. Narozny earned an M.F.A. from Syracuse University, where he studied with George Saunders and Mary Gaitskill, among others; in 2009, he was awarded a PhD in Creative Writing and Literature by the University of Denver. With renowned Cervantes scholar Diana Wilson, Narozny co-authored a chapter on Cervantes and Sterne for The Cervantean Heritage, a critical anthology published by Legenda Press, an imprint of Oxford University Press. His scholarly interests include the novel, British and French literature of the 18th century, and the metaphysical detective story.

Nikki Pike, Foundations

MFA, University of South Florida; BFA, Sculpture, University of Colorado at Denver. Nikki Pike is a local artist and cultural agent focused on bridging the gap between arts institutions, the public, and underprivileged communities. Her interactive

sculptural objects to create community awareness and to promote a sense of duty and citizenship. With a ten-year exhibition record including Art Basel 2007 and The Contemporary Art Museum of Tampa, her large-scale outdoor work is featured in the permanent collection at the Children's Museum of Tampa and at RMCAD. Under the direction of William Pope L., Pike performed on a national tour of The Black Factory later inspiring her creation of the bARTer collective. Pike has been teaching at the college level for eight years with an emphasis on studio arts, community outreach, and collaboration.

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Bruce Price, Foundations, Director, Institute for Experimental Studies (IES)

Mr. Price is a contemporary painter concerned with ornamentation, emergence theory, the evolution of western subjectivity, and multiplicity. With multiple sole shows in New York & Denver Mr. Price's work has been included in exhibitions in Mexico and China. In addition to painitng Mr. Price maintains several art related blogs. Mr. Price teaches visual design, experimental drawing, digital image making, painting, and modern, contemporary art history, and form and content.

Kimberly Carey Putnam, Foundations, Director, Center for Teaching and Learning (CTL)

MA, Art History, The Ohio State University; BA, Communication, Purdue University Primarily an oil painter, Kim has exhibited in numerous group shows and has work in private collections around the Denver Metro area. In addition to being core faculty, Kim is also the Director of the Center for Teaching and Learning at RMCAD which provides faculty development programs and grant opportunities to faculty on campus. Kim is a Higher Education Representative on the Colorado Art Education Association (CAEA) Rep Council and a 2010 "Distinguished Service within the Profession" award recipient given by CAEA. She has published articles in the CAEA Collage magazine in 2009, 2010 and 2011.

Peggy Shaw, Art History; Online Program, Liberal Arts

MA, Art History, University of Colorado-Denver; MA, Business Management, University of Phoenix; BA, Art History, Metropolitan State College. Peggy is an Art Historian who has been teaching for 13 years with an MA in Art History from the University of Colorado and an MBM in Business. She was a museum director and curator for 7 years and served on the board of directors for a non-profit museum for 12 years. She has been involved in historic preservation of two of Colorado's architectural treasures for the past 20 years.

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.

Brandy Von Kaenel,Interior Design

M ARCH, MUD (Master of Urban Design), and a Certificate in Historic Preservation - University of Colorado at Denver; BS, Interior Design, Colorado State University; Assoc. AIA, ASID, NCIDQ certified, LEED BD+C AP. Member of ASID, AIA, USGBC, National Trust for Historic Preservation, MCA, and Architecture for Humanity. 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, educational, multifamily and high-end residential design projects. Ms. von Kaenel recently published an essay "RiNo: From Then to Now" in the 2011 edition of the Historical Studies Journal. She also recently aided in design efforts for a sustainable Secondary School in Basa, Nepal with Architecture for Humanity's Denver based Chapter.

Joy Wagner, Interior Design

MS, Design and Merchandising – Interior Design, Colorado State University; BS, Interior Design, Colorado State University; Leed AP, Member of IDEC, USGBC.

Jeff Weihing, Foundations

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.

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*.

Adjunct Faculty

Russ Anderson, Painting

MFA, Sculpture/NewMedia, Rutgers University

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.

Aziza Bayou, Liberal Arts

BA, Anthropology, George Mason University

Patricia Becker, Fine Arts

MFA, Columbia University School of the Arts BFA, Printmaking, Rhode Island School of Design

Mark Brasuell, Fine Arts

MFA, Painting/Sculpture/Intermediate Arts, University of Denver; BFA, Painting/Draw-ing/Jewelry, Texas Tech University

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.

Jennifer Burianek, Interior Design

BFA, Interior Design, Rocky Mountain College of Art + Design. LEED-AP BD+C. Ms. Burianek is Project Manager, Sustainable Design Team Leader for Ambient Energy.

Dr. Logan Burns, Liberal Arts

BA, English, Goddard College; MFA, Poetry, Colorado State University; PhD, Literature and Creative Writing, University of Denver

Mike Carroll, Art Education

M.Ed. and BFA from the University of Denver. Carroll is currently a K-6 art teacher at Kyffin Elementary in Golden, and has been RMCAD faculty since 2007. He is a member of the Colorado Art Education Association, National Art Education Association, Jefferson County Education Association and ArtSource. Mike is also the CAEA 2011 Elementary Art Educator of the Year for the state of Colorado.

Peter Cassidy, Liberal Arts

BA: English, Colorado State University; MA: English Literature, University of Colorado

Jared Caruso, Animation

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

Amber Cobb, Foundations

MFA, University of Colorado at Boulder; BFA the University of South Florida, Tampa Amber Cobb is a multi-disciplinary artist working in sculpture, drawing, and installation. Through her practice she explores memory, abjection, and class issues through architectural forms and reclaimed objects. Cobb's work has been exhibited in the Boulder Museum of Contemporary Art, The Contemporary Art Museum in Tampa, and the Hunan Province Art Museum; KaiFeng, China. She received her BFA from the University of South Florida in 2005 and in 2011 she received her MFA from the University of Colorado at Boulder.

Benita Cervantes, Art Education

MAT in Elementary Education, with K-9 Certification from National-Louis University; BS in Psychology with a minor in Spanish from University of Illinois-Champaign-Urbana; and attended the University of Granada in Granada, Spain. She is currently a full-time Teacher Leader and Second and Fourth Grade Teacher at Kunsmiller Creative Arts Academy in Denver. She was selected as a Mile High Teacher of the Year for her dedication and outstanding work in Denver Public Schools. Benita participated in the Aesthetic Education Institute of Colorado through Denver University and she completed 60 graduate hours in Arts Integration in the Classroom at the University of La Verne in California.

Nhia Cassie, Interior Design

MBA, University of Phoenix; BA, Interior Design, Art Institute of Colorado. NCIDQ Certified, ASID. Ms. Cassie's academic experience started with volunteering for CABPES (Colorado Association of Black Professional Engineers and Scientists). She was a teaching assistant in the architecture class, and taught AutoCAD to high school students. Her experience in higher education includes acting as the Assistant Program Director for an online college, technical course development focused on drafting through 3D visualization. In addition, she has developed various online tutorials teaching different software programs that interior designers use.

Amber Cobb, Foundations

MFA, University of Colorado at Boulder; BFA the University of South Florida, Tampa Amber Cobb is a multi-disciplinary artist working in sculpture, drawing, and installation. Through her practice she explores memory, abjection, and class issues through architectural forms and reclaimed objects. Cobb's work has been

exhibited in the Boulder Museum of Contemporary Art, The Contemporary Art Museum in Tampa, and the Hunan Province Art Museum; KaiFeng, China. She received her BFA from the University of South Florida in 2005 and in 2011 she received her MFA from the University of Colorado at Boulder.

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,

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.

John Cotter, Liberal Arts

BFA, Emerson College, Writing, Literature, & Publishing; MA, Harvard University, English Literature

Chance Dodd, Animation

BFA, 3D Animation, Rocky Mountain College of Art + Design.

Lisa Donovan, Liberal Arts

B.A., English, University of Iowa; M.F.A., Literary Arts, Brown University; PhD, English, University of Denver (in progress)

Talya Dornbush, Art Education

EdM, Arts in Education, Harvard University Graduate School of Education; BA, Fine Arts and Humanities, University of Colorado. Talya was a founding art teacher at Kunsmiller Creative Arts Academy (KCAA) in Denver where she still teaches, in addition to her work at RMCAD. She has taught for Summer Scholars as an Instructional Specialist and she was the Program Manager and Academic Director of Crimson China Culture Exchange Foundation Limited. Talya is also a middle school soccer and volleyball coach for Denver Public Schools. She presents her research at local, national and international conferences on arts integration and critical exploration, and she was a Research Assistant for Project Zero, at Harvard University Arts Education Research Institute. Talya was also a pilot partner with EPIC Arts, an artist collaborative with RedLine in Denver. She is also the founder and coordinator of the Toy Design Competition, held annually at KCAA.

Kelly Dulaney, Liberal Arts

BA, Creative Writing, University of Arizona; MFA, Creative Writing, University of Colorado

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

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.

Jim Good,
Communications Design

Linda Graham, Sculpture

MPA, Graduate School of Public Affairs; BA, Zoology, Miami University

Phil Harris,
Foundations

MFA, The School of Visual Arts; BFA, Illustration, Rocky Mountain School of Art + Design

Gina Heumann, Interior Design

MArch, Specialization in Lighting Design, University of Illinois, Urbana-Champaign; BS, Architectural Studies, University of Illinois, Urbana-Champaign. NCQLP Certified, IESNA Certificate of Technical Knowledge. 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 Mayo Clinic, the Minnesota Governor's Mansion, Northfield Hospital, Pentair Executive Offices, and Eden Prairie Center shopping mall, all in Minnesota. She has received the many awards through the Illuminating Engineering Society of North America (IESNA) for lighting design and service to her professional society. Ms. Heumann has published several articles in lighting trade magazines. She is currently working toward a Masters in Education, specializing in adult learning, and teaches professional development classes for the IESNA in her spare time.

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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 Assocates 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.

Justin Jensen,
Foundations

MFA, Painting, Colorado State University; BFA, Illustration, Rocky Mountain College of Art + Design

Conor King, Fine Arts

MFA, Photography, Pratt Institute; BFA, Pho

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.

Dr. David Leone, Liberal Arts

BA, Anthropology, Youngstown State University; MA, Anthropology, University of Missouri; PhD, Anthropology, University of Missouri

Kimberlee Lynch,
Foundations

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 +
Foundations

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.

Jennifer Miller, Painting

MFA, Studio Art, Maryland Institute of Art; BA, Art, Bethel College. Prior to receiving her MFA from MICA, Jennifer taught art at the secondary level for 9 nears. Her work has exhibited in many shows nationally from the east coast to Colorado, including the Columbus Museum of Art. Jennifer recently completed a two-year artist residency at Redline in Denver and has worked at RMCAD since 2010.

Jessica Mohl, Art Education

MFA from the University of North Texas in Jewelry and Metalsmithing, with Printmaking as her secondary area; BFA in Jewelry and Metalsmithing from Edinboro University of Pennsylvania. Jessica has participated in numerous national juried competitions and included work in an invitational exhibition for the Society of North American Goldsmiths. Her work has also appeared in the Lark Books 500 series book 500 Metal Vessels. Jessica primarily works with metal to create sculptures reminiscent of botanical forms. Currently, she is exploring combining metal and drawing in a series of silverpoint drawings. Website: www.JessicaMohl.com

Jennifer Nelson,
Interior Design

Certificate in Sustainability Leadership, Ithaca College (In Progress); BFA, Interior Design, Emphasis: Green Design, Rocky Mountain College of Art + Design. LEED AP ID+C. Member of USGBC Colorado 2009-Present. Ms. Nelson

has focused on green design and sustainability through her volunteer work with the USGBC Colorado.

Ewa Nowak, Liberal Arts

BA, English and Philosophy, Minor in Classical Studies, Drew University
MA, English Literature, University of Colorado

Quade Paul,
Foundations

MA Johns Hopkins University School of Medicine, BFA Colorado State University

Quade earned his BFA in drawing with a minor in anatomy from Colorado State University, and his Masters degree in medical illustration from the Johns Hopkins University School of Medicine, Department of Art as Applied to Medicine. He worked as a medical illustrator and multimedia artist for three years at an art and design studio in Cincinnati, Ohio that specialized in medical and scientific clients. Quade then started his freelance business in1999, and over the past 14 years has worked on a variety of projects ranging from textbook illustration, conceptual and editorial illustration for journals and popular magazines, 2D and 3D animation, and multimedia design. He incorporated his business in 2002 as Echo medical Media LLC. He joined the RMCAD community as an adjunct teacher in the fall of 2010, working in the foundations department mainly as a Life Drawing and Visual Design instructor.

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.

Barth Quenzer, Art Education

MA, Curriculum and Instruction; BA, School of Art and Art History, University of Denver, Teacher Licensure program (K-12 Art), College of Education, University of Denver. Extended study, El Centro de Lenguas Modernas, Universidad de Granada, Spain. Barth is a Denver artist and educator who also teaches full-time in Denver Public Schools. His studio space resides in the infamous Guerilla Garden, one of Denver's underground art factories, where he conspires with artists from the various disciplines of graffiti art, sculpture, filmmaking, graphic design, painting and printmaking. His personal art draws references from science, mathematics, art history and popular culture. In his spare time Barth is a grant writer for urban art projects.

Krista Robinson, Art Education

MA, Art Education, School of the Art Institute of Chicago; BA, Art History and English, Boston College

Sarah Schliemann, Liberal Arts

BA- University of Colorado, Boulder 2001; MS- University of California, Santa Barbara 2007; PhD- University of Wisconsin, Madison 2011

Teddy Schmedeke-Lee,
Foundations

BFA, Rocky Mountain College of Art + Design. A professional fine artist and portrait painter since 1975, Teddy Schmedeke Lee is the recipient of multimedia and figure awards in watercolor, pastel and oils. She teaches traditional degree classes in life drawing and anatomy. She has taught for North Jefferson County Recreation at the Arvada Center for the Arts and Humanities, and Foothills Metropolitan Recreation and Park District. Teddy conducts media demonstrations and workshops and is elected juror for many media and thematic shows.

Kristen Seaton, Illustration

MFA in Illustration in progress, Hartford Art School, BFA, Illustration, Rocky Mountain College of Art + Design

Margaret Tullis,
Art Education

BA in Social Sciences and Secondary Education from the University of Colorado. Tullis's post-graduate work includes the study of learning disabilities & fine art at University of Colorado and photography and design from Florida Atlantic University. Her background includes professional handweaving, basketry and feltmaking as well as teaching fibers skills, design and history. She is a member of the Handweavers Guild of Boulder and has served as the VP/Program Chair, bringing in national artists for presentations.

Michael Westfield,
Communications Design

BFA, Graphic Design, Rocky Mountain College of Art + Design

Troy Whitmer, Animation

3D Animation, Vancouver Film School

Aaron Worley, Liberal Arts

BS, Astronomy and Astrophysics, University of Florida; MS, Physics, Texas A&M University, PhD, Physics, University of Denver (in progress)

Corey Wrenn, Liberal Arts

BA, Political Science, Virginia Tech; MS, Sociology, Virginia Tech

ADMINISTRATION + STAFF

Office of the President + Provost

Dr. Maria Puzziferro
President + Provost
MPuzziferro@rmcad.edu

Dean of Academic Affairs + Student Services

Dr. Kiki Gilderhus
KGilderhus@rmcad.edu

Academic Affairs

Bethany Brown
Instructional Designer
BBrown@rmcad.edu

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

Heather Collins
Academic Advisor
HCollins@rmcad.edu

Chelsie Fisher
Director of Outreach + Strategic Partnerships
CFisher@rmcad.edu

Michelle Gardner
Library Research Assistant
MGardner@rmcad.edu

Leigh Garriques-Benrahou
Academic Records Coordinator
LGarriquesBenrahou@rmcad.edu

Christina Gille
Instructional Designer
CGille@rmcad.edu

Mark Gillette
Assistant Shops Manager
MGillette@rmcad.edu

Mary Hackler
Director of Academic Advising
MHackler@rmcad.edu

Robin Haskell
Academic Advisor
RHaskell@rmcad.edu

Kristin Hayes
Instructional Technology Coordinator
KHayes@rmcad.edu

Chuck King
Registrar
CKing@rmcad.edu

Mike Littrell
Shops Manager
MLittrell@rmcad.edu

Erik Lomo
Instructional Design + Multimedia Manager
ELomo@rmcad.edu

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

Amber Mayse
Instructional Designer
AMayse@rmcad.edu

Yves Navant
Director of Student Affairs
KNavant@rmcad.edu

Evalyn Parson
Associate Registrar
EParson@rmcad.edu

Bruce Price
Director, Institute for Experimental Studies
BPrice@rmcad.edu

David Quakenbush
Videographer + Interactive Media Developer
DQuakenbush@rmcad.edu

Cortney Stell
Gallery Director
CStell@rmcad.edu

Hugh Thurlow
Director, Library + Learning Resource Center
hthurlow@rmcad.edu

John Wight
Multimedia Developer
JWight@rmcad.edu

Admissions

Vice President for Admissions Joe Leonhardt
JLeonhardt@rmcad.edu

China Hutchins
Associate Director of Admissions
CHutchins@rmcad.edu

Jeff Swander
Associate Director of Admissions
JSwander@rmcad.edu

Fahta Carter
Admissions Counselor
FCarter@rmcad.edu

Cody Cochran
Admissions Counselor
ChCochran@rmcad.edu

Katie Fruchtman
Admissions Counselor
KMacDonald@rmcad.edu

Vili Fontes
Admissions Counselor
VFontes@rmcad.edu

Kellie Johnson
Admissions Administrator
KJohnson2@rmcad.edu

Breanne Likes
Admissions Counselor
BLikes@rmcad.edu

Business + Planning

Chief Financial Officer

Mark Fuller
MFuller@rmcad.edu

Director of Human Resources

Carrie Brancheau
CBrancheau@rmcad.edu

Controller

Becky Skougstad
BSkougstad@rmcad.edu

Shari Adelman
Accounts Payable/Accountant
SAdleman@rmcad.edu

Heather Russ
Student Accounts/Accountant
HRuss@rmcad.edu

Amy Whitney
Payroll/Accounts Payable
AWhitney@rmcad.edu

Campus Operations

Chris Davis
Campus Operations + Retail Services Manager
CDavis@rmcad.edu

Jasmin Hudacsek
Supply Store Associate
JHudacsek@rmcad.edu

Caitlin Misencik
Campus Resource Center Associate
CMisencik@rmcad.edu

Alix Murrell
Campus Operations + Retail Services Coordinator
AMurrell@rmcad.edu

Alicia Ordal
Campus Operations Staff Support
AOrdal@rmcad.edu

Mario Sanchez
Supply Store Supervisor
MSanchez2@rmcad.edu

Campus Planning

Vice President of Campus Planning, Design + Operations

Julie Pollack
JPollack@rmcad.edu

Sarah Donohue
Campus Planning + Design Projects Manager
SDonohue@rmcad.edu

Annie McIntyre
RMCAD Event Support Specialist
AMcIntyre@rmcad.edu

Kelly Webb
Director, Sustainability + Efficiencies

Director Institute for Sustainable Studies
KWebb@rmcad.edu

Student Services

Director of Student Success

Krista Reeve
Kreeve@rmcad.edu

Shelly Cooper
College Counselor
SCooper@rmcad.edu

Emily Dmohowski
Student Life Coordinator
edmohowski@rmcad.ed

John Meister
Student Disability Services Coordinator
JMeister@rmcad.edu

Lisa Spivak
Director of the Learning Center
LSpivak@rmcad.edu

Susan Stites
Interim Director of Career + Alumni Services
sstites@rmcad.edu

Facilities

Regan Headrick
Director of Facilities
RHeadrick@rmcad.edu

Financial Aid

Director of Financial Aid

Tammy Dybdahl
TDybdahl@rmcad.edu

Kelly Betters
Financial Aid Counselor
KBetters@rmcad.edu

Chris McCabe
Financial Aid Counselor
CMcCabe@rmcad.edu

Academic Effectiveness + Reporting

Carolyn Mackey
Institutional Research +Assessment Associate
CMackey@rmcad.edu

Information Technology

Vice President of Information Technology

Chris Mincheff
CMincheff@rmcad.edu

Jonathan Fast
Technical Support Analyst
JFast@rmcad.edu

John Melton
Director of Information Technology
JMelton@rmcad.edu

Shawn Murphy
Technical Support Analyst
SMurphy@rmcad.edu

Debbie Weidig
Database Administrator
DWeidig@rmcad.edu

Marketing

Director of Communications

Karen Wachtel
KWachtel@rmcad.edu

Laura Gross
Marketing Administrative Assistant
LGross@rmcad.edu

Corwin Lacert
Senior Graphic Designer
CLacert@rmcad.edu

Marc Stith
Director of Internet Marketing
MStith@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, BusinessFinance, St. Francis College. Postgraduatestudies with the Wharton Schoolof 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 nonprofit 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.yavapairegionalcapital.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.

Alan Jahde

LL.M in Taxation, University of Denver; J.D., University of Georgia; BS University of Nebraska. Mr. Jahde is a co-founder of Anderson & Jahde, P.C. His practice is primarily focused on a combination of international income and estate tax planning, asset protection planning, foreign life insurance planning and defined benefit pension planning. He assists international clients with offshore trusts and international tax planning structures, and is a member of the Denver and Colorado Bar Associations, the American Bar Association – Tax Section, and past president of the Centennial Estate Planning Council.

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.

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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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