



# Rocky Mountain College of Art + Design

2026-2027 Academic Catalog  
February 2026

**Rmcad**

ROCKY MOUNTAIN COLLEGE OF ART + DESIGN  
1600 Pierce Street | Denver, CO 80214  
800.888.ARTS | [rmcad.edu](http://rmcad.edu)

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# Catalog Home

## Welcome to Rocky Mountain College of Art + Design

For 60 years, the Rocky Mountain College of Art + Design (RMCAD) has been thrilled to be a leader in the art and design world. Our community of creatives was founded by Philip J. Steele in 1963, and what started as Colorado's only art and design school blossomed into a college accessible to students all around the country. We are honored by each and every student who chooses to call RMCAD home, whether they attend on-campus or online. Our fast-paced learning environment is designed with their needs in mind, preparing students for the creative industries that await them after graduation.

For our online students, our faculty and staff work tirelessly to provide you with opportunities to learn, engage, and collaborate in new and exciting ways. Since 2010, RMCAD has been a pioneer in online learning, forever changing how art and design are taught! With 10 programs taught online, RMCAD is proud of the diverse options available to our online students.

RMCAD's on-campus students can enjoy the flexibility of learning both online and on our historic Lakewood campus. Our Student Learning Commons provides students with the resources they need on-campus and online. With 10 campus programs to choose from and with direct access to faculty and peers, not to mention studios and labs, this is where creativity flourishes.

RMCAD is committed to providing students with the individualized care that future thought leaders require. Our community emphasizes acceptance above all else and welcomes all students, no matter where they live, how they learn, and whether they are recent high school graduates or returning students.

As a leader in art and design for over 60 years, we have learned a lot and look forward to sharing that wisdom with our students. Here's to a bright future ahead.

Welcome, and Stay Creative!  
Brent Fitch,  
RMCAD President

## Mission Statement

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

## Vision

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

## Values

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

## Diversity Statement

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

## Accreditation

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

Chicago, IL 60602-2504  
Telephone: 800.621.7440 or 312.263.0456

Fax: 312.263.7462  
[www.hlcommission.org](http://www.hlcommission.org)

The Interior Design Program leading to the BFA is accredited by the Council for Interior Design Accreditation (CIDA).

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

The Art Education Program, BFA is approved by the Colorado Commission on Higher Education (CCHE) and the Colorado Department of Education (CDE). RMCAD's Art Education, BFA, allows graduates to become licensed to teach Art in the state of Colorado. Students seeking licensure outside of Colorado should refer to the Professional Licensure Disclosure on RMCAD's website (<https://www.rmcad.edu/policies-and-guidelines/disclosure-for-professional-licensure-program/>).

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

## General Information

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

Rocky Mountain College of Art + Design is a for-profit institution that is owned by Rocky Mountain College LLC.

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:  
Jenna Langer  
Head of Compliance  
1600 Pierce St.  
Lakewood, CO 80214  
303-753-6046  
Website: [www.rmcad.edu](http://www.rmcad.edu)

## Location

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

## College Facilities

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

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

## State Authorization

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

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

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

## Registration of Out of State Institution

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss

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

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

You must keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Post Secondary Education, 1747 North Market Blvd., Suite 225, (916) 574-8900 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau, or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary awards by an arbitrator or court based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans, and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

## Document Purpose Statement

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

More specific details regarding the procedures administered by these policies are located in the Student Rights + Responsibilities section. Students are responsible for knowing and abiding by the policies and procedures set forth in the catalog.

# Academic Calendar

RMCAD has six start dates for new students for the 2026 - 2027 academic calendar year, these include: August 31, October 26, January 4, March 1, May 3, and June 28.

## Calendar Terminology + Definitions

**Semester | Term:** RMCAD operates on a year-round cycle of three 16-week semesters. Each 16-week semester contains two 8-week terms (labeled A and B).

**Academic + Catalog Year:** The college's academic year begins on the first day of the fall semester and continues through the last day of the summer semester, and includes these sequential terms: Fall A, Fall B, Spring A, Spring B, Summer A, and Summer B.

The College produces an Academic Catalog edition used during each Academic Year (e.g., RMCAD Academic Catalog 2025-2026). The edition of the catalog in place upon enrollment is the basis for the student's Catalog Year. The Catalog Year determines the tuition rate and program requirements that the student will fulfill for graduation.

**Financial Aid Award Year:** The Department of Education's financial aid year begins on July 1st of every year and ends on June 30th of the following year.

**Financial Aid Academic Year:** Consists of two sequential 16-week semesters beginning with the student's first term of enrollment. Financial Aid Academic Years run consecutively without breaks.

**RMCAD Closed:** All faculty, staff, and business services are out of the office.

**No Classes or Campus Activities:** No classes or events for students, but faculty, staff, and business services are available.

## Fall Semester 2026

Fall 2026   Campus + Online (Two 8 week terms within each semester)		
Fall Term A - 8/31/26 - 10/25/26		Fall Term B - 10/26/26 - 12/20/26
<b>August 2026</b>		
August 31	Fall A term	First day of classes
<b>September 2026</b>		
September 2	Fall A term	Last day to Add
September 6	Fall A term	Last day to Drop
September 7	Fall A term	Labor Day holiday - Campus closed
September 21-27	Fall A term	Midterms
September 30	Fall A term	Midterm grades due
<b>October 2026</b>		
October 4	Fall A term	Last day to withdraw from classes and receive a "W"
October 18-25	Fall A term	Finals

October 23	Fall A term	<b>Campus:</b> Last day of classes
October 25	Fall A term	<b>Online:</b> Last day of classes
October 26	Fall B term	<i>First day of classes</i>
October 28	Fall A term	Final grades due
October 28	Fall B term	<i>Last day to Add</i>
<b>November 2026</b>		
November 1	Fall B term	<i>Last day to drop</i>
November 16-22	Fall B term	Midterms
November 25	Fall B term	Midterm grades due
November 25-27	Fall B term	<i>Thanksgiving Break</i> <b>Campus:</b> no classes or student activities 11/25/26-11/27/26. <i>The college is open on Wednesday and Closed on Thursday &amp; Friday.</i> <b>Online:</b> Online holiday 11/25/26
November 29	Fall B term	<i>Last day to withdraw from classes and receive a "W"</i>
<b>December 2026</b>		
December 14-20	Fall B term	Finals
December 18	Fall B term	<b>Campus:</b> <i>Last day of classes</i>
December 20	Fall B term	<b>Online:</b> <i>Last day of classes</i>
December 21-Jan 3		Break weeks - no classes
December 23	Fall B term	Final grades due
December 25	Fall B term	<i>Holiday - RMCAD closed</i>

## Spring Semester 2027: Commencement: April 30, 2027

<b>Spring 2027   Campus + Online (Two 8 week terms within each semester)</b>		
<b>Spring Term A - 1/4/27 - 2/28/27</b>		<b>Spring Term B - 3/1/27 - 4/25/27</b>
<b>January 2027</b>		
January 1		Holiday - RMCAD closed

January 4	Spring A term	First day of classes
January 6	Spring A term	Last day to Add
January 10	Spring A term	Last day to Drop
January 18	Spring A term	Martin Luther King Day - RMCAD closed
January 25-31	Spring A term	Midterms
<b>February 2027</b>		
February 3	Spring A term	Midterm grades due
February 7	Spring A term	Last day to withdraw from classes and receive a "W"
February 22-28	Spring A term	Finals
February 26	Spring A term	<b>Campus:</b> Last day of classes
February 28	Spring A term	<b>Online:</b> Last day of classes
<b>March 2027</b>		
March 1	Spring B term	<i>First day of classes</i>
March 3	Spring A term	Final grades due
March 3	Spring B term	<i>Last day to Add</i>
March 7	Spring B term	<i>Last day to Drop</i>
March 22-28	Spring B term	Midterms
March 31	Spring B term	<i>Midterm grades due</i>
<b>April 2027</b>		
April 4	Spring B term	<i>Last day to withdraw from classes and receive a "W"</i>
April 19-25	Spring B term	Finals
April 23	Spring B term	<b>Campus:</b> Last day of classes
April 25	Spring B term	<b>Online:</b> Last day of classes
April 28	Spring B term	<i>Final grades due</i>
April 26-May 2		Break week - no classes

## Summer Semester 2027

<b>Summer 2027   Campus + Online (Two 8 week terms within each semester)</b> <b>Summer Term A - 5/3/27 - 6/27/27      Summer Term B - 6/28/27 - 8/22/27</b>		
<b>May 2027</b>		
May 3	Summer A term	First day of classes
May 5	Summer A term	Last day to Add
May 9	Summer A term	Last day to Drop
May 24-30	Summer A term	Midterms
May 31	Summer A term	Memorial Day - RMCAD closed
<b>June 2027</b>		
June 2	Summer A term	Midterm grades due
June 6	Summer A term	Last day to withdraw from classes and receive a "W"
June 21-27	Summer A term	Finals
June 25	Summer A term	<b>Campus:</b> Last day of classes
June 27	Summer A term	<b>Online:</b> Last day of classes
June 28	<i>Summer B term</i>	<i>First day of classes</i>
June 30	Summer A term	Final grade due
June 30	<i>Summer B term</i>	<i>Last day to Add</i>
<b>July 2027</b>		
July 3	<i>Summer B term</i>	<i>Last day to Drop</i>
July 5	<i>Summer B term</i>	<i>Independence Day Observed - RMCAD closed</i>
July 19-25	<i>Summer B term</i>	Midterms
July 28	<i>Summer B term</i>	Midterm grades due
<b>August 2027</b>		
August 1	<i>Summer B term</i>	<i>Last day to withdraw from classes and receive a "W"</i>
August 16-22	<i>Summer B term</i>	<i>Finals</i>

August 20	Summer B term	Campus: Last day of classes
August 22	Summer B term	<b>Online:</b> Last day of classes
August 25	Summer B term	Final grades due
August 23-29		Break week - no classes
<b>September 2027</b>		

RMCAD will be closed in observance of the following holidays: New Year's Day, Martin Luther King Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and the Friday after Thanksgiving Day, and Christmas Day.

# Programs by Department

## Animation

### Animation Department Mission

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

### Animation Program Description

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

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

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

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

### Program Outcomes

For Program Learning Outcomes, please see the individual program pages.

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

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

### Bachelor of Fine Arts

#### 2D Animation, BFA

### Animation Department Mission

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

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## 2D Animation Program Learning Outcomes

### AN2D Program Learning Outcomes Rubric

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

**GROWTH:** Demonstrate ability to assess and critique own work, acquire increasingly advanced concepts and production skills with a strong focus on goals, and learn independently.

**CRITICAL:** Demonstrate critical + analytical thinking, problem-solving abilities, and effective application of revision based on critique.

**COLLABORATION:** Demonstrate accountability and cooperative attitude in class discussions, group critique, and classroom communication.

**STORY:** Demonstrate understanding of narrative and visual storytelling fundamentals as applied to films or games.

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

**FOUNDATIONAL:** Demonstrate strong drawing, composition, anatomy, color, and perspective skills. As well as strong foundational skills in animation using traditional or digital media.

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

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

## Liberal Arts-Primary | 45 credits

### Art History

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

Total Credits: 9

### Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

### Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

### Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3

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

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3  
Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3  
Total: 6 credits

## Art History - Animation

- AH 2020 - History of International Animation Credits: 3

## Art History - Elective - Animation-Game Art

Choose one of the following electives:

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

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

## Foundations | 24 credits

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

## Animation | 33 credits

- AG 1070 - Digital Painting for Film + Games Credits: 3
- AG 1110 - Introduction to Animated Storytelling Credits: 3
- AG 2650 - 3D Animation I Credits: 3
- AG 3500 - Animation + Game Art Junior Portfolio Review Credits: 0
- AG 3760 - Motion Graphics Credits: 3
- AG 4531 - Business Ethics + Copyright Credits: 3
- AG 4980 - Senior Project I: Pre-Production Credits: 3
- AG 4985 - Senior Project II: Production Credits: 3
- AG 4995 - Senior Project III: Post-Production Credits: 3
- AN 1200 - Storyboarding Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3
- AN 2410 - Drawing + Acting for Animation Credits: 3

## 2D Animation | 15 credits

- AN2D 2400 - 2D Animation I Credits: 3
- AN2D 2450 - 2D Animation II Credits: 3
- AN2D 2550 - Animation Layout + Production Design Credits: 3
- AN2D 3550 - 2D Animation III Credits: 3
- AN2D 4530 - 2D Animation IV Credits: 3

## Studio Elective Requirements | 6 credits

The following are recommended:

- AG 1310 - 3D Fundamentals Credits: 3
- AG 2320 - 3D Lighting + Materials Credits: 3
- AG 3590 - Special Topics Credits: 3
- AG 3840 - Experimental Animation Credits: 3
- AN 2320 - The Art of Villainy Credits: 3
- AN 2335 - Worldbuilding Credits: 3
- AN 2350 - Scriptwriting for Animation Credits: 3
- AN 3601 - Animation Internship Part I Credits: 1.5
- AN 3602 - Animation Internship Part II Credits: 1.5
- AN2D 4870 - Stop Motion Animation Credits: 3
- AN3D 3650 - 3D Animation II Credits: 3
- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3 (*Ground Only*)
- ART 1151 - Painting Fundamentals: Tools + Techniques Credits: 3 (*Ground only*)
- ART 1190 - Sculpture: Armatures + Welding Credits: 3 (*Ground only*)
- GA 2430 - Environment Creation I Credits: 3
- GA 3460 - Character Creation I Credits: 3
- GA 4110 - Game Animation + Motion Capture Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- IL 1510 - Perspective Credits: 3
- IL 2550 - Life Drawing III: Human Anatomy Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 2840 - Animal Anatomy + Drawing Credits: 3
- IL 2850 - Figurative Sculpture Credits: 3 (*Ground only*)
- PH 1000 - Survey of Photography Credits: 3 (*Can use phone camera, DSLR is ideal*)
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)
- PH 2100 - Digital Post Production Credits: 3
- PH 2300 - Darkroom I Credits: 3 (*Ground only*)

**Total Credits Required: 123**

168 Weeks

## 3D Animation, BFA

## Liberal Arts-Primary | 45 credits

### Art History

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

Total Credits: 9

### Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

### Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

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

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3  
Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3  
Total: 6 credits

## Art History - Animation

- AH 2020 - History of International Animation Credits: 3

## Art History - Elective - Animation-Game Art

Choose one of the following electives:

- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3

- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3  
Total Credits: 3

## Foundations | 24 credits

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

## Animation | 30 credits

- AG 1070 - Digital Painting for Film + Games Credits: 3
- AG 1110 - Introduction to Animated Storytelling Credits: 3
- AG 3500 - Animation + Game Art Junior Portfolio Review Credits: 0
- AG 3760 - Motion Graphics Credits: 3
- AG 4531 - Business Ethics + Copyright Credits: 3
- AG 4980 - Senior Project I: Pre-Production Credits: 3
- AG 4985 - Senior Project II: Production Credits: 3
- AG 4995 - Senior Project III: Post-Production Credits: 3
- AN 1200 - Storyboarding Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3
- AN 2410 - Drawing + Acting for Animation Credits: 3

## 3D Animation | 18 credits

- AG 1310 - 3D Fundamentals Credits: 3
- AG 2320 - 3D Lighting + Materials Credits: 3
- AG 2650 - 3D Animation I Credits: 3
- AG 2850 - Introduction to Rigging Credits: 3
- AN3D 3650 - 3D Animation II Credits: 3

- AN3D 3940 - 3D Animation III Credits: 3

## Studio Electives | 6 credits

The following are recommended:

- AG 3590 - Special Topics Credits: 3
- AG 3840 - Experimental Animation Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3
- AN 2320 - The Art of Villainy Credits: 3
- AN 2335 - Worldbuilding Credits: 3
- AN 2350 - Scriptwriting for Animation Credits: 3
- AN 3601 - Animation Internship Part I Credits: 1.5
- AN 3602 - Animation Internship Part II Credits: 1.5
- AN2D 2400 - 2D Animation I Credits: 3
- AN2D 2450 - 2D Animation II Credits: 3
- AN2D 2550 - Animation Layout + Production Design Credits: 3
- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3 (*Ground only*)
- ART 1151 - Painting Fundamentals: Tools + Techniques Credits: 3 (*Ground only*)
- ART 1190 - Sculpture: Armatures + Welding Credits: 3 (*Ground only*)

- GA 2430 - Environment Creation I Credits: 3
- GA 3460 - Character Creation I Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- IL 1510 - Perspective Credits: 3
- IL 2550 - Life Drawing III: Human Anatomy Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 2840 - Animal Anatomy + Drawing Credits: 3
- IL 2850 - Figurative Sculpture Credits: 3 (*Ground only*)
- PH 1000 - Survey of Photography Credits: 3 (*Can use phone camera, DSLR is ideal*)
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)
- PH 2100 - Digital Post Production Credits: 3
- PH 2300 - Darkroom I Credits: 3 (*Ground only*)

**Total Credits Required: 123**

168 Weeks

## Art Education

### Art Education Department Mission

The Art Education Department embraces the dynamic relationship between artist and educator as a lifelong learning practice. Our program prepares socially-conscious art educators through theoretical knowledge, pedagogical approaches, creative thinking skills, and professional dispositions. We strive for our graduates to be global-minded agents of change who value, honor, and celebrate a diverse student population and their visual cultures.

### Art Education Program Description

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

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

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

consciously consider personal and societal values.

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

#### **Accreditation + Licensure**

The RMCAD Art Education teacher preparation program is approved by the Colorado Department of Education (CDE) and the Colorado Department of Higher Education (CDHE). RMCAD graduates in Art Education are prepared to apply for a K-12 teaching license in Art with the Colorado Department of Education. The program is designed in accordance with CDE and the Teacher Quality Standards for Colorado Teachers and knowledge of: literacy, mathematics, standards and assessment, content standards, classroom and instructional management, individualization of instruction, technology, democracy, educational governance, and careers in teaching.

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

RMCAD's Art Education BFA program allows graduates to become licensed to teach K-12 visual art in the state of Colorado. Students interested in licensure outside of Colorado refer to the Disclosure for Professional Licensure on RMCAD's website: <https://www.rmcad.edu/policies-and-guidelines/disclosure-for-professional-licensure-program/>

#### **Complaints to External Agencies**

Several external agencies are also available to students who have exhausted all other opportunities for complaint resolution.

The Colorado Department of Higher Education regulates Colorado institutions of higher education. Their complaint policy may be found [here](#).

Complaints regarding the institution's ongoing ability to meet the criteria of institutional accreditation may be directed to the Higher Learning Commission. Their complaint policy may be found [here](#).

A list of agencies, by state, to whom students may file a complaint can be found at [RMCAD\\_AE\\_Complaint\\_Contact](#).

#### **Program Requirements**

Students enrolled in the RMCAD Art Education program must complete an FBI fingerprint-based background check and submit the results to the Placement Coordinator. If a student has an offense on their record, they may be asked to research the background check requirements for the state of Colorado, their state of residence (if different than Colorado), and school districts for their observation hours. After conducting this research, students may be asked to complete additional fingerprint-based background checks to submit to the Departments of Education in Colorado and their state of residence to receive clearance to enter K-12 schools. Ultimately, the state teacher licensing departments will decide if the student is cleared to enter K-12 schools in their area and is cleared for the background check portion of their licensure application. Students who do not have fingerprint background checks on file with RMCAD and who have not received clearance from the Departments of Education in Colorado and their state of residence for their observation hours and teaching placements, or as requested by the Placement Coordinator, will receive a registration hold for art education courses (except for AE1113, AE1160 and AE1170) until requirements are complete. Students must also inform the program of any changes in their background checks that could impact their eligibility for teacher licensure.

During the degree program, students will complete 800 hours of observation hours in local art classrooms in K-12 schools, with 200 hours earned before student teaching. Students are required to accurately record their observation hours on their RMCAD Observation Log Sheet and share it with the Placement Coordinator. Students who have not completed the required 200 observation hours prior to AE4256 will have a registration hold placed on their account and will not be able to register for AE4256 until the requirement is fulfilled.

Students in online courses will be asked to establish a relationship with a local school or schools in order to complete their observation hours in person and during school hours. Additionally, teacher candidates must be prepared to student teach in person for 16 weeks (8 weeks during Term A and 8 weeks during Term B) during their final term at RMCAD, which may not coincide with the RMCAD academic calendar. Finally, the PRAXIS test must be taken and passed by the teacher candidate before s/he can apply to CDE for teacher licensure.

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

## Program Outcomes

### Art Education Program Learning Outcomes Rubric

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

The Art Education Department uses the Colorado Department of Education (CDE) Educator Preparation Standards, which include Educator Preparation Teacher Quality Standards (5.0 - 5.04), Educator Preparation English Language Learner Standards (EL), and the Visual Arts Standards (Grades K-12) (4.04).

CDE Defining Practices in the Visual Arts	RMCAD Program Learning Outcomes
<b>Arts-Based Research Arts:</b> Arts-based research practices include inquiry that is part of art making and research approaches that are artistic in nature. Pedagogical strategies guide students into forming a question, finding resources, making, analyzing the results, and looking at the next steps that are aligned with established research forms. Arts-based research is able to address complex issues to deepen understanding and engage empathy.	Apply art-based research techniques in instruction. Implement various pedagogical approaches that best support learning through arts instruction.
<b>Agency:</b> Artistic agency is the acknowledged ability to make choices and create change.	Develop lessons and instruction that represent the importance of making choices and creating change through art.
<b>Instructional Practices:</b> A "master" educator is one who is continuing to learn and improve. "Mastery" can be seen as engagement in processes of continual learning. Art teachers can actively construct learning experiences that build off of students' prior understanding and support growth.	Utilize various forms of feedback and learning experiences to support continuous development as educators.
<b>Assessment Practices:</b> Assessment in the arts classroom involves a variety of practices to monitor and track student learning through describing, collecting, recording, scoring, and dialogue. Effective assessment techniques can improve classroom instruction, empower students, heighten student interest and motivation, and provide the teacher with continuous feedback on student progress.	Apply a variety of assessment practices in order to develop and support classroom instruction, motivation, and continuous feedback on the learning process.
<b>Artistic Praxis:</b> Artistic praxis encompasses various reciprocal relationships that occur when learning by making art. The making may precede the forming of a concept. It includes relationships between critical reflection and action, material and envisioned image, and lived experience and final product.	Connect personal art-making processes to development as educators.
<b>Synthesis/Creative Thinking:</b> Synthesis is the combination of parts or elements to form a whole. It includes the creative processes of finding visual problems and creating unique solutions by combining multiple ideas, and influences.	Explore issues, ideas, artifacts, and events to apply creative thinking while producing work. Create assumptions, contextualize information, identify problems, and conceptualize responses.
<b>Professional Practices:</b> Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.	Demonstrate professionalism in the field through ethical conduct, reflection, and leadership.

<b>Composition:</b> Teachers demonstrate professionalism through their attention to composition in works produced or created. Artists/Educators seek to be models of high standards in art and education.	Produce quality work that meets high expectations regarding structure, grammar, and attention to detail.
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### Bachelor of Fine Arts

## Art Education, Animation Emphasis, BFA

### Liberal Arts-Art Ed | 45 credits

#### Art Education

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

Total: 15 credits

#### Art History

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

Total: 9 credits

#### Art History - Art Education

- AH 2400 - Seminar in Contemporary Art Credits: 3

#### Art History - Elective

Choose one of the following electives:

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

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

Total Credits: 3

#### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3

Total: 3 credits

#### Humanities

Choose two Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 6 credits

#### Physical + Natural Science

Choose one Physical + Natural Science course:

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

Total: 3

## Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3  
Total: 3 credits

## Foundations-Art Ed | 21 credits

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

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2241 - Design for Learning Credits: 3
- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4246 - Learning Environments Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

## Art Ed-Fine Arts | 15 credits

- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3

- ART 1130 - Printmaking: Relief, Intaglio, + Monotypes Credits: 3
- ART 1151 - Painting Fundamentals: Tools + Techniques Credits: 3
- ART 1190 - Sculpture: Armatures + Welding Credits: 3
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)

## Animation Emphasis | 15 credits

- AG 1070 - Digital Painting for Film + Games Credits: 3
- AG 1110 - Introduction to Animated Storytelling Credits: 3
- AG 1310 - 3D Fundamentals Credits: 3
- AG 3500 - Animation + Game Art Junior Portfolio Review Credits: 0
- AN 1200 - Storyboarding Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3

## Total Credits Required: 125

168 Weeks

## Art Education, Animation Emphasis, Online, BFA

## Liberal Arts-Art Ed | 45 credits

### Art Education

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

### Art History

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

Total: 9 credits

## Art History - Art Education

- AH 2400 - Seminar in Contemporary Art Credits: 3

## Art History - Elective

Choose one of the following electives:

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

Total Credits: 3

## Communication + Critical Thought

- EN 1110 - Composition I Credits: 3

Total: 3 credits

## Humanities

Choose two Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 6 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

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

Total: 3

## Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 3 credits

## Foundations-Art Ed | 21 credits

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

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2241 - Design for Learning Credits: 3
- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4246 - Learning Environments Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6

- AE 4933 - Student Teaching Seminar  
Part I Credits: 1
- AE 4934 - Student Teaching Seminar  
Part II Credits: 1

Total: 15 credits

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

- AE 1113 - Ceramics for Educators: Independent Studio Credits: 3
- AE 1160 - Printmaking for Educators Credits: 3
- AE 1170 - Sculpture for Educators Credits: 3
- IL 2560 - Still Life Painting Credits: 3
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)

## Animation Emphasis | 15 credits

- AG 1070 - Digital Painting for Film + Games Credits: 3
- AG 1110 - Introduction to Animated Storytelling Credits: 3
- AG 1310 - 3D Fundamentals Credits: 3
- AG 3500 - Animation + Game Art Junior Portfolio Review Credits: 0
- AN 1200 - Storyboarding Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3

## Total Credits Required: 125

168 Weeks

## Art Education, Fine Art Emphasis, BFA

### Liberal Arts-Art Ed | 45 credits

#### Art Education

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

#### Art History

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

Total: 9 credits

#### Art History - Art Education

- AH 2400 - Seminar in Contemporary Art Credits: 3

#### Art History - Elective

Choose one of the following electives:

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

Total Credits: 3

#### Communication + Critical Thought

- EN 1110 - Composition I Credits: 3

Total: 3 credits

#### Humanities

Choose two Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3

- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 6 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

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

Total: 3

## Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 3 credits

## Foundations-Art Ed | 21 credits

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

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2241 - Design for Learning Credits: 3

- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4246 - Learning Environments Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

## Art Ed-Fine Arts | 15 credits

- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3
- ART 1130 - Printmaking: Relief, Intaglio, + Monotypes Credits: 3
- ART 1151 - Painting Fundamentals: Tools + Techniques Credits: 3
- ART 1190 - Sculpture: Armatures + Welding Credits: 3
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)

## Fine Arts Emphasis | 15 credits

- ART 2220 - Ceramics: Wheel Throwing Credits: 3
- ART 2230 - Printmaking: Photographic Printmaking + Alternative Media Credits: 3
- ART 2251 - Painting: Contemporary Practices Credits: 3
- ART 2290 - Sculpture: Cast + Assemble Credits: 3

Choose 1 elective course:

- PH 2100 - Digital Post Production Credits: 3
- PH 2300 - Darkroom I Credits: 3

## Total Credits Required: 125

168 Weeks

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

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

#### **Art Education**

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

#### **Art History**

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

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

- AH 2400 - Seminar in Contemporary Art Credits: 3

#### **Art History - Elective**

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3

- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3  
Total Credits: 3

#### **Communication + Critical Thought**

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

#### **Humanities**

Choose two Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3  
Total: 6 credits

#### **Physical + Natural Science**

Choose one Physical + Natural Science course:

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

#### **Social + Behavioral Science**

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3  
Total: 3 credits

## Foundations-Art Ed | 21 credits

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

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2241 - Design for Learning Credits: 3
- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4246 - Learning Environments Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

## Art Ed-Fine Arts | 15 credits

- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3
- ART 1130 - Printmaking: Relief, Intaglio, + Monotypes Credits: 3
- ART 1151 - Painting Fundamentals: Tools + Techniques Credits: 3
- ART 1190 - Sculpture: Armatures + Welding Credits: 3
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)

## Graphic Design Emphasis | 15 credits

- GD 1000 - Typography Credits: 3

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

## Total Credits Required: 125

168 Weeks

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

## Liberal Arts-Art Ed | 45 credits

### Art Education

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

Total: 15 credits

### Art History

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

Total: 9 credits

### Art History - Art Education

- AH 2400 - Seminar in Contemporary Art Credits: 3

### Art History - Elective

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3

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

Total Credits: 3

## Communication + Critical Thought

- EN 1110 - Composition I Credits: 3

Total: 3 credits

## Humanities

Choose two Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 6 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

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

Total: 3

## Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3

- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 3 credits

## Foundations-Art Ed | 21 credits

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

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2241 - Design for Learning Credits: 3
- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4246 - Learning Environments Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

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

- AE 1113 - Ceramics for Educators: Independent Studio Credits: 3
- AE 1160 - Printmaking for Educators Credits: 3
- AE 1170 - Sculpture for Educators Credits: 3

- IL 2560 - Still Life Painting Credits: 3
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)

## Graphic Design Emphasis | 15 credits

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

**Total Credits Required: 125**

168 Weeks

## Art Education, Illustration Emphasis, BFA

### Liberal Arts-Art Ed | 45 credits

#### Art Education

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

Total: 15 credits

#### Art History

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

Total: 9 credits

## Art History - Art Education

- AH 2400 - Seminar in Contemporary Art Credits: 3

## Art History - Elective

Choose one of the following electives:

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

Total Credits: 3

## Communication + Critical Thought

- EN 1110 - Composition I Credits: 3

Total: 3 credits

## Humanities

Choose two Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 6 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3

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

## Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3  
Total: 3 credits

## Foundations-Art Ed | 21 credits

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

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2241 - Design for Learning Credits: 3
- AE 3000 - Art Education Junior Portfolio Review Credits: 0
- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4246 - Learning Environments Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

## Art Ed-Fine Arts | 15 credits

- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3
- ART 1130 - Printmaking: Relief, Intaglio, + Monotypes Credits: 3
- ART 1151 - Painting Fundamentals: Tools + Techniques Credits: 3
- ART 1190 - Sculpture: Armatures + Welding Credits: 3
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)

## Illustration Emphasis | 15 credits

- IL 1200 - Freshman Drawing Portfolio Review for Illustrators Credits: 3
- IL 1510 - Perspective Credits: 3
- IL 2520 - Illustration Media Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 3650 - Children's Book Illustration I Credits: 3  
OR
- IL 3850 - Digital Illustration I Credits: 3

## Total Credits Required: 125

168 weeks

## Art Education, Illustration Emphasis, Online, BFA

## Liberal Arts-Art Ed | 45 credits

### Art Education

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

## Art History

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

## Art History - Art Education

- AH 2400 - Seminar in Contemporary Art Credits: 3

## Art History - Elective

Choose one of the following electives:

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

## Communication + Critical Thought

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

## Humanities

Choose two Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3

- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3  
Total: 6 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

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

## Social + Behavioral Science

Choose one Social + Behavioral Science course:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3  
Total: 3 credits

## Foundations-Art Ed | 21 credits

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

## Art Education Core | 29 credits

- AE 2000 - Art Education Sophomore Portfolio Review Credits: 0
- AE 2215 - Introduction to Art Education Credits: 3
- AE 2241 - Design for Learning Credits: 3
- AE 3000 - Art Education Junior Portfolio Review Credits: 0

- AE 3263 - Methods of Art Education, K-12 Part I Credits: 3
- AE 3264 - Methods of Art Education, K-12 Part II Credits: 3
- AE 4246 - Learning Environments Credits: 3
- AE 4256 - Student Teaching I Credits: 6
- AE 4266 - Student Teaching II Credits: 6
- AE 4933 - Student Teaching Seminar Part I Credits: 1
- AE 4934 - Student Teaching Seminar Part II Credits: 1

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

- AE 1113 - Ceramics for Educators: Independent Studio Credits: 3
- AE 1160 - Printmaking for Educators Credits: 3
- AE 1170 - Sculpture for Educators Credits: 3
- IL 2560 - Still Life Painting Credits: 3
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)

## Illustration Emphasis | 15 credits

- IL 1200 - Freshman Drawing Portfolio Review for Illustrators Credits: 3
- IL 1510 - Perspective Credits: 3
- IL 2520 - Illustration Media Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 3650 - Children's Book Illustration I Credits: 3  
Or
- IL 3850 - Digital Illustration I Credits: 3

## Total Credits Required: 125

168 Weeks

## Fashion Design

### Fashion Design Department Mission

The mission of the Fashion Design program is to prepare students for successful careers in an evolving fashion industry by providing them with the resources, tools, and techniques to cultivate industry fluency, creative exploration, and problem-solving, conscious and innovative design, and material strategies, professional visual

communication skills and an individualized aesthetic and point of view.

### Fashion Design Program Description

To understand fashion is to acknowledge it as a cultural product, a designed object, and an industry. In the RMCAD Fashion Design program, students interrogate the context in which they are working and use the artistic language of fashion and an integrated approach to express creative vision, hone technical skills, balance handcrafts with digital techniques, and develop personalized methods of artistic communications while gaining an understanding of local as well as global industries.

RMCAD fashion students learn to create apparel for various markets and price points focusing on creative and thematic development, trend and customer research, technical construction, sourcing, costing, and standard production processes. Through a diverse and seasoned pool of faculty, peer encouragement, a broad range of cross-disciplinary experiences, and industry opportunities, students develop their positioning in the field and strengthen methodologies in professional practices and functional artistry. Students will develop meaningful solutions to challenge existing concepts through the effective use of sustainable strategies and industry-specific technologies. They will broadly cultivate specialized skills in design ideation and documentation, textiles, and material development, creative draping and flat patternmaking approaches, garment construction, and computer-aided design.

The Fashion Design program features a comprehensive curriculum and provides an interconnectedness of academic disciplines, from foundational art, historical scholarship, academic writing, critical thinking and inquiry, and information literacy to fashion design, construction, and communication. This well-rounded approach nurtures the student's creative, research, observational, and communication skills, positioning them as leaders in an evolving fashion landscape.

### Program Highlights

**CREATIVE DESIGN EXPRESSION:** Creative development is the soul of design and bridges research and exploration with ideation and brainstorming. Students use conceptualization and experimentation as a starting point to develop a narrative approach to tell a compelling design story.

**FASHION INDUSTRY FLUENCY:** To understand fashion design is to gain awareness of the many threads of the industry. Students are introduced to which roles surround, impact, and engage with the designer in the process of taking a collection from a sketchbook idea to the runway, retail, and beyond.

**CRITICAL + CULTURAL CONTEXT:** Fashion is a culture with a global context and impact. Students learn the relevance of issues impacting the fashion industry, from social justice and diversity to ethical fashion practices and their environmental impact to expand diverse voices, visions, and solutions.

**TEXTILES + MATERIALS STRATEGIES:** Equally important to the creative process is understanding materiality and the possibilities of textile development. Students develop knowledge from fibers to finish and experiment with a variety of techniques to understand the creative value of textiles in collection building. From manual and handcraft approaches to the latest digital technology, students explore surface design, fabric manipulation, 3D form, and alternative materials.

**TECHNICAL EXECUTION:** Imagination and innovation are at the heart of visualizing a collection from concept to construction. With a focus on silhouette and drape, students ideate through 3D experimentation to explore endless garment possibilities, tethering design with traditional and digital patterning methods of actualizing a collection from concept to product.

**PROFESSIONAL AND VISUAL COMMUNICATION:** The art of professional and creative presentation and communication are key to unlocking opportunities. Students will explore fashion illustration and communication through a variety of traditional and non-traditional techniques to develop an individualized visual identity. Students will learn the skill of presenting, evaluating, and editing their work in addition to using relevant manual and digital techniques of creative visual design. These effective communication skills will position students to be strongly competitive for design roles in the fashion industry.

## Program Outcomes

### Fashion Design Program Learning Outcome Rubric

**CREATIVE DESIGN EXPRESSION:** Students develop a personalized approach to fashion design through research and critical thinking, exploration, and concept innovation.

**FASHION INDUSTRY FLUENCY:** Students demonstrate the ability to contextualize the fashion industry, including the markets, products, and services of an evolving and complex industry.

**CRITICAL + CULTURAL CONTEXT:** Students demonstrate conscious research and diverse design thinking that relates to a broader cultural, socio-economic, historical, and environmental context.

**TEXTILES + MATERIALS STRATEGIES:** Students explore and ideate textile strategies through conceptual and experimental frameworks related to structure and form, colors and patterns, materials and surfaces, environment, and community.

**TECHNICAL EXECUTION:** Students demonstrate the ability to explore and assess creative dimensional forms and their relationship to the body through manual and technological patternmaking, draping, and construction techniques and tools to successfully actualize physical garments.

**PROFESSIONAL + VISUAL COMMUNICATION:** Articulate creative strategies and communicate design ideas professionally through verbal, written, visual, and digital

methodologies, while developing business skills to position students as leaders in the fashion industry.

## Bachelor of Fine Arts

### Fashion Design, BFA

### Liberal Arts-Primary | 45 credits

#### Art History

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

Total Credits: 9

#### Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

#### Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

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

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3  
Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3  
Total: 6 credits

## Art History - Fashion Design

- AH 2090 - History of Fashion Design Credits: 3

## Art History - Elective - Fashion Design

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3

- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3  
Total Credits: 3

## Foundations | 21 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FS 2301 - Fashion Design Sophomore Portfolio Review Credits: 0

## Fashion Design | 51 credits

- FS 1000 - Fashion Industry Survey Credits: 3
- FS 1110 - Fashion Design I Credits: 3
- FS 1140 - Fashion Figure + Communication Credits: 3
- FS 1200 - Introduction to Textiles + Materials Credits: 3
- FS 1301 - Introduction to Sewing Basics Credits: 3
- FS 1320 - Technical Studio I Credits: 3
- FS 2321 - Technical Studio II Credits: 3
- FS 2411 - Digital Design I Credits: 3
- FS 3000 - Fashion Design Junior Portfolio Review Credits: 0
- FS 3110 - Fashion Design II Credits: 3
- FS 3140 - Fashion Communication + Presentation Credits: 3
- FS 3210 - Product Development + Management Credits: 3
- FS 3320 - Technical Studio III Credits: 3
- FS 3410 - Digital Design II Credits: 3
- FS 3601 - Fashion Design Internship Part I Credits: 1.5
- FS 3602 - Fashion Design Internship Part II Credits: 1.5

**OR:** Students have the option to fulfill a Fashion Design Internship, Practicum, or a combination of the two over the course of two terms. Choose Internship, Practicum or a combination of the two. Students must complete a Part I and Part II.

- FS 3603 - Fashion Design Practicum  
Part I Credits: 1.5
- FS 3604 - Fashion Design Practicum  
Part II Credits: 1.5
- FS 3610 - Textiles + Materials  
Exploration Credits: 3
- FS 4002 - Fashion Design III +  
Graduate Portfolio Credits: 3
- FS 4010 - Senior Thesis Collection  
Credits: 3

## Studio Electives | 6 credits

Choose 2 electives

- ART 1130 - Printmaking: Relief, Intaglio, + Monotypes Credits: 3 (*Ground Only*)
- ART 3301 - Special Topics in Fine Arts Credits: 3 Fiber/Textiles Topic only (*Ground Only*)
- FS 1080 - Introduction to Sustainable Fashion Design Credits: 3
- FS 3100 - Special Topics in Fashion Design Credits: 3
- FS 4211 - Fashion Entrepreneurship Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)

## Total Credits Required: 123

168 Weeks

## Fine Arts

### Fine Arts Department Mission

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

### Fine Arts Department Description

#### Nurturing Contemporary Artists for Tomorrow

Our Fine Arts program is an energetic community where students engage with faculty who are practicing artists. Our aim is to empower students to become working artists who contribute to the current creative dialogue while nurturing a lifelong passion for artistic scholarship and creativity. The Fine Arts curriculum is a gateway to a world of artistic exploration. It immerses students in a multidisciplinary approach to artmaking that mirrors how contemporary artists work today. Students are encouraged to investigate

their interests by experimenting fluidly across a wide range of media including painting, sculpture, ceramics, printmaking, and photography. The curriculum is complemented by Foundations and Liberal Arts courses.

#### Integrated Critical Perspectives

Alongside studio practice, students enroll in critical thought courses that provide context for today's historical and cultural conversations. There are also two transformative professional practice classes woven throughout the program. Voice and Vision examines the nuanced life of an artist through field trips, guest speakers, and guided research. Act and Aspire provides practical knowledge so students can effectively research opportunities and interact with employers, galleries, and clients. We foster opportunities for students to expand their skills, and professional networks, and build personal connections within the art and design world.

Within our dynamic community, students forge an artistic voice grounded in robust skills, intellectual engagement, and valuable professional experiences. Our goal is for students to leave prepared for creative career paths with the knowledge, confidence, and critical thinking abilities to make a lasting impact in their communities.

#### Fine Arts Values

**Diversity:** We are dedicated to embracing all artists and welcome a diverse community.

**Creation:** We value the development of skills and a thoughtful understanding of material usage.

**Connection:** We make historical and contemporary connections in our classrooms.

**Reflection:** We encourage self-reflection and evaluation as integral components of an artist's growth.

#### Fine Art Program Learning Outcomes

##### Fine Arts Program Learning Outcomes Rubric

**Making:** Implement techniques and methods proficiently by creating well-crafted artwork.

**Connecting:** Connect historical, cultural, and theoretical concepts to studio work within a contemporary context.

**Communicating:** Effectively articulate and evaluate artistic concepts, processes, and intentions through written, verbal, and visual means.

**Practicing:** Apply professional practice strategies and pursue creative career goals within the field of Fine Arts through the creation of supporting documents and engagement in professional activities.

## Bachelor of Fine Arts

### Fine Arts, BFA

#### Liberal Arts-Primary | 45 credits

##### Art History

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

Total Credits: 9

##### Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

##### Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Fine Arts

- AH 2400 - Seminar in Contemporary Art Credits: 3

## Art History - Elective - Fine Arts

*Choose one additional AH course:*

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3

- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

## Foundations-Fine Arts | 24 Credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- ART 2100 - Professional Practice Survey: Voice + Vision Credits: 3

## Fine Arts Core | 15 Credits

- ART 2400 - Form + Content Credits: 3
- ART 3100 - Professional Practice: Act + Aspire Credits: 3
- ART 3500 - Experimental Studies Credits: 3
- ART 4803 - Senior Studio I Credits: 3
- ART 4804 - Senior Studio II Credits: 3

## Fine Arts Requirements | 36 Credits

*Printmaking*

- ART 1030 - Introduction to Printmaking Credits: 3  
Choose one additional Printmaking course:
- ART 1130 - Printmaking: Relief, Intaglio, + Monotypes Credits: 3
- ART 2230 - Printmaking: Photographic Printmaking + Alternative Media Credits: 3

*Painting*

- ART 1151 - Painting Fundamentals: Tools + Techniques Credits: 3
- ART 2251 - Painting: Contemporary Practices Credits: 3
- ART 3350 - Painting: Visual Culture Credits: 3

*Ceramics*

- ART 1020 - Introduction to Ceramics Credits: 3  
Choose one additional Ceramics course:

- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3
- ART 2220 - Ceramics: Wheel Throwing Credits: 3  
*Sculpture*
- ART 1190 - Sculpture: Armatures + Welding Credits: 3
- ART 2290 - Sculpture: Cast + Assemble Credits: 3
- ART 3390 - Sculpture: Textiles + CNC Credits: 3  
*Photography*
- PH 2300 - Darkroom I Credits: 3
- PH 3300 - Darkroom II: Alternative Process Credits: 3

## Studio Elective Requirements | 3 Credits

*The following are recommended:*

- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3
- ART 1130 - Printmaking: Relief, Intaglio, + Monotypes Credits: 3
- ART 2220 - Ceramics: Wheel Throwing Credits: 3
- ART 2230 - Printmaking: Photographic Printmaking + Alternative Media Credits: 3
- ART 3301 - Special Topics in Fine Arts Credits: 3
- ART 3601 - Fine Arts Internship Part I Credits: 1.5
- ART 3602 - Fine Arts Internship Part 2 Credits: 1.5
- FD 1380 - Life Drawing II Credits: 3

## Total Credits Required: 123

168 weeks

## Foundations

### Foundations Department Mission

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

### Foundations Program Description

Foundation Studies strives to develop artists and designers with an awareness of their impact on visual culture, community, and environment. The departmental curriculum

is designed to be progressive in nature, with ideas developed, integrated, and incorporated from one class to the next. Courses in Foundations are designed to provide a thorough understanding of the fundamentals of art and design through background, theory, and practice.

The faculty support students in the development of technical, conceptual, problem solving, verbal, and intuitive skills necessary for future success in the visual arts. Students develop ideation strategies, principles of visual composition, observational drawing skills, color theory applications, and the creation of time-based media. These skill-based approaches also integrate history, critical thinking, and critique approaches to support students' understanding of their role as professional artists and designers.

## Program Outcomes

### Foundations Program Learning Outcomes Rubric

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

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

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

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

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

## Game Art

### Game Art Department Mission

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

### Game Art Program Description

Game Art coursework focuses on utilizing the student's vision to create something new, different, and unique—without catering to the limitations of programming. At RMCAD, art drives technology. Students are introduced to the industry at each level of production;

from storyboarding and concept art to modeling, digital sculpting, and animation/motion capture.

The BFA in Game Art builds upon the foundational disciplines of 3D Animation and allows students to take their ideas from the conceptual to the tangible in a mainstream game engine. With a focus on cooperation and collaboration, students are encouraged to work with peers from a variety of other degree programs to create works that are comprehensive, complete, and professional.

With budgets for triple-A games often surpassing those of feature films, it is not enough to have a game that simply works—it must be rich in story and able to engage the audience for hours at a time. It is with this in mind that the curriculum is built on a foundation of effective and engaging narrative.

While many students look to join a studio with an emphasis on entertainment production, others find fulfillment in founding independent studios or utilizing game engines for cutting-edge development in training, education, product fabrication, and scientific discovery. With such evolutionary tools, every idea is an opportunity.

## Program Outcomes

### Game Art Program Learning Outcome Rubric

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

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

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

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

**GROWTH:** Demonstrate ability to assess and critique own work, acquire increasingly advanced concepts and production skills with a strong focus on goals, and learn independently.

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

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

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

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

### **Bachelor of Fine Arts**

#### **Game Art, BFA**

#### **Liberal Arts-Primary | 45 credits**

##### **Art History**

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

Total Credits: 9

##### **Communication + Critical Thought**

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

##### **Humanities**

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

### **Mathematics**

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

### **Physical + Natural Science**

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3

### **Social + Behavioral Science**

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

### **Art History - Animation**

- AH 2020 - History of International Animation Credits: 3

### **Art History - Elective - Animation-Game Art**

Choose one of the following electives:

- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3

- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 3

## Foundations | 24 credits

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

## Game Art | 48 credits

- AG 1070 - Digital Painting for Film + Games Credits: 3
- AG 1110 - Introduction to Animated Storytelling Credits: 3
- AG 1310 - 3D Fundamentals Credits: 3
- AG 2320 - 3D Lighting + Materials Credits: 3
- AG 2650 - 3D Animation I Credits: 3
- AG 3500 - Animation + Game Art Junior Portfolio Review Credits: 0
- AG 4531 - Business Ethics + Copyright Credits: 3
- AG 4980 - Senior Project I: Pre-Production Credits: 3
- AG 4985 - Senior Project II: Production Credits: 3
- AG 4995 - Senior Project III: Post-Production Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3
- GA 2430 - Environment Creation I Credits: 3
- GA 2530 - Environment Creation II Credits: 3
- GA 2630 - Environment Creation III Credits: 3
- GA 3460 - Character Creation I Credits: 3
- GA 4460 - Character Creation II Credits: 3
- GA 4501 - 3D Production Pipeline Credits: 3

## Studio Electives | 6 credits

Choose 2 from the following:

- AG 2850 - Introduction to Rigging Credits: 3
- AG 3590 - Special Topics Credits: 3
- AG 3840 - Experimental Animation Credits: 3
- AN 2320 - The Art of Villainy Credits: 3
- AN 2335 - Worldbuilding Credits: 3
- AN 2350 - Scriptwriting for Animation Credits: 3
- AN 2410 - Drawing + Acting for Animation Credits: 3
- AN2D 2400 - 2D Animation I Credits: 3
- AN3D 3650 - 3D Animation II Credits: 3
- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3 (*Ground only*)
- ART 1151 - Painting Fundamentals: Tools + Techniques Credits: 3 (*Ground only*)
- ART 1190 - Sculpture: Armatures + Welding Credits: 3 (*Ground only*)
- GA 3601 - Game Art Internship Part I Credits: 1.5
- GA 3602 - Game Art Internship Part II Credits: 1.5
- GA 4110 - Game Animation + Motion Capture Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- IL 1510 - Perspective Credits: 3
- IL 2550 - Life Drawing III: Human Anatomy Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 2840 - Animal Anatomy + Drawing Credits: 3
- IL 2850 - Figurative Sculpture Credits: 3 (*Ground only*)
- PH 1000 - Survey of Photography Credits: 3 (*Can use phone camera, DSLR camera is ideal*)
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)
- PH 2100 - Digital Post Production Credits: 3
- PH 2300 - Darkroom I Credits: 3 (*Ground only*)

**Total Credits Required: 123**

168 Weeks

# Graphic Design

## Graphic Design Department Mission

The Graphic Design program focuses on human-centered design and aims to increase and combine design thinking, planning, and practice to best prepare students for dynamic business environments.

## Graphic Design Program Description

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

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

Outside design professionals are brought in for workshops, presentations, and advanced teaching engagements throughout the program and deliver hands-on experiences with real projects. The 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's 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 broader exposure to students throughout their time at RMCAD.

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

## Program Outcomes

### Graphic Design Program Learning Outcomes Rubric

- Students demonstrate the ability to solve communication problems by refining effective concepts and developing effective visual forms.
- Students demonstrate proficiency in research, analysis, and the generation of alternative solutions.
- Students demonstrate the ability to prototype, test, and evaluate outcomes.
- Students demonstrate the ability to determine, react, and respond to market expectations that drive communication solutions by recognizing physical, cognitive, emotional, cultural, and social human factors.
- Students demonstrate the ability to understand the principles of visual organization/composition, hierarchy, and symbolic representation.
- Students demonstrate an understanding of the proper use of typography and its various applications.
- Students demonstrate an understanding of tools and technology used in the creation and distribution of visual messages.
- Students apply knowledge of design history, theory, and criticism to help solve contemporary problems.
- Students demonstrate professional practices including an emphasis on leadership, organization, and project collaboration.

## Bachelor of Fine Arts

### Graphic Design, Advertising Design Concentration, BFA

### Liberal Arts-Primary | 45 credits

#### Art History

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

Total Credits: 9

## Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

## Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Graphic Design

- AH 2050 - History of Graphic Design Credits: 3

## Art History - Elective - Graphic Design

- AH 2020 - History of International Animation Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total: 3 credits

## Foundations-Graphic Design | 18 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3

- GD 2000 - Graphic Design Sophomore Portfolio Review Credits: 0

## Graphic Design | 51 credits

- GD 1000 - Typography Credits: 3
- GD 2100 - Layout Design Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- GD 2410 - Information Visualization Credits: 3
- GD 2510 - Sign + Symbol Credits: 3
- GD 3000 - Graphic Design Junior Portfolio Review Credits: 0
- GD 3040 - Design Systems Credits: 3
- GD 3105 - User Prototyping Credits: 3
- GD 3115 - Web Design I Credits: 3
- GD 3120 - Visual Sequencing Credits: 3
- GD 3240 - Motion Design I Credits: 3
- GD 3470 - 3D Packaging Credits: 3
- GD 4020 - Experience Design Credits: 3
- GD 4900 - Graphic Design BFA Capstone I Credits: 3
- GD 4950 - Graphic Design BFA Capstone II Credits: 3
- PH 1100 - Photography Principles Credits: 3
- PH 2400 - Video Production + Narrative I Credits: 3

## Advertising Design Concentration | 9 credits

- GD 3700 - Advertising Principles Credits: 3
- GD 3725 - Creative Copywriting + Strategy Credits: 3
- GD 3775 - Art Direction Credits: 3

## Total Credits Required: 123

168 weeks

## Graphic Design, BFA

## Liberal Arts-Primary | 45 credits

### Art History

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

Total Credits: 9

### Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

### Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

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

- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3  
Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3  
Total: 3

## Foundations-Graphic Design | 18 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- GD 2000 - Graphic Design Sophomore Portfolio Review Credits: 0

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3  
Total: 6 credits

## Graphic Design | 51 credits

- GD 1000 - Typography Credits: 3
- GD 2100 - Layout Design Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- GD 2410 - Information Visualization Credits: 3
- GD 2510 - Sign + Symbol Credits: 3
- GD 3000 - Graphic Design Junior Portfolio Review Credits: 0
- GD 3040 - Design Systems Credits: 3
- GD 3105 - User Prototyping Credits: 3
- GD 3115 - Web Design I Credits: 3
- GD 3120 - Visual Sequencing Credits: 3
- GD 3240 - Motion Design I Credits: 3
- GD 3470 - 3D Packaging Credits: 3
- GD 4020 - Experience Design Credits: 3
- GD 4900 - Graphic Design BFA Capstone I Credits: 3
- GD 4950 - Graphic Design BFA Capstone II Credits: 3
- PH 1100 - Photography Principles Credits: 3
- PH 2400 - Video Production + Narrative I Credits: 3

## Art History - Graphic Design

- AH 2050 - History of Graphic Design Credits: 3

## Art History - Elective - Graphic Design

- AH 2020 - History of International Animation Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3

## Studio Electives | 9 credits

The following are recommended:

- GD 3440 - Experimental Typography Credits: 3
- GD 3601 - Graphic Design Internship Part I Credits: 1.5
- GD 3602 - Graphic Design Internship Part II Credits: 1.5
- GD 3700 - Advertising Principles Credits: 3
- GD 3725 - Creative Copywriting + Strategy Credits: 3
- GD 3775 - Art Direction Credits: 3
- GD 3810 - Digital Design Systems Credits: 3
- GD 3900 - Special Topics in Graphic Design Credits: 3 (*Ground only*)
- GD 3985 - Professional Practices in Graphic Design Credits: 3
- GD 4210 - Web Design II Credits: 3
- GD 4240 - Motion Design II Credits: 3
- GD 4410 - Environmental Graphic Design Credits: 3
- GD 4520 - Interaction Design Credits: 3
- PH 3400 - Video Production + Narrative II Credits: 3

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

## Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

## Total Credits Required: 123

168 Weeks

## Graphic Design, UX/UI Concentration, BFA

## Liberal Arts-Primary | 45 credits

### Art History

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

Total Credits: 9

### Communication + Critical Thought

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

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3

- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3  
Total: 6 credits

## Art History - Graphic Design

- AH 2050 - History of Graphic Design Credits: 3

## Art History - Elective - Graphic Design

- AH 2020 - History of International Animation Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3  
Total: 3 credits

## Foundations-Graphic Design | 18 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- GD 2000 - Graphic Design Sophomore Portfolio Review Credits: 0

## Graphic Design | 51 credits

- GD 1000 - Typography Credits: 3
- GD 2100 - Layout Design Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- GD 2410 - Information Visualization Credits: 3
- GD 2510 - Sign + Symbol Credits: 3
- GD 3000 - Graphic Design Junior Portfolio Review Credits: 0
- GD 3040 - Design Systems Credits: 3
- GD 3105 - User Prototyping Credits: 3
- GD 3115 - Web Design I Credits: 3
- GD 3120 - Visual Sequencing Credits: 3
- GD 3240 - Motion Design I Credits: 3
- GD 3470 - 3D Packaging Credits: 3
- GD 4020 - Experience Design Credits: 3
- GD 4900 - Graphic Design BFA Capstone I Credits: 3
- GD 4950 - Graphic Design BFA Capstone II Credits: 3
- PH 1100 - Photography Principles Credits: 3
- PH 2400 - Video Production + Narrative I Credits: 3

## UX/UI Concentration | 9 credits

- GD 3810 - Digital Design Systems Credits: 3
- GD 4210 - Web Design II Credits: 3
- GD 4520 - Interaction Design Credits: 3

## Total Credits Required: 123

168 Weeks

## Illustration

### Illustration Mission

The mission of the Illustration Department is to prepare students who are passionate about drawing, painting, and storytelling for successful careers in Illustration.

### Illustration Program Description

Our graduates make images for a wide range of commercial and social purposes, including entertainment arts, publishing, fine art, and surface design. Under the guidance of our professional artist faculty, each student develops a strong understanding of composition, gains excellent

technical ability in both traditional and emerging media, and learns to tell compelling stories in creative ways.

The Illustration Curriculum and Faculty emphasize the following:

- Fundamental drawing mastery that combines observation and imagination to construct expressive images.
- High-level technical mastery of a range of media through experimentation & practice.
- Exceptional understanding and usage of visual language and compositional theory to compose dynamic illustrations.
- Highly effective communication and innovative storytelling.
- Development of a unique visual style and a high standard of professionalism.

The Illustration Department offers a general degree in Illustration, two concentration degrees, and one emphasis degree. Each concentration gives students an opportunity to focus their elective choices and portfolio by taking two courses in Sequential Art (i.e. Comic Books & Graphic Novels) or Children's Book Illustration. The emphasis degree in Concept Art prepares students to work as concept artists who design characters and environments for video games, animation studios, and the film industry.

Our degrees prepare students to produce work for a host of businesses whose needs depend on imaginative visual thinkers. These include advertising & design agencies, magazine and book publishers, comic book studios, animation & game studios, greeting card companies, medical illustration firms, and toy manufacturers. With a well-prepared portfolio and commitment to the profession, RMCAD graduates are well qualified for a variety of career opportunities.

## Program Outcomes

### Illustration Program Learning Outcomes Rubric

- Students demonstrate an understanding of professional practice in Illustration.
- Students demonstrate proficiency in color and painting skills, using traditional and digital media.
- Students demonstrate proficiency in value and drawing skills, using traditional and digital media.
- Students demonstrate proficiency in composition.
- Students demonstrate proficiency in creative and critical thinking.
- Students demonstrate proficiency in storytelling and communication.
- Students demonstrate proficiency in technical skills, using traditional and digital media.

## Illustration Online

The online BFA degrees in Illustration are designed for students needing remote access to the educational requirements for careers in Illustration and related industries. The degree requirements, total credit hours, and

8-week format match the Illustration degree offered on campus.

The degrees consist of 123 credit hours with courses delivered in 8-week sessions in regulated sequence to allow for the acquisition of necessary skills; the retention and transfer of knowledge; and the professional discipline necessary for entry-level practice.

Students must officially declare concentrations or emphases in order for them to be indicated on the permanent student record.

## Bachelor of Fine Arts

### Illustration, BFA

## Liberal Arts-Primary | 45 credits

### Art History

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

Total Credits: 9

### Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

## Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3

- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Illustration

- AH 2060 - History of American Illustration Credits: 3

## Art History - Elective - Illustration

Choose one of the following electives:

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

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

Total Credits: 3

## Foundations-Illustration | 24 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- IL 1200 - Freshman Drawing Portfolio Review for Illustrators Credits: 3

## Illustration Core | 33 credits

- IL 1510 - Perspective Credits: 3
- IL 2550 - Life Drawing III: Human Anatomy Credits: 3
- IL 2560 - Still Life Painting Credits: 3  
OR
- IL 2571 - Digital Still Life Painting Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 3000 - Illustration Junior Portfolio Review Credits: 0
- IL 3105 - Figure Painting I Credits: 3  
OR
- IL 3170 - Digital Figure Painting I Credits: 3
- IL 3595 - Illustration II Credits: 3
- IL 3850 - Digital Illustration I Credits: 3
- IL 4450 - Illustration Marketing Credits: 3

- IL 4900 - Illustration Graduation Portfolio I Credits: 3
- IL 4995 - Illustration Graduation Portfolio II Credits: 3

## Illustration Core Electives | 12 credits

Choose 4 courses from the following:

- IL 2520 - Illustration Media Credits: 3
- IL 3570 - Digital Landscape Painting Credits: 3  
OR
- IL 3580 - Landscape Painting Credits: 3
- IL 3895 - Illustration III: Finding Your Creative Voice Credits: 3
- IL 4551 - Digital Illustration II Credits: 3
- IL 4640 - Typography for Illustration Credits: 3

## Illustration Concentration Electives | 9 credits

The following courses are recommended:

- IL 2515 - Advanced Perspective Credits: 3
- IL 2710 - Sequential Art I Credits: 3
- IL 2715 - Sequential Art II Credits: 3
- IL 2840 - Animal Anatomy + Drawing Credits: 3
- IL 2850 - Figurative Sculpture Credits: 3 (*Ground only*)
- IL 3255 - Figure Painting II Credits: 3
- IL 3603 - Industry Experience Credits: 3
- IL 3650 - Children's Book Illustration I Credits: 3
- IL 3655 - Character Design Credits: 3
- IL 3700 - Topics in Illustration Credits: 3 (*Ground only*)
- IL 4650 - Children's Book Illustration II Credits: 3
- AE 2230 - Psychology of Creativity Credits: 3
- AG 1070 - Digital Painting for Film + Games Credits: 3
- AG 1110 - Introduction to Animated Storytelling Credits: 3
- AN 1200 - Storyboarding Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3
- AN 2320 - The Art of Villainy Credits: 3
- AN 2335 - Worldbuilding Credits: 3

- AN 2350 - Scriptwriting for Animation Credits: 3
- AN 2410 - Drawing + Acting for Animation Credits: 3
- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3 (*ground only*)
- ART 1130 - Printmaking: Relief, Intaglio, + Monotypes Credits: 3 (*ground only*)
- ART 1190 - Sculpture: Armatures + Welding Credits: 3 (*ground only*)
- FS 1000 - Fashion Industry Survey Credits: 3
- FS 1080 - Introduction to Sustainable Fashion Design Credits: 3
- FS 1140 - Fashion Figure + Communication Credits: 3
- GD 1000 - Typography Credits: 3
- GD 2100 - Layout Design Credits: 3
- ID 1230 - Introduction to Sustainable Design Credits: 3
- ID 1510 - Survey of Interior Design Credits: 3
- ID 1710 - Drafting Credits: 3
- PH 1000 - Survey of Photography Credits: 3 (*Can use phone camera, DSLR camera is ideal*)
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)
- PH 1150 - Color Management + Output Credits: 3
- PH 1500 - Lighting I: Fundamentals Credits: 3

## Total Credits Required: 123

168 Weeks

## Illustration, Children's Book Area of Concentration, BFA

## Liberal Arts-Primary | 45 credits

### Art History

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

Total Credits: 9

## Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

## Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Illustration

- AH 2060 - History of American Illustration Credits: 3

## Art History - Elective - Illustration

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 3

## Foundations-Illustration | 24 credits

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

- IL 1200 - Freshman Drawing Portfolio Review for Illustrators Credits: 3

## Illustration Core | 33 credits

- IL 1510 - Perspective Credits: 3
- IL 2550 - Life Drawing III: Human Anatomy Credits: 3
- IL 2560 - Still Life Painting Credits: 3  
OR
- IL 2571 - Digital Still Life Painting Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 3000 - Illustration Junior Portfolio Review Credits: 0
- IL 3105 - Figure Painting I Credits: 3  
OR
- IL 3170 - Digital Figure Painting I Credits: 3
- IL 3595 - Illustration II Credits: 3
- IL 3850 - Digital Illustration I Credits: 3
- IL 4450 - Illustration Marketing Credits: 3
- IL 4900 - Illustration Graduation Portfolio I Credits: 3
- IL 4995 - Illustration Graduation Portfolio II Credits: 3

## Illustration Core Electives | 12 credits

Choose 4 courses from the following:

- IL 2520 - Illustration Media Credits: 3
- IL 3570 - Digital Landscape Painting Credits: 3  
OR
- IL 3580 - Landscape Painting Credits: 3
- IL 3895 - Illustration III: Finding Your Creative Voice Credits: 3
- IL 4551 - Digital Illustration II Credits: 3
- IL 4640 - Typography for Illustration Credits: 3

## Children's Book Concentration | 6 credits

- IL 3650 - Children's Book Illustration I Credits: 3
- IL 4650 - Children's Book Illustration II Credits: 3

## Studio Electives | 3 credits

- IL 2515 - Advanced Perspective Credits: 3
- IL 2710 - Sequential Art I Credits: 3
- IL 2840 - Animal Anatomy + Drawing Credits: 3
- IL 2850 - Figurative Sculpture Credits: 3 (*ground only*)
- IL 3255 - Figure Painting II Credits: 3
- IL 3603 - Industry Experience Credits: 3
- IL 3655 - Character Design Credits: 3
- IL 3700 - Topics in Illustration Credits: 3 (*ground only*)
- AE 2230 - Psychology of Creativity Credits: 3
- AG 1070 - Digital Painting for Film + Games Credits: 3
- AG 1110 - Introduction to Animated Storytelling Credits: 3
- AG 1310 - 3D Fundamentals Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3
- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3 (*ground only*)
- ART 1130 - Printmaking: Relief, Intaglio, + Monotypes Credits: 3 (*ground only*)
- ART 1190 - Sculpture: Armatures + Welding Credits: 3 (*ground only*)
- FS 1000 - Fashion Industry Survey Credits: 3
- FS 1140 - Fashion Figure + Communication Credits: 3
- ID 1230 - Introduction to Sustainable Design Credits: 3
- ID 1510 - Survey of Interior Design Credits: 3
- ID 1710 - Drafting Credits: 3
- PH 1000 - Survey of Photography Credits: 3 (*Can use phone camera, DSLR camera is ideal*)
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)

**Total Credits Required: 123**

168 Weeks

## Illustration, Concept Art Emphasis, BFA

### Liberal Arts-Primary | 45 credits

#### Art History

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

Total Credits: 9

#### Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

#### Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

#### Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

#### Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3

#### Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

#### Art History - Illustration

- AH 2060 - History of American Illustration Credits: 3

#### Art History - Elective - Illustration

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3

- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 3

## Foundations-Illustration | 24 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- IL 1200 - Freshman Drawing Portfolio Review for Illustrators Credits: 3

## Illustration | 36 credits

- IL 1510 - Perspective Credits: 3
- IL 2550 - Life Drawing III: Human Anatomy Credits: 3
- IL 2560 - Still Life Painting Credits: 3  
OR
- IL 2571 - Digital Still Life Painting Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 3000 - Illustration Junior Portfolio Review Credits: 0
- IL 3105 - Figure Painting I Credits: 3  
OR
- IL 3170 - Digital Figure Painting I Credits: 3
- IL 3570 - Digital Landscape Painting Credits: 3  
OR
- IL 3580 - Landscape Painting Credits: 3
- IL 3850 - Digital Illustration I Credits: 3
- IL 4450 - Illustration Marketing Credits: 3
- IL 4551 - Digital Illustration II Credits: 3
- IL 4900 - Illustration Graduation Portfolio I Credits: 3

- IL 4995 - Illustration Graduation Portfolio II Credits: 3

## Concept Art Emphasis | 15 credits

- IL 2905 - Introduction to 3D for Concept Design Credits: 3
- IL 3405 - Concept Design for Pre-Production Credits: 3
- IL 3655 - Character Design Credits: 3
- IL 3705 - Elements of Concept Art I: Environments Credits: 3
- IL 4605 - Elements of Concept Art II: Characters Credits: 3

## Studio Electives | 3 credits

The following are recommended:

- IL 2515 - Advanced Perspective Credits: 3
- IL 2710 - Sequential Art I Credits: 3
- IL 2840 - Animal Anatomy + Drawing Credits: 3
- IL 2850 - Figurative Sculpture Credits: 3  
(*Ground only*)
- IL 3255 - Figure Painting II Credits: 3
- IL 3603 - Industry Experience Credits: 3
- IL 3700 - Topics in Illustration Credits: 3

## Total Credits Required: 123

168 Weeks

Illustration, Sequential Art Area of Concentration, BFA

## Liberal Arts-Primary | 45 credits

### Art History

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

Total Credits: 9

## Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

## Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Illustration

- AH 2060 - History of American Illustration Credits: 3

## Art History - Elective - Illustration

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 3

## Foundations-Illustration | 24 credits

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

- IL 1200 - Freshman Drawing Portfolio Review for Illustrators Credits: 3

## Illustration Core | 33 credits

- IL 1510 - Perspective Credits: 3
- IL 2550 - Life Drawing III: Human Anatomy Credits: 3
- IL 2560 - Still Life Painting Credits: 3 OR
- IL 2571 - Digital Still Life Painting Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 3000 - Illustration Junior Portfolio Review Credits: 0
- IL 3105 - Figure Painting I Credits: 3 OR
- IL 3170 - Digital Figure Painting I Credits: 3
- IL 3595 - Illustration II Credits: 3
- IL 3850 - Digital Illustration I Credits: 3
- IL 4450 - Illustration Marketing Credits: 3
- IL 4900 - Illustration Graduation Portfolio I Credits: 3
- IL 4995 - Illustration Graduation Portfolio II Credits: 3

## Illustration Core Electives | 12 credits

Choose 4 courses from the following:

- IL 2520 - Illustration Media Credits: 3
- IL 3570 - Digital Landscape Painting Credits: 3 OR
- IL 3580 - Landscape Painting Credits: 3
- IL 3895 - Illustration III: Finding Your Creative Voice Credits: 3
- IL 4551 - Digital Illustration II Credits: 3
- IL 4640 - Typography for Illustration Credits: 3

## Sequential Art Concentration | 6 credits

- IL 2710 - Sequential Art I Credits: 3

- IL 2715 - Sequential Art II Credits: 3

## Studio Electives | 3 credits

- IL 2515 - Advanced Perspective Credits: 3
- IL 2840 - Animal Anatomy + Drawing Credits: 3
- IL 2850 - Figurative Sculpture Credits: 3 (*ground only*)
- IL 3255 - Figure Painting II Credits: 3
- IL 3603 - Industry Experience Credits: 3
- IL 3650 - Children's Book Illustration I Credits: 3
- IL 3655 - Character Design Credits: 3
- IL 3700 - Topics in Illustration Credits: 3 (*ground only*)
- IL 3705 - Elements of Concept Art I: Environments Credits: 3
- AE 2230 - Psychology of Creativity Credits: 3
- AG 1070 - Digital Painting for Film + Games Credits: 3
- AG 1110 - Introduction to Animated Storytelling Credits: 3
- AG 1310 - 3D Fundamentals Credits: 3
- AN 1230 - Fundamentals of Animation Credits: 3
- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3 (*ground only*)
- ART 1130 - Printmaking: Relief, Intaglio, + Monotypes Credits: 3 (*ground only*)
- ART 1190 - Sculpture: Armatures + Welding Credits: 3 (*ground only*)
- ID 1230 - Introduction to Sustainable Design Credits: 3
- ID 1510 - Survey of Interior Design Credits: 3
- ID 1710 - Drafting Credits: 3
- PH 1000 - Survey of Photography Credits: 3 (*Can use phone camera, DSLR camera is ideal*)
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)

**Total Credits Required: 123**

168 Weeks

# Illustrative Design

## Illustrative Design Department

### Mission

The BFA in Illustrative Design program aims to increase and combine intellectual, artistic and design thinking, planning, and practice to best prepare students for dynamic business environments.

### Program Description

The Bachelor of Fine Arts in Illustrative Design provides students with a hybrid degree combining curriculum from both Graphic Design and Illustration. This program provides students with a solid foundation in technical, aesthetic, critical, and practical skills necessary for career success. Students are challenged to develop their technical and design skills in two major areas, Graphic Design, and Illustration.

The program philosophy incorporates a focus on the development of cultural, communication, and design competencies, professional practice, and critical thinking skills necessary to succeed in the profession.

### Illustrative Design Program Outcomes

#### Illustrative Design Program Learning Outcome Rubric

##### Cultural Competence

- Students demonstrate cultural competencies in the ability to describe and respond to audiences and contexts that communication and design solutions must address.
- Students demonstrate cultural competencies in recognizing the physical, cognitive, cultural, and social human factors that shape design decisions.

##### Communication Competence

- Students demonstrate communication competency in the ability to solve communication + design problems.
- Students demonstrate communication competency in their understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.
- Students demonstrate communication competency in a strong use and proficiency in storytelling & communication.

##### Design Competence

- Students demonstrate design competencies in understanding: symbolic representation, principles of visual organization/compositional

theory and information hierarchy, and the proper use of typography and its various applications.

- Students demonstrate design competencies in understanding art and design history, theory, and criticism.
- Students demonstrate design competencies in a strong use and proficiency in media and digital skills, and mechanical skills such as drawing and the use of value and color.
- Students demonstrate design competencies in the ability to create and develop a visual form in response to communication problems.
- Students demonstrate design competencies in a strong sense of personal style.

##### Critical Thinking

- Students demonstrate critical thinking skills in research and information gathering, analysis, and generation of alternative solutions.

### Bachelor of Fine Arts

### Illustrative Design, BFA

### Liberal Arts-Illustrative Design | 45 credits

### Art History

- AH 1110 - Art Historical Methods + Theories Credits: 3
- AH 1120 - Global Art History I: Prehistory to c.1300 Credits: 3
- AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3

Total Credits: 15

### Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

## Humanities

Choose two Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 6 credits

## Mathematics

Choose one Mathematics course

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3050 - Human Ecology Credits: 3
- NS 3100 - Acoustics of Music Credits: 3

Total: 3 credits

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Elective - Illustrative Design

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 3

## Foundations | 21 Credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1370 - Life Drawing I Credits: 3
- FD 1380 - Life Drawing II Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- ILD 2000 - Illustrative Design Sophomore Portfolio Review Credits: 0

## Illustrative Design | 57 credits

- GD 1000 - Typography Credits: 3
- GD 2100 - Layout Design Credits: 3
- GD 2210 - Vector Illustration Credits: 3
- GD 2220 - Raster Image Processing Credits: 3
- GD 2410 - Information Visualization Credits: 3
- GD 2510 - Sign + Symbol Credits: 3
- GD 3040 - Design Systems Credits: 3
- GD 3120 - Visual Sequencing Credits: 3
- GD 3240 - Motion Design I Credits: 3
- ILD 1010 - Fundamentals of Illustrative Design Credits: 3
- ILD 3000 - Illustrative Design Junior Portfolio Review Credits: 0
- IL 1510 - Perspective Credits: 3

- IL 2550 - Life Drawing III: Human Anatomy Credits: 3
- IL 2560 - Still Life Painting Credits: 3  
OR
- IL 2571 - Digital Still Life Painting Credits: 3
- IL 2575 - Illustration I Credits: 3
- IL 3595 - Illustration II Credits: 3
- IL 3895 - Illustration III: Finding Your Creative Voice Credits: 3
- ILD 4980 - Senior Illustrative Design Seminar Credits: 3
- ILD 4990 - Illustrative Design Graduation Portfolio Credits: 3

Choose one additional Illustrative Design elective course:

- IL 2515 - Advanced Perspective Credits: 3
- IL 2520 - Illustration Media Credits: 3
- IL 2710 - Sequential Art I Credits: 3
- IL 2750 - Life Drawing IV Credits: 3
- IL 2840 - Animal Anatomy + Drawing Credits: 3
- ILD 3601 - Illustrative Design Internship Part I Credits: 1.5
- ILD 3602 - Illustrative Design Internship Part II Credits: 1.5
- IL 3650 - Children's Book Illustration I Credits: 3
- IL 3655 - Character Design Credits: 3
- IL 3700 - Topics in Illustration Credits: 3
- IL 3705 - Elements of Concept Art I: Environments Credits: 3
- IL 3850 - Digital Illustration I Credits: 3
- GD 4240 - Motion Design II Credits: 3

**Total Credits Required: 123**

168 weeks

## Interior Design

### Interior Design Department Mission

Interior design shapes human experience and enhances the quality of life through the creation of environments that are sustainable, meaningful, innovative, and functional. RMCAD's Interior Design graduates create spaces that are as aesthetically pleasing as they are healthy and resource-efficient while promoting the health, safety, and welfare of the public as well as all of the earth.

### Interior Design Program Description

The mission of the Interior Design program is to provide a comprehensive educational experience that prepares students to be creative, responsible, ethical interior designers who are qualified to successfully enter the design profession, gain the necessary experience to successfully complete the NCIDQ examination, and contribute to the health, safety, and welfare of society and the planet. The program prepares students to draw upon critical and analytical thought processes in order to meet the current demands of professional practice and provides the means and lifelong learning skills to positively impact the future of interior design. The mission of the Interior Design program is to provide a comprehensive educational experience that prepares students to be creative, responsible, ethical interior designers who are qualified to successfully enter the design profession, gain the necessary experience to successfully complete the NCIDQ examination, and contribute to the health, safety, and welfare of society and the planet. The program prepares students to draw upon critical and analytical thought processes in order to meet the current demands of professional practice and provides the means and lifelong learning skills to positively impact the future of interior design.

The Interior Design program prepares students to contribute to society as skilled, ethical, and environmentally responsible designers committed to improving the health, safety, and welfare of the public. This philosophy holds that the built environment is central to many qualities of life issues including physical and emotional health and well-being; productivity; resource efficiency; environmental conservation; and aesthetic experiences. As the world's cultures become increasingly complex and interdependent and natural resources become increasingly diminished and degraded, the demands upon the built environment to meet a wide range of physical and psychological needs also increase. In order to create interiors that support the growing and diverse needs that human beings require of their environments, it is essential that interior design students acquire and develop an understanding of the dynamic reciprocity between people and environments. The program addresses this dynamic relationship through an interdisciplinary orientation, drawing upon research and practice from related disciplines of art, architecture, environmental design, landscape design, sustainable design, industrial design, and graphic design.

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

The Sustainable Design Specialization option allows students to investigate and apply advanced studies in green/sustainable design using methods, products, and

processes that minimize the ecological impact of design and construction upon the earth and its species. RMCAD's on-campus and online Interior Design program is accredited by CIDA (Council for Interior Design Accreditation). Both the on-campus and online programs follow a strict and logical sequence of studio courses, which increase in difficulty. Each course in this sequence builds upon the knowledge and skills acquired from previous courses.

## Program Outcomes

### Interior Design Program Learning Outcome Rubric

The Interior Design Department uses the Professional Standards set forth by the Council for Interior Design Accreditation found at <http://accredit-id.org/professional-standards>.

## Interior Design Online

The online BFA degrees in Interior Design and the Sustainable Design Specialization are first-professional degrees for students needing remote access to the educational requirements for careers in interior design. The online BFA degrees in Interior Design are accredited by CIDA (Council for Interior Design Accreditation).

The degree consists of 125 credit hours with courses delivered in 8-week sessions in a regulated sequence to allow for the acquisition of necessary skills; the retention and transfer of knowledge; and the professional discipline necessary for entry-level interior design practice.

Students must officially declare the Sustainable Design specialization in order for it to be indicated on the permanent student record.

## Bachelor of Fine Arts

### Interior Design, BFA

#### Liberal Arts-Interior Design | 39 credits

## Art History

- AH 1110 - Art Historical Methods + Theories Credits: 3
- AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 12

## Communication + Critical Thought

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

Total: 6 credits

## Humanities

Choose two Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 6 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

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

Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Elective - Interior Design

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3

Total Credits: 3

## Foundations-Interior Design | 15 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3

## Interior Design | 65 credits

- ID 1230 - Introduction to Sustainable Design Credits: 3
- ID 1510 - Survey of Interior Design Credits: 3
- ID 1550 - Interior Materials Credits: 3
- ID 1710 - Drafting Credits: 3
- ID 2000 - Interior Design Sophomore Portfolio Review Credits: 0
- ID 2530 - Building Codes + Regulations Credits: 3
- ID 2710 - Introduction to Computer Aided Design (CAD) Credits: 3
- ID 2750 - Architectural Perspective + Rendering Techniques Credits: 3
- ID 2840 - Design Process + Planning Credits: 3

- IDSD 2860 - Sustainable Residential Design Credits: 3
- IDSD 2870 - Sustainable Holistic Design Credits: 3
- ID 3000 - Interior Design Junior Portfolio Review Credits: 0
- ID 3510 - Building Structures + Systems Credits: 3
- ID 3530 - Lighting Layout + Design Credits: 3
- ID 3610 - Interior Design Professional Practices Credits: 3
- ID 3715 - Building Information Modeling: Revit Credits: 3
- IDSD 3845 - Sustainable Hospitality Design Credits: 3
- IDSD 3870 - Sustainable Office Design Credits: 3
- ID 4611 - Interior Design Internship Program Part I Credits: 1.5
- ID 4612 - Interior Design Internship Program Part II Credits: 1.5
- ID 4715 - Advanced Building Information Modeling: Revit Credits: 3
- IDSD 4870 - Sustainable Special Use Design Credits: 3
- IDSD 4885 - Capstone Project Part I Credits: 2
- IDSD 4886 - Capstone Project Part II Credits: 3
- ID 4887 - Capstone Project Part III Credits: 3

## Interior Design Specialization | 6 credits

- ID 4000 - Interior Design Senior Portfolio Review Credits: 0

Choose 2 courses from the following recommended electives:

- GD 1000 - Typography Credits: 3
- GD 2100 - Layout Design Credits: 3
- ID 3630 - Interior Design Portfolio Development Credits: 3
- IDSD 3200 - Sustainable Design Strategies + Technologies Credits: 3
- IDSD 4200 - Sustainable Design Studio Credits: 3
- IL 1510 - Perspective Credits: 3
- PH 1000 - Survey of Photography Credits: 3 (*Can use phone camera, DSLR camera is ideal*)

**Total Credits Required: 125**

168 Weeks

## Interior Design, Sustainable Design Specialization, BFA

### Liberal Arts-Interior Design | 39 credits

#### Art History

- AH 1110 - Art Historical Methods + Theories Credits: 3
- AH 1130 - Global Art History II: c.1300 to c.1980 Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 12

#### Communication + Critical Thought

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

Total: 6 credits

#### Humanities

Choose two Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 6 credits

#### Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

#### Physical + Natural Science

Choose one Physical + Natural Science course:

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

Total: 3

#### Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

#### Art History - Elective - Interior Design

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2080 - History of Photography Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3

Total Credits: 3

#### Foundations-Interior Design | 15 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3

- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3

## Interior Design | 65 credits

- ID 1230 - Introduction to Sustainable Design Credits: 3
- ID 1510 - Survey of Interior Design Credits: 3
- ID 1550 - Interior Materials Credits: 3
- ID 1710 - Drafting Credits: 3
- ID 2000 - Interior Design Sophomore Portfolio Review Credits: 0
- ID 2530 - Building Codes + Regulations Credits: 3
- ID 2710 - Introduction to Computer Aided Design (CAD) Credits: 3
- ID 2750 - Architectural Perspective + Rendering Techniques Credits: 3
- ID 2840 - Design Process + Planning Credits: 3
- IDSD 2860 - Sustainable Residential Design Credits: 3
- IDSD 2870 - Sustainable Holistic Design Credits: 3
- ID 3000 - Interior Design Junior Portfolio Review Credits: 0
- ID 3510 - Building Structures + Systems Credits: 3
- ID 3530 - Lighting Layout + Design Credits: 3
- ID 3610 - Interior Design Professional Practices Credits: 3
- ID 3715 - Building Information Modeling: Revit Credits: 3
- IDSD 3845 - Sustainable Hospitality Design Credits: 3
- IDSD 3870 - Sustainable Office Design Credits: 3
- ID 4611 - Interior Design Internship Program Part I Credits: 1.5
- ID 4612 - Interior Design Internship Program Part II Credits: 1.5
- ID 4715 - Advanced Building Information Modeling: Revit Credits: 3
- IDSD 4870 - Sustainable Special Use Design Credits: 3
- IDSD 4885 - Capstone Project Part I Credits: 2
- IDSD 4886 - Capstone Project Part II Credits: 3
- ID 4887 - Capstone Project Part III Credits: 3

## Interior Design Sustainable Design Specialization | 6 Credits

- IDSD 3200 - Sustainable Design Strategies + Technologies Credits: 3
- IDSD 4200 - Sustainable Design Studio Credits: 3
- IDSD 4250 - Sustainable Design Senior Portfolio Review Credits: 0

## Total Credits Required: 125

168 Weeks

## Liberal Arts

### Liberal Arts Department Mission

The Liberal Arts Department develops aspiring artists + designers as scholars, professionals, informed human beings, and engaged global citizens prepared to flourish in a complex world empowered with skills in critical and creative thinking, problem-solving, as well as communication, rhetoric, and the multiple genres of writing.

### Liberal Arts Program Description

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

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

Students begin the Composition + Critical thought sequence in their first year, which initially emphasizes the emerging writer's voice, process, and competencies, but proceeds to a greater focus on academic texts and formal writing skills, culminating in a research project by the end of the second term of the sequence.

Art History is a crucial component of the Liberal Arts curriculum. In the Art History sequence, students broaden their understanding of art through historical, cultural, and stylistic contexts. Art History places a great deal of emphasis on critical thinking and discipline-specific formal writing, providing students with a 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 to take courses in Mathematics, Social + Behavioral Science, and Natural + Physical Sciences. Additionally, students may elect to take an additional course in the Humanities or Social Behavioral Sciences, which are topics-based courses.

The philosophy of a Liberal Arts education is to provide students with an intellectual and ethical basis for self-directed learning and active global citizenship. The Liberal Arts Department is committed to supporting the college's mission, vision, and values as well as the Diversity Statement and the Diversity within the Curriculum clause.

## Program Outcomes

- Effective Communication: students employ and develop academic skills of close reading, writing, speaking, interpersonal dialogue, and visual communication to clearly articulate ideas, share information, persuade an audience, and create an argument in a diverse array of media.
- Critical + Creative Thinking: students explore ideas, arguments, quantitative and scientific data, events, and artifacts through the scholarly research process, the analysis and synthesis of multiple perspectives, the exploration and recursive revision of their position, and the examination of its implications.
- Global Consciousness: students examine the diverse social histories, structures of privilege and oppression, and complex ideologies that shape their world.
- Self-Development: students consider the emergence of agency, an integrated sense of identity, social responsibility, and interconnectedness with others through engagement with visual culture, historical narratives, living cultures, personal experience, and shared communal stories.
- Informed Literacy + Citizenship: students acquire the meta-cognitive skills of self-reflection, information literacy, scientific methodologies, visual literacy, and the analysis of rhetorical situations, to contribute to the public good through ethical decision-making, problem-solving, and civic engagement defined by respect, empathy, and humility.

Liberal Arts Program Learning Outcomes Rubric

## Bachelor of Fine Arts

## Liberal Arts Online + On-Campus BFA Degree Requirements

### Liberal Arts-Primary | 45 credits

#### Art History

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

Total Credits: 9

#### Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

#### Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

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

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3  
Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3  
Total: 6 credits

## Art History | Departmental Emphasis | 3 credits

See program requirements for specific course.

## Art History - Departmental Elective | 3 credits

See program requirements for specific course options.

## Total Credits Required: 45

See Art Education and Interior Design, BFA degree requirements for specifics.

## Photography

### Photography Department Mission

The BFA in Photography, through pointed and comprehensive coursework, prepares students for careers in the fields of photography and videography. Students emerge from this program with the creative, technical, ethical, and business skills necessary to thrive in the commercial & fine art marketplace.

### Photography Department Description

Photography is an expansive and growing profession and as such, RMCAD is pleased to offer a course of study addressing the historical and contemporary photographic processes and critical thinking that will define its future. The BFA in Photography begins by offering core, photo-based, foundational coursework that provides students with baseline skills, serving as a launching pad for the more advanced, narrative-based work. As students progress through the curriculum, they are challenged to complete assignments with increased technical, creative, and narrative skills that will ensure their success as professionals.

The photography program, through instructional processes in the online and campus-based classrooms, provides the context of the Commercial, Photojournalism, Documentary Cinema, and Fine Art perspectives. Project assignments, research, peer discussions, and industry-based reference points allow students to use the photographic medium that best fits their creative passion as a professional.

Especially important in the Photography BFA is faculty and industry professionals working with students to develop best practices from both a creative and professional perspective. As we are deeply focused on leading students through a process of business development—that is, the components of business structure that include significant marketing skills—our students emerge from the program ready to enter the marketplace as photography professionals.

### Program Outcomes

#### Photography Program Learning Outcomes Rubric

- Students will develop a personal aesthetic that they apply to visual communication and storytelling.
- Students employ competencies in a variety of technical skills in their professional practice.
- Students apply critical thinking and creative problem-solving skills through research and portfolio development.
- Students demonstrate business, communication, and marketing skills while meeting real-world expectations.
- Students apply professional practices and ethical standards in the planning and creation of photographic assignments and business operations.

- Students articulate an understanding of historical references and cultural context.

## Bachelor of Fine Arts

### Photography On-Campus, BFA

### Liberal Arts-Primary | 45 credits

#### Art History

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

Total Credits: 9

#### Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

#### Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Photography

- AH 2080 - History of Photography Credits: 3

## Art History - Elective - Photography

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3

- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 3

## Foundations-Photography | 18 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- PH 2000 - Photography Sophomore Portfolio Review Credits: 0

## Photography | 54 credits

- PH 1000 - Survey of Photography Credits: 3
- PH 1100 - Photography Principles Credits: 3
- PH 1150 - Color Management + Output Credits: 3
- PH 1500 - Lighting I: Fundamentals Credits: 3
- PH 2100 - Digital Post Production Credits: 3
- PH 2200 - Portraiture Credits: 3
- PH 2300 - Darkroom I Credits: 3 (Ground only)
- PH 2400 - Video Production + Narrative I Credits: 3
- PH 2500 - Lighting II: Location Credits: 3
- PH 3000 - Junior Portfolio Review Credits: 0
- PH 3150 - Professional Practices: Marketing Credits: 3
- PH 3200 - Lighting III: Studio Credits: 3
- PH 3300 - Darkroom II: Alternative Process Credits: 3 (Ground only)
- PH 3400 - Video Production + Narrative II Credits: 3
- PH 3450 - Advanced Digital Post Production Credits: 3
- PH 3500 - Portfolio Development Credits: 3
- PH 3550 - Advanced Portraiture Credits: 3

- PH 4100 - Professional Practices: Business Credits: 3
- PH 4150 - BFA Senior Portfolio Thesis Credits: 3

## Studio Electives | 6 credits

- PH 2350 - Digital Black + White Credits: 3
- PH 3350 - Experimental Photography Credits: 3
- PH 3621 - Photography Internship Part I Credits: 1.5
- PH 3622 - Photography Internship Part II Credits: 1.5
- PH 3725 - Architectural Photography Credits: 3
- PH 3750 - Fashion Credits: 3
- PH 3775 - Night Photography Credits: 3
- PH 3825 - Photojournalism Credits: 3
- PH 3850 - Photo Essay Credits: 3
- PH 3925 - Audio for Video Production Credits: 3
- PH 3950 - Video Field Production Credits: 3
- PH 4250 - Special Topics in Photo Media Credits: 3

## Total Credits Required: 123

168 Weeks

## Photography Online, BFA

## Liberal Arts-Primary | 45 credits

### Art History

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

Total Credits: 9

### Communication + Critical Thought

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

Choose one additional CCT or CW course:

- CCT 2000 - Introduction to Speech Communication Credits: 3
- CCT 2100 - Interpersonal Communication Credits: 3
- CCT 2200 - Sound Studies Credits: 3
- CW 2110 - Creative Writing Multi-Genre Credits: 3

Total: 9 credits

## Humanities

Choose three Humanities courses:

- HU 1110 - Humanities I: World Thought I Credits: 3
- HU 1111 - Humanities II: World Thought II Credits: 3
- HU 1120 - Introduction to Philosophy Credits: 3
- HU 1150 - Introduction to Gender + Sexuality Studies Credits: 3
- HU 1160 - Introduction to Literary Studies Credits: 3
- HU 2212 - Modern + Contemporary World History Credits: 3
- HU 3300 - Topics in Humanities Credits: 3

Total: 9 credits

## Mathematics

Choose one Mathematics course:

- MA 1220 - Financial Principles + Practices Credits: 3
- MA 1221 - The Art of Math Credits: 3

Total: 3 credits

## Physical + Natural Science

Choose one Physical + Natural Science course:

- NS 2030 - Biology Credits: 3
- NS 2040 - Environmental Studies Credits: 3
- NS 3100 - Acoustics of Music Credits: 3
- NS 3050 - Human Ecology Credits: 3

Total: 3

## Social + Behavioral Science

Choose two Social + Behavioral Science courses:

- SBS 1110 - Introduction to Anthropology Credits: 3
- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3

- SBS 1150 - Introduction to Sociology Credits: 3
- SBS 3360 - Topics in Culture Credits: 3

Total: 6 credits

## Art History - Photography

- AH 2080 - History of Photography Credits: 3

## Art History - Elective - Photography

Choose one of the following electives:

- AH 2020 - History of International Animation Credits: 3
- AH 2050 - History of Graphic Design Credits: 3
- AH 2060 - History of American Illustration Credits: 3
- AH 2090 - History of Fashion Design Credits: 3
- AH 2400 - Seminar in Contemporary Art Credits: 3
- AH 3000 - Topics in the History of Art Credits: 3
- AH 3070 - History of Architecture, Interiors, + Furnishings I Credits: 3
- AH 3071 - History of Architecture, Interiors, + Furnishings II Credits: 3

Total Credits: 3

## Foundations-Photography | 18 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3
- FD 2220 - Time-based Media Credits: 3
- PH 2000 - Photography Sophomore Portfolio Review Credits: 0

## Photography | 54 credits

- PH 1000 - Survey of Photography Credits: 3

- PH 1100 - Photography Principles Credits: 3
- PH 1150 - Color Management + Output Credits: 3
- PH 1500 - Lighting I: Fundamentals Credits: 3
- PH 2100 - Digital Post Production Credits: 3
- PH 2200 - Portraiture Credits: 3
- PH 2350 - Digital Black + White Credits: 3 (Online Only)
- PH 2400 - Video Production + Narrative I Credits: 3
- PH 2500 - Lighting II: Location Credits: 3
- PH 3000 - Junior Portfolio Review Credits: 0
- PH 3150 - Professional Practices: Marketing Credits: 3
- PH 3200 - Lighting III: Studio Credits: 3
- PH 3350 - Experimental Photography Credits: 3 (Online Only)
- PH 3400 - Video Production + Narrative II Credits: 3
- PH 3450 - Advanced Digital Post Production Credits: 3
- PH 3500 - Portfolio Development Credits: 3
- PH 3550 - Advanced Portraiture Credits: 3
- PH 4100 - Professional Practices: Business Credits: 3
- PH 4150 - BFA Senior Portfolio Thesis Credits: 3

## Studio Electives | 6 credits

- PH 3621 - Photography Internship Part I Credits: 1.5
- PH 3622 - Photography Internship Part II Credits: 1.5
- PH 3725 - Architectural Photography Credits: 3
- PH 3750 - Fashion Credits: 3
- PH 3775 - Night Photography Credits: 3
- PH 3825 - Photojournalism Credits: 3
- PH 3850 - Photo Essay Credits: 3
- PH 3925 - Audio for Video Production Credits: 3
- PH 3950 - Video Field Production Credits: 3
- PH 4250 - Special Topics in Photo Media Credits: 3

**Total Credits Required: 123**

168 Weeks

## Certificate

# Digital Photography Certificate

## Mission

The Certificate in Digital Photography provides learners with the essential camera, lighting, and post-production skills needed to begin a photographic career.

## Description

The Certificate in Digital Photography is an 18-credit-hour certificate designed to prepare photographers with fundamental skills and knowledge in photographic theory, technique, and storytelling. Certificate course topics will include an exploration of the photography market, camera operation, studio lighting, product photography, portraiture, digital image management, and post-processing techniques.

## Program Learning Outcomes

- Students apply knowledge to photograph, archive, and process photographic work with industry-standard techniques and procedures.
- Students evaluate and understand photographic works through critiques.
- Students create portfolios of work that convey concepts and narratives.
- Students analyze the photography markets and submarkets within.

## Studio Courses

- PH 1000 - Survey of Photography Credits: 3 (*Can use phone camera, DSLR camera is ideal*)
- PH 1100 - Photography Principles Credits: 3 (*DSLR camera required*)
- PH 1150 - Color Management + Output Credits: 3
- PH 1500 - Lighting I: Fundamentals Credits: 3
- PH 2100 - Digital Post Production Credits: 3
- PH 2200 - Portraiture Credits: 3

**Total Credits Required: 18**

24 weeks

# Undeclared

## Undeclared Program Description

The offices of Academic Affairs, Academic Support, and Academic Services are committed to RMCAD students interested in exploring the various degree options available to them and those who do not yet have a major in mind.

### Policy for Undeclared Students

Students must declare a major by the end of their first academic year, or two semesters, and prior to earning 30 credits. Earned credit hours include those from RMCAD as well as all applied transfer credit from other institutions and college credit received in high school such as Advanced Placement or International Baccalaureate. Undeclared students in the BFA track may take a maximum of six studio electives which must be approved by the manager of advising and a combination of liberal arts and foundations courses. It is recommended that elective credits pertain to students' major(s) of interest. Credits earned are not guaranteed to apply to the student's declared major. A registration hold will remain on the student enrollment record until a major has been applied to the student's permanent record. Change of major policies will apply for declaring a major.

Undeclared students may be considered off of program sequence once they declare a major and should work with the Academic Advising office regularly to ensure timely graduation.

### Elective Credit Hours

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

### Bachelor of Fine Arts

#### Undeclared, BFA Track

#### Liberal Arts | 9 credits

- EN 1110 - Composition I Credits: 3
- EN 1111 - Composition II Credits: 3  
Choose 1 Social + Behavioral Science or Humanities Course from the following:
  - HU 1110 - Humanities I: World Thought I Credits: 3
  - HU 1111 - Humanities II: World Thought II Credits: 3
  - HU 1160 - Introduction to Literary Studies Credits: 3
  - SBS 1110 - Introduction to Anthropology Credits: 3

- SBS 1130 - Introduction to Political Science Credits: 3
- SBS 1140 - Introduction to Psychology Credits: 3
- SBS 1150 - Introduction to Sociology Credits: 3

#### Foundations | 15 credits

- FD 1020 - 2D Design: Elements + Principles Credits: 3
- FD 1120 - Topics in Color Credits: 3
- FD 1235 - Observational Drawing Credits: 3
- FD 1600 - Studio Seminar: Methods of Inquiry Credits: 3
- FD 2130 - 3D Design: Space + Materiality Credits: 3

#### Electives | 6 credits

Select two courses from the below:

- AG 1070 - Digital Painting for Film + Games Credits: 3
- AG 1110 - Introduction to Animated Storytelling Credits: 3
- ART 1120 - Ceramics: Handbuilding + Surfacing Credits: 3 (*Ground only*)
- ART 1130 - Printmaking: Relief, Intaglio, + Monotypes Credits: 3 (*Ground only*)
- ART 1151 - Painting Fundamentals: Tools + Techniques Credits: 3 (*Ground only*)
- ART 1190 - Sculpture: Armatures + Welding Credits: 3 (*Ground only*)
- FD 1370 - Life Drawing I Credits: 3
- FD 2220 - Time-based Media Credits: 3
- FS 1000 - Fashion Industry Survey Credits: 3
- GD 1000 - Typography Credits: 3
- GD 2100 - Layout Design Credits: 3
- ID 1510 - Survey of Interior Design Credits: 3
- PH 2300 - Darkroom I Credits: 3 (*Ground only*)

**Total Credits Required: 30**

# Course Descriptions

## Definitions:

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

**Co-requisites:** A course that must be taken at the same time as a given course.

Course textbooks and materials lists are provided in the online catalog as a convenience to students, and every effort is made to keep this information up to date, although changes and updates can happen just prior to the start of the term or at any time. In general, if there is no required/recommended text listed, the acquisition of a text is not required, and information will likely be contained within your course content in the LMS. Some requirements may vary based on course modality or instructor. Your unique course syllabus and course welcome letters will contain the most up-to-date information each term. If you have questions regarding requirements for your particular course and section, please contact your individual instructor(s).

**Text and Materials:** For supplies or supply kits, please use this link to access the Spectrum store.  
<https://spectrum-the-rmcad-store.shoplightspeed.com/>

Students may access the Simple Syllabus course Syllabus Library for courses offered beginning in January 2020 at <https://rmcad.simplesyllabus.com/>. Use your RMCAD LMS credentials for login. You must have an active RMCAD email account to access the syllabus library. Search courses for information on the most recent text/material information, but be aware that requirements may change from one term to the next.

# Art Education

## AE 1113 - Ceramics for Educators: Independent Studio

Credits: 3  
Course Type: Lecture

This course provides an introduction to ceramics through the lens of historical practices, contemporary approaches, studio safety, and hands-on clay-forming exercises. Glaze application and kiln firing will be covered through lectures, providing contextual knowledge of these processes. Upon successful completion of this course, students will have a foundational understanding of ceramics and be able to further pursue individual interests as needed in their personal studio practice and future teaching responsibilities.

The course requires a consistent designated workspace and access to materials to complete assignments.

Prerequisites: FD 2130 - 3D Design: Space + Materiality

Notes: (Formerly used AE 1111 Ceramics for Educators II: Glaze + Firing, AE 1110 Ceramics for Educators I: Clay)

## Course Learning Outcomes:

- Demonstrate the application of introductory clay forming methods.
- Define introductory ceramic vocabulary.
- Identify foundational safety requirements regarding ceramic material and equipment use.
- Describe the main steps within the ceramic process.

## AE 1160 - Printmaking for Educators

Credits: 3  
Course Type: Studio

This introductory-level course provides basic skills and conceptual ideas of printmaking. Printmaking for Educators emphasizes the exploration of traditional and contemporary printmaking techniques with an emphasis on non-toxic methods that can be adapted to the K-12 classroom. Students learn core fundamental technical skills, including but not limited to: linocuts, relief collagraphs, and various monotype techniques. Upon successful completion of this course, students will have gained knowledge in the techniques, materials, and proper use of printmaking equipment, which can be translated into a K-12 curriculum. The course requires a consistent designated workspace and access to materials to complete assignments.

Prerequisites: FD 1020 - 2D Design: Elements + Principles

Notes: *Online Only*.

## Course Learning Outcomes:

- Define basic printmaking skills and ideas that can be translated into a K-12 classroom.
- Illustrate conceptual ideas through printmaking processes.
- Recognize historical and contemporary processes, concepts, and issues that inform the field of printmaking through project work.
- Identify safe handling, storage, and responsible ecological and biological disposal of printmaking inks and chemicals.

## AE 1170 - Sculpture for Educators

Credits: 3  
Course Type: Studio

This introductory-level course investigates basic skills and conceptual ideas within sculpture through a wide variety of processes and materials. Students engage in creative possibilities through a three-fold approach: process as

critical thinking, attention to materials, and knowledge of contemporary and historical sculpture artists as they relate to a K-12 curriculum. Upon successful completion of this course, students demonstrate the ability to use a variety of materials to create sculptural work with techniques that can be translated to a K-12 classroom. Further, students effectively articulate their conceptual ideas through class critiques and written reflection.

The course requires a consistent designated workspace and access to materials to complete assignments.

Prerequisites: FD 2130 - 3D Design: Space + Materiality

Notes: *Online Only*

*Course Learning Outcomes:*

- Demonstrate application of basic sculpture techniques used to create three-dimensional work.
- Recognize contemporary and historical sculpture work.
- Define basic sculpture skills and conceptual ideas that can be translated into a K-12 classroom.
- Identify safety requirements for sculptural materials and tools used in a K-12 classroom.
- Illustrate effective communication of conceptual ideas through class critiques and written assignments.

## **AE 2000 - Art Education Sophomore Portfolio Review**

Credits: 0

Course Type: Portfolio Review

Students who have completed 45-60 credit hours participate in a sophomore-level portfolio review to ensure they are ready to proceed in the Art Education department. A professional portfolio of work from introductory Art Education and Foundations courses is presented by the student in an online format. This review addresses developing skills, total field experience hours, a review of aptitudes necessary for teaching in a K-12 environment, and a required fingerprint-based background check.

Prerequisites: AE 2215 - Introduction to Art Education, AE 2220 - Philosophy of Art + Education, AE 2230 - Psychology of Creativity, AE 2241 - Design for Learning

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Students exhibit their learning and development in the field of Art Education and foundational art skills through the creation of an online portfolio. Portfolios reflect growing knowledge of the content, central concepts, and inquiry studied in their introductory Art Education courses and Foundations courses.
- Students express professionalism and high standards for the field of Art Education through the presentation and review of their portfolios.
- Students are knowledgeable and reflective in their own artistic practice in order to instruct students in the process of art making.

## **AE 2215 - Introduction to Art Education**

Credits: 3

Course Type: Lecture

In this introductory course, students will research current approaches and theories that examine ways in which Arts Education impacts learning in the K-12 environment. Covering topics in the Learning/Creating Process, Curriculum Design, and Assessment, students will begin to formulate practical approaches for the Art Educator's role in students' learning. Students focus on skills necessary for success as an educator, combined with classroom observations, that will prepare them for continued growth in their AE program experiences. Upon successful completion of this course, students will gain the knowledge to engage in learning and teaching as a reflective and active process. Students are required to complete a fingerprint-based background check with the FBI and submit their results over email or in person to the Placement Coordinator. If this step is not complete by the end of the course term, the student will have a scheduling hold placed on their account, and they will be unable to register for Art Education courses (except for AE1113, AE1160, and AE1170). Upon submission of the fingerprint results to the Placement Coordinator, the registration hold will be removed.

Prerequisites: Art Education major or permission from the department Chair.

Notes: (Formerly AE 2210 Introduction to Art Education)

*Course Learning Outcomes:*

- Students apply research and current K-12 art education approaches to the development of lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.
- Students examine ways in which learning takes place in K-12 art education.
- Students link professional growth to professional goals through the reflection and observation of K-12 art education pedagogy.
- Students follow motivation and encouragement techniques used in K-12 Art education classrooms to pursue appropriate forms of self-expression in visual and other arts.

## **AE 2220 - Philosophy of Art + Education**

Credits: 3

Course Type: Lecture

Field experience hours: 10 hours in a public or private school setting. In this introductory art education course, students discuss and analyze philosophical questions to build knowledge of content, concepts, and inquiry in the field of art education. Through the study and evaluation of current developmental science and educational theories, students reflect on art and art education as it connects to students' holistic learning process. Students will develop interdisciplinary unit lessons and reflect on their field experiences to begin constructing their own personal connections to art and learning. Upon successful completion of this course, students will have developed an

individualized philosophy of art and education.

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

*Course Learning Outcomes:*

- Students build knowledge of content, concepts, and inquiry through the examination of current issues and approaches in the field of K-12 Art Education.
- Students study and evaluate current K-12 developmental science and educational theories about the ways in which learning takes place - including levels of intellectual, physical, social, and emotional development of their students.
- Students engage with the field of K-12 Art Education through teaching observations and involvement in professional organizations. Students develop a personal teaching K-12 Art Education philosophy.
- Students examine the dual role of the Artist + Educator and how they connect to their own practice.

## **AE 2230 - Psychology of Creativity**

Credits: 3

Course Type: Lecture

Field experience hours: 10 hours in a public or private school setting. This course offers an in-depth study of the aspects of the human personality that support or block creative impulses. The material includes discussions 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 processes and style. Upon successful completion of this course, students are able to apply the principles of psychology to the process of creativity. Through assignments, papers, observations, fieldwork, and readings, students learn of the complexity of creative thinking and how it applies to K-12 art education.

Prerequisites: Completion of 30+ credits.

*Course Learning Outcomes:*

- Students reflect on their own personal creative processes in order to support the development of critical thinking and problem-solving skills in their instruction and classroom environment.
- Students explore the ways in which artists create personal meaning in art and are able to incorporate personal processes and reflections on "creativity" into their instructional practice.
- Students develop learning experiences (lessons/activities) that foster creative growth in discourse, connections, and personal exploration of the creative process.
- Students examine the objective and subjective components of what makes creativity and apply them to their teaching philosophy in order to engage in knowledgeable discourse about the purpose and value of art to the individual and society.

## **AE 2241 - Design for Learning**

Credits: 3

Course Type: Lecture

In this Design for Learning course, students will be introduced to multiple design processes to use as tools to develop effective art education instruction for kindergarten through twelfth-grade classrooms. Emphasizing conceptual understanding and practical application, the Design for Learning course explores how educators develop relevant unit and lesson plans—a critical skill future teachers need to be successful in completing advanced art education coursework and classroom teaching. Students will engage with the Understanding by Design (UbD) Framework, applying its backward design process to create effective visual arts instructional units. Using the UbD Framework, students will learn to create a unit and corresponding lesson plans in alignment with RMCAD's Art Education standards—integrating art making, art thinking, and art history.

Observation Hours: 5 hours in a public or private school setting.

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

Notes: (Formerly, AE2240 Instructional Technology, AE 3210 Instructional Technology)

*Course Learning Outcomes:*

- Students utilize Colorado Visual Arts Academic Standards in designing and developing instructional tools.
- Students assess the role of technology in education based on knowledge of the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of students.
- Students develop authentic learning experiences that integrate and utilize appropriate, available technology.
- Students reflect on the development of critical-thinking and problem-solving skills through the incorporation of technology in the learning process.
- Students are able to respond to a complex, dynamic environment through technology in their instructional practice.

## **AE 3000 - Art Education Junior Portfolio Review**

Credits: 0

Course Type: Portfolio Review

Students who have completed 75 - 80 credit hours participate in a portfolio review to ensure they are progressing adequately in the Art Education department. A professional portfolio of work from Sophomore and Junior Art Education courses is presented by the student in an online format. This review addresses total field experience hours, a review of aptitudes necessary for teaching in a K-12 environment, a required third fingerprint-based background check, and Student Teaching Placement

options. This Junior Portfolio Review may be taken in addition to Emphasis Junior Portfolio Reviews.

Prerequisites: AE 2000 - Art Education Sophomore Portfolio Review, AE 3221 - Equity in Learning, and AE 3241 - Critical Issues in Art Education. Must be taken before AE 3263 - Methods of Art Education, K-12 Part I.

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Students exhibit their learning and development in the field of Art Education through the creation of an online portfolio. Portfolios reflect growing knowledge of the content, central concepts, and inquiry studied in their introductory Art Education courses.
- Students demonstrate professionalism and high standards for the field of art education through the presentation and review of their portfolios.
- Students are knowledgeable and reflective in their own artistic practice in order to instruct students in the process of art making.

## **AE 3221 - Equity in Learning**

Credits: 3

Course Type: Lecture

Field experience hours: 23 clock hours in a public or private school setting. In this critical issues course, students examine diversity and equity in current K-12 Education. Through readings, reflections, and conversations, students examine the roles that race and biases play in our art rooms and schools. Students will strengthen their instructional practice with strategies and approaches connected to major theories, concepts, and research related to culture, diversity, and equity in order to support academic access and opportunity. Upon successful completion of this course, students will have developed a contemporary art unit plan focused on ELL (English Language Learners) instructional strategies.

Prerequisites: AE 2220 - Philosophy of Art + Education; AE 2230 - Psychology of Creativity; AE 2241 - Design for Learning; must be an Art Education major

Notes: (Formerly AE3220 Teaching in a Multicultural Environment) *Course Learning Outcomes:*

- Students will examine diversity and equity through readings, reflections, and conversations on the roles that race and biases play in our art rooms and schools.
- Students apply new understandings to their instructional practice by adapting their teaching for the benefit of all students, including those with diverse needs and interests, ability levels, and differences.
- Students develop a contemporary art unit of study about the history of art and cultures, with an emphasis on: (a) the contributions of the arts to the development of civilization and culture. (b) the relationship of the arts to the culture/society in which they originated. (c) the influence of the arts on subsequent and current culture(s). (d) how

the arts are an academic discipline that can relate, connect, and transfer to a multitude of life experiences, subjects, and disciplines, such as math, science, reading, writing, and communicating, and social studies.

- Students utilize motivation and encouragement in students through instructional strategies used in the classroom.
- Students are knowledgeable in, understand, and able to apply the major theories, concepts, and research related to culture, diversity, and equity in order to support academic access and opportunity for Culturally and/or Linguistically Diverse (CLD) student populations.
- Students apply an understanding of culture, diversity, and equity through classroom reflections and developed units.

## **AE 3241 - Critical Issues in Art Education**

Credits: 3

Course Type: Lecture

Field experience hours: 20 clock hours in a public or private school setting.

In this survey course, students will explore some of the most critical issues in art education today. Topics, at a minimum, will include supporting literacy in the art classroom and working with special populations, including English language learners and students with different learning needs. Other topics in the course will address new and emerging issues within arts education. Upon successful completion of this course, students will design a unit plan for a specific group of learners with varying needs in a case study format.

Prerequisites: AE 2220 - Philosophy of Art + Education; AE 2230 - Psychology of Creativity; AE 2241 - Design for Learning; must be an Art Education major

Notes: (Formerly AE3240 Reading in the Content Area)

*Course Learning Outcomes:*

- Students examine English Learning Standards and K-12 Visual Arts Standards in contemporary art education.
- Students assess diversity and citizenship in the K-12 art education curriculum and how it impacts the community. Students reflect on how K-12 student relationships are developed through citizenship.
- Students model effective communication with K-12 teachers as they complete Field Experience hours.
- Students reflect on their goals as art education teachers. Students reflect on their goals as leaders in a K-12 art education environment.
- Students reflect on assessment and its effectiveness in an art education environment, including how to modify assessment practices to meet diverse needs and interests.
- Students design art lessons that support the needs of special populations, including specific instructional strategies and differentiation designed to meet the needs of a specific group of students.

## **AE 3263 - Methods of Art Education, K-12**

### **Part I**

Credits: 3

Course Type: Lecture

Field experience hours: 66 clock hours in a public or private school setting.

This course provides students the opportunity to synthesize their learning before going into the field as student teachers. This methods class puts theory and planning into practice. Students will participate in a fieldwork practicum in this course and author and instruct standards-based units that effectively combine their practice as artists, their knowledge as educators, and their Liberal Arts courses. Students will apply the elements of curriculum design, lesson/unit plans, accommodations, modifications, and assessment strategies as part of their own action research in the field. Students model and demonstrate the skills intrinsic to the lesson, participate in the process and create the art product resulting from the lesson objectives.

Students will understand what it means to be part of a professional learning environment, based on common inquiry, personal reflections, and peer feedback. Research and investigations of student diversity, multicultural objectives, learning styles, and exceptionality are incorporated into practical applications. Upon successful completion of this course, students will develop a professional portfolio that demonstrates the 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, lessons, and unit plans using a variety of media, and personal reflection based on classroom practice.

Prerequisites: AE 3221 - Equity in Learning; AE 3241 - Critical Issues in Art Education; AE 3000 - Art Education Junior Portfolio Review ; must be an Art Education major.

Notes: This course is taken in the term directly before Student Teaching.

(Formerly AE 3261 Methods of Art Education, K-12 Part I; 2 credits)

#### *Course Learning Outcomes:*

- Students evaluate the interconnection of instruction and lessons that align with the Colorado Academic Standards. Students examine districts' expectations for an organized plan of instruction. Students reflect on the inclusion of Literacy and Math in an art classroom.
- Students compare formal and informal methods to assess K-12 student learning and how to use that assessment to provide developmentally appropriate feedback. Students use assessment to inform planning and instruction.
- Students demonstrate professionalism in their Field Experience. Students reflect on ethical conduct in a K-12 school environment. Students integrate reflection as a leadership tool.
- Students create art lessons that guide K-12 students to: (a) find historical meaning in works of art, (b) recognize personal connections in works of art, and (c) engage in critical thinking in

works of art. Students create art lessons that include but are not limited to the language used to examine the processes in works of art and problem-solving techniques.

- Students create art lessons that address the preparation, research, safety, interrelationships, processes, and materials applicable to areas of specialization in Visual Arts. Students create lessons that are developmentally age/grade appropriate.
- Students create art lessons that include contemporary/historical art history, and relationships between art and culture, and demonstrate hard and soft skills across curriculums.
- Students create lessons that demonstrate knowledge of Culturally and/or Linguistically Diverse (CLD) standards.
- Students assess Culturally and/or Linguistically Diverse (CLD) standards used in K-12 classrooms through a case study.

## **AE 3264 - Methods of Art Education, K-12**

### **Part II**

Credits: 3

Course Type: Lecture

Field experience hours: 66 clock hours in a public or private school setting.

This course provides students the opportunity to synthesize their learning before going into the field as student teachers. This methods class puts theory and planning into practice. Students will participate in a fieldwork practicum in this course and author and instruct standards-based units that effectively combine their practice as artists, their knowledge as educators, and their Liberal Arts courses. Students will apply the elements of curriculum design, lesson/unit plans, accommodations, modifications, and assessment strategies as part of their own action research in the field. Students model and demonstrate the skills intrinsic to the lesson, participate in the process, and create the art product resulting from the lesson objectives. Students will understand what it means to be part of a professional learning environment, based on common inquiry, personal reflections, and peer feedback. Research and investigations of student diversity, multicultural objectives, learning styles, and exceptionality are incorporated into practical applications. Upon successful completion of this course, students will develop a professional portfolio that demonstrates the 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, lessons, and unit plans using a variety of media, and personal reflection based on classroom practice.

Prerequisites: AE 3263 - Methods of Art Education, K-12 Part I; must be an Art Education major.

Notes: This course is taken in the term directly before Student Teaching.

(Formerly used AE 3262 Methods of Art Education, K-12 Part II; 2 credits)

*Course Learning Outcomes:*

- Students evaluate the interconnection of instruction and lessons that align with the Colorado Academic Standards. Students examine districts' expectations for an organized plan of instruction. Students reflect on the inclusion of Literacy and Math in an art classroom.
- Students compare formal and informal methods to assess K-12 student learning and how to use that assessment to provide developmentally appropriate feedback. Students use assessment to inform planning and instruction.
- Students demonstrate professionalism in their Field Experience. Students reflect on ethical conduct in a K-12 school environment. Students integrate reflection as a leadership tool.
- Students create art lessons that guide K-12 students to: (a) find historical meaning in works of art, (b) recognize personal connections in works of art, and (c) engage in critical thinking in works of art. Students create art lessons that include but are not limited to the language used to examine the processes in works of art and problem-solving techniques.
- Students create art lessons that address the preparation, research, safety, interrelationships, processes, and materials applicable to areas of specialization in Visual Arts. Students create lessons that are developmentally age/grade-appropriate.
- Students create art lessons that include contemporary/historical art history, and relationships between art and culture, and demonstrate hard and soft skills across curriculums.
- Students create lessons that demonstrate knowledge of Culturally and/or Linguistically Diverse (CLD) standards.
- Students assess Culturally and/or Linguistically Diverse (CLD) standards used in K-12 classrooms through a case study.

### **AE 3281 - Assessing Learning + Teaching**

Credits: 3

Course Type: Lecture

The course introduces a wide variety of approaches to assessment, both traditional and alternative. The study includes quantitative and qualitative methods for assessing student performance in art and design, as well as course and program effectiveness. Basic statistical principles are introduced and applied within the assessment process. Proficiencies are determined by measuring the student's ability to organize data; plan teaching effectiveness, devise and demonstrate assessment, and evaluate instruments and methodologies. Upon successful completion of this course, students will have learned basic statistical methods for data collection and analysis to assess teaching and learning in K-12 schools. Students will also become familiar with how to assess their own teaching skills and recognize the importance and methods of assessing student learning in the classroom.

Prerequisites: AE 3241 - Critical Issues in Art Education; must be an Art Education major.

Notes: (Formerly AE3280 Statistics: Assessing Learning + Teaching) *Course Learning Outcomes:*

- Students build a conceptual understanding of the Colorado Visual Arts Standards and are able to successfully incorporate them into their developed units, objectives, and assessments.
- Students develop formal and informal methods to assess learning and provide feedback in order to improve their planning and instruction to support the development of critical thinking and problem-solving skills.
- Students express high standards for professional conduct through the development and incorporation of educational research design in the field of art education.
- Students develop appropriate critique processes to utilize in their classrooms.
- Students construct formative and summative assessments in order to best inform their instructional practice.
- Students apply basic statistical analysis methods to describe trends in student assessment results.

### **AE 4246 - Learning Environments**

Credits: 3

Course Type: Lecture

Field Experience hours: 10 hours in a public or private school setting.

The goal of this course is to enable teacher candidates to design, organize, and facilitate successful learning environments. Students will observe, document, devise, and discuss effective teacher routines that encourage high standards of student involvement in classroom activities. Students will investigate how high-quality instruction can facilitate learning environments where all students can learn and succeed. Proficiencies are determined by the student's ability to plan and communicate clear expectations, use time efficiently, organize a classroom, and facilitate materials distribution, cleanup, and project storage. Legal rights, due process, and school governance augment the course objectives.

Prerequisites: AE 3221 - Equity in Learning; AE 3241 - Critical Issues in Art Education; must be an Art Education major

Notes: (Formerly AE4245 Classroom Management)

*Course Learning Outcomes:*

- Students design and assess tools and techniques to establish a safe, inclusive, and respectful K-12 learning environment for a diverse population of students, incorporating trauma-informed instructional strategies and behavioral health support as appropriate.
- Students design lessons that incorporate opportunities for K-12 students to work in teams and develop leadership skills.
- Students explain family engagement strategies and their role in establishing a learning environment.
- Students demonstrate effective communication as professionals.

## **AE 4256 - Student Teaching I**

Credits: 6

Course Type: Lecture

Field experience hours: 300 clock hours in a public or private K-12 school setting.

This is an extended field experience practicum and mentorship completed during the final term of the AE program. The student teacher spends eight weeks in an elementary or secondary school setting. The student teacher is observed, guided, and coached by a cooperating teacher in an accredited public or private school and a supervising teacher from the college. The cooperating teacher has a minimum of three years of experience in teaching art. Responsibility for taking over the teaching by the RMCAD student teacher is gradually increased, allowing growth in a safe, supervised environment. The student teacher keeps a reflective journal and learning portfolio as an assessment instrument and a future resource. Feedback is consistently given and documented.

Prerequisites: AE 3263 - Methods of Art Education, K-12 Part I

Submission, to the Placement Coordinator, of RMCAD Observation Log with 200 observation hours accurately documented.

Corequisites: AE 4933 - Student Teaching Seminar Part I

Notes: A summative evaluation of the student teacher's performance establishes proficiencies, which are translated into a Pass/Fail grade. AE 4933 Student Teaching Seminar Part I is taken concurrently. (Formerly AE 4250, AE4255 Student Teaching: Elementary)

*Course Learning Outcomes:*

- Students demonstrate confidence in the content they are teaching in their Student Teacher Placement.
- Students design tools and techniques to establish a safe, inclusive, and respectful K-12 learning environment for a diverse population of students.
- Students design and deliver effective instruction, while supporting an environment that facilitates learning for K-12 students at their Student Teaching Placement.
- Students model professionalism through ethical conduct, reflection, and leadership at their Student Teacher Placement.
- Students examine the dual role of the Artist + Educator and how they connect to their own practice.
- Students create art lessons that guide K-12 students to: (a) find historical meaning in works of art, (b) recognize personal connections in works of art, and (c) engage in critical thinking in works of art. Students create art lessons that include but are not limited to the language used to examine the processes in works of art and problem-solving techniques.
- Students create art lessons that address the preparation, research, safety, interrelationships, processes, and materials applicable to areas of specialization in Visual Arts. Students create

lessons that are developmentally age/grade-appropriate.

- Students develop contemporary art lessons that emphasize: (a) the contributions of the arts to the development of civilization and culture. (b) the relationship of the arts to the culture/society in which they originated. (c) the influence of the arts on subsequent and current culture(s). (d) how the arts are an academic discipline that can relate, connect and transfer to a multitude of life experiences, subjects, and disciplines such as math, science, reading, writing, and communicating, and social studies.
- Students develop appropriate critique processes to utilize in their Student Teaching Placement.
- Students follow motivation and encouragement techniques used in K-12 Art education classrooms to pursue appropriate forms of self-expression in visual and other arts.
- Students develop advanced K-12 instruction where appropriate.
- Students reflect on assessment and its effectiveness in an art education environment.
- Students are knowledgeable in, understand, and able to apply the major theories, concepts, and research related to culture, diversity, and equity in order to support academic access and opportunity for Culturally and/or Linguistically Diverse (CLD) student populations.

## **AE 4266 - Student Teaching II**

Credits: 6

Course Type: Lecture

Field experience hours: 300 clock hours in a public or private K-12 school setting.

This is an extended field experience practicum and mentorship completed during the final term of the AE program. The student teacher spends eight weeks in an elementary or secondary school setting, whichever level was not the focus in AE4256 Student Teaching I. The student teacher is observed, guided, and coached by a cooperating teacher in an accredited public or private school and a supervising teacher from the college. The cooperating teacher has a minimum of three years of experience in teaching art. Responsibility for taking over the teaching by the RMCAD student teacher is gradually increased, allowing growth in a safe, supervised environment. The student teacher keeps a reflective journal and learning portfolio as an assessment instrument and a future resource. Feedback is consistently given and documented.

Prerequisites: AE 4256 - Student Teaching I

Corequisites: AE 4934 - Student Teaching Seminar Part II

Notes: A summative evaluation of the student teacher's performance establishes proficiencies, which are translated into a Pass/ Fail grade. AE 4934 - Student Teaching Seminar Part II is taken concurrently. (Formerly AE 4260, AE4265 Student Teaching: Secondary)

*Course Learning Outcomes:*

- Students demonstrate confidence in the content they are teaching in their Student Teacher Placement.
- Students design tools and techniques to establish a safe, inclusive and respectful K-12 learning environment for a diverse population of students.
- Students design and deliver effective instruction, while supporting an environment that facilitates learning for K-12 students at their Student Teaching Placement.
- Students model professionalism through ethical conduct, reflection, and leadership at their Student Teacher Placement.
- Students examine the dual role of the Artist + Educator and how they connect to their own practice.
- Students create art lessons that guide K-12 students to: (a) find historical meaning in works of art, (b) recognize personal connections in works of art, and (c) engage in critical thinking in works of art. Students create art lessons that include but are not limited to the language used to examine the processes in works of art and problem-solving techniques.
- Students create art lessons that address the preparation, research, safety, interrelationships, processes, and materials applicable to areas of specialization in Visual Arts. Students create lessons that are developmentally age/grade-appropriate.
- Students develop contemporary art lessons that emphasize: (a) the contributions of the arts to the development of civilization and culture. (b) the relationship of the arts to the culture/society in which they originated. (c) the influence of the arts on subsequent and current culture(s). (d) how the arts are an academic discipline that can relate, connect, and transfer to a multitude of life experiences, subjects, and disciplines such as math, science, reading, writing, and communicating, and social studies.
- Students develop appropriate critique processes to utilize in their Student Teaching Placement.
- Students follow motivation and encouragement techniques used in K-12 Art education classrooms to pursue appropriate forms of self-expression in visual and other arts.
- Students develop advanced K-12 instruction where appropriate.
- Students reflect on assessment and its effectiveness in an art education environment.
- Students are knowledgeable in, understand, and able to apply the major theories, concepts, and research related to culture, diversity, and equity in order to support academic access and opportunity for Culturally and/or Linguistically Diverse (CLD) student populations.

### **AE 4933 - Student Teaching Seminar Part I**

Credits: 1  
Course Type: Lecture

This capstone, culminating course is taken concurrently with the student teaching course AE 4256. Student teachers share experiences, challenges, celebrations, concerns, and

strategies from their student teaching assignments. The course content is based on real-life, ethnographic experiences and events that impact philosophy, theory, and practice. Other seminar objectives include career opportunities, interview strategies, resume critique, advising on the students' action research project that culminates in a Teacher Work Sample document, and portfolio assessment. Proficiencies are determined by the quantity of participation and quality of shared insights, observable application of discussions and solutions, and the demonstration of knowledge, skills, and strategies that make up the content of all art education and education coursework.

Corequisites: AE 4256 - Student Teaching I

Notes: Senior portfolio review Part I included.  
(Formerly AE 4935 Student Teaching Seminar)

*Course Learning Outcomes:*

- Students demonstrate confidence in the content they are teaching in their first Student Teacher Placement.
- Students support safe, inclusive, and respectful learning environments established at their first Student Teaching Placement.
- Students design and deliver effective instruction, while supporting an environment that facilitates learning for K-12 students at their first Student Teaching Placement.
- Students model professionalism through ethical conduct, reflection, and leadership at their first Student Teacher Placement.

### **AE 4934 - Student Teaching Seminar Part II**

Credits: 1  
Course Type: Lecture

This capstone, culminating course is taken concurrently with the student teaching course AE 4266. Student teachers share experiences, challenges, celebrations, concerns, and strategies from their student teaching assignments. The course content is based on real-life, ethnographic experiences and events that impact philosophy, theory, and practice. Other seminar objectives include career opportunities, interview strategies, resume critique, advising on the students' action research project that culminates in a Teacher Work Sample document, and portfolio assessment. Proficiencies are determined by the quantity of participation and quality of shared insights, observable application of discussions and solutions, and the demonstration of knowledge, skills, and strategies that make up the content of all art education and education coursework.

Prerequisites: AE 4933 - Student Teaching Seminar Part I

Corequisites: AE 4266 - Student Teaching II

Notes: Senior portfolio review Part II included.  
(Formerly AE 4935 Student Teaching Seminar)

*Course Learning Outcomes:*

- Students demonstrate confidence in the content they are teaching in their first Student Teacher Placement.
- Students support safe, inclusive, and respectful learning environments established at their first Student Teaching Placement.
- Students design and deliver effective instruction, while supporting an environment that facilitates learning for K-12 students at their first Student Teaching Placement.
- Students model professionalism through ethical conduct, reflection, and leadership at their first Student Teaching Placement.
- Students exhibit learning and development in the field of Art Education through the creation of an online portfolio. Portfolios reflect growing knowledge of the content, central concepts, and inquiry studied in introductory Art Education courses.
- Students demonstrate professionalism and high standards of art education through the presentation and review of portfolios.
- Students are knowledgeable and reflective in artistic practice to instruct students in art making.

## Art History

### AH 1110 - Art Historical Methods + Theories

Credits: 3  
Course Type: Lecture

In the first of the sequence of three required courses in the history of art, students will be introduced to methodologies and critical theories specific to or used most by the discipline. Students will explore, discuss and knowledgeably write about a variety of different methodological and theoretical approaches to the interpretation of art and visual culture through a critical examination of scholarly texts, both historical and contemporary. Critical theories discussed may include: Marxism, Feminism, Postcolonial Theory, Critical Race Theory, Queer Theory, Postmodernism, and others relevant to the discipline of art interpretation. Upon successful completion of this course, students will recognize and apply various art historical methodologies and theoretical applications through weekly readings, writing assignments, class discussions, and presentations.

Prerequisites: EN 1111 - Composition II or AE 2220  
Philosophy of Art + Education for Art Education majors

Notes: (Formerly AH 1110 Art Historical Methods + History) *Course Learning Outcomes:*

- Recognize and apply different art historical methodologies, including formal analysis, and critical, social, and theoretical approaches to understanding different perspectives of art interpretation through various types of class assignments.
- Demonstrate critical visual thinking skills through class discussions and assignments that challenge assumptions, contextualize information, identify problems, and conceptualize

- responses to topics within the history of the discipline.
- Write effectively with a thesis, supporting evidence, clarity, organization, and correct grammar, syntax, spelling, a conclusion, and successfully applied the Chicago Manual of Style in class assignments and projects.

### AH 1120 - Global Art History I: Prehistory to c.1300

Credits: 3  
Course Type: Lecture

In the second of the sequence of three required courses in the history of art, students will critically examine global visual culture, artworks, and monuments from prehistory through c.1300CE. Students will learn and apply formal analysis and other interpretive art historical methodologies to identify and interpret the production of art and visual culture through the analysis of cultural and stylistic characteristics, contextual functions and influences, cultural values, and historical reception. Upon successful completion of this course, students will identify and analyze works of global art and visual culture from prehistory to c.1300CE through the application of formal analysis and various other art historical methodologies.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: (This Art History requirement formerly fulfilled by AH 1100 Art History I: Ancient to Medieval) *Course Learning Outcomes:*

- Demonstrate recognition and apply understanding of the production, cultural and stylistic characteristics, contextual functions and influences, cultural values, and historical reception of global art and visual culture, prehistory - c.1300CE through completion of class assignments.
- Demonstrate critical visual thinking skills through class discussions and assignments that challenge assumptions, contextualize information, identify problems, and conceptualize responses to global art and visual culture, prehistory to c.1300CE.
- Write effectively with a thesis, supporting evidence, clarity, organization, and correct grammar, syntax, spelling, a conclusion, and successfully applied the Chicago Manual of Style in class assignments and projects.

### AH 1130 - Global Art History II: c.1300 to c.1980

Credits: 3  
Course Type: Lecture

In the last of the sequence of three required courses in the history of art, students will critically examine global visual culture, artworks, and monuments from c.1300CE through c.1980CE. Students will learn and apply formal analysis

and other interpretive art historical methodologies to identify and interpret the production of art and visual culture through the analysis of cultural and stylistic characteristics, contextual functions and influences, cultural values, and historical reception. Upon successful completion of this course, students will identify and analyze works of global art and visual culture from prehistory to c.1300CE through the application of formal analysis and various other art historical methodologies.

Prerequisites: AH 1120 - Global Art History I: Prehistory to c.1300 OR for Interior Design students only - AH 1110 - Art Historical Methods + Theories

Notes: (This Art History requirement formerly fulfilled by AH 1200 Art History II: Renaissance to Post Impressionism and AH 2300 Fauvism through Modern.)

*Course Learning Outcomes:*

- Demonstrate recognition and apply understanding of the production, cultural and stylistic characteristics, contextual functions and influences, cultural values, and historical reception of global art and visual culture, c.1300CE - c.1980CE through completion of class assignments.
- Demonstrate critical visual thinking skills through in-class discussions and assignments that challenge assumptions, contextualize information, identify problems, and conceptualize responses to global art and visual culture, c.1300CE - c.1980CE.
- Write effectively with a thesis, supporting evidence, clarity, organization, and correct grammar, syntax, spelling, a conclusion, and successfully apply the Chicago Manual of Style in class assignments and projects.

## **AH 2020 - History of International Animation**

Credits: 3

Course Type: Lecture

This course explores the evolution of the animation art form; its ways of expression; the power of its language; symbolism; a variety of media; communication of ideas; political viewpoints; creation of impact; and mood. Students study the visual and design styles of both commercial and independent animation from America, Western Europe, Eastern Europe, and the Far East. Upon successful completion of this course, students will understand the art of animation from its early roots through the present—having studied the development of animators, studios, technologies, styles, business, and the influence of social/political change.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: Offered online only.

(Formerly AN 1310)

*Course Learning Outcomes:*

- Demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, and conceptualize responses.

- Demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, spelling, and adhering to CMS formatting.
- Recognize formal art historical divisions of Animation.
- Understand some of the tenets of art criticism, theory, and methodologies.
- Understand the impact of key animators on the industry.
- Recognize the development of studios, technologies, styles, business, and the influence of social/political change in the field of animation.
- Identify elements of design and the role they play in visual storytelling.

## **AH 2050 - History of Graphic Design**

Credits: 3

Course Type: Lecture

This seminar and research course addresses important historical and contemporary developments in visual communication. Beginning with the roots of pictorial and written languages, the content moves to key 19th and 20th century periods (including the emergence of the Bauhaus and typographic history), then culminates with the contemporary scene. Upon successful completion of this course, students will have engaged in reading, writing, and verbal critical thinking skills—both as individuals and in teams. Students will understand the embedded relationships between graphic design, culture, technology, and society

Prerequisites:

AH 1110 - Art Historical Methods + History

Notes: Offered online only.

(Formerly GD 2445 Seminar in the History of Graphic Design)

*Course Learning Outcomes:*

- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, and conceptualize responses.
- Students demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, and spelling.
- Students practice formal analysis and the identification, definition, and application of the elements and principles of design as well as the various types of media found within Graphic Design.
- Students recognize formal art historical divisions of Graphic Design.
- Students recognize some of the tenets of art criticism, theory, and methodologies.
- Describe the progression of written languages.
- Analyze the work of designers and typographers.
- Identify and differentiate key design movements and the cultural influences and technological advancements on various aspects of design history.
- Analyze reading assignments through discussions and written responses.

- Students demonstrate competence in discipline-specific citation styles.

## AH 2060 - History of American Illustration

Credits: 3  
Course Type: Lecture

This course offers the beginning illustration student a broad view of the major personalities who influenced the illustration field. Examining how past illustrators conceived and produced their artwork for the mass media, this course uncovers the roots of style and reveals the singular philosophies that shaped the major avenues of illustration. Upon successful completion of this course, students will exhibit increased skills and knowledge in reading, writing, and in employing analytical skills in evaluating the influences of the past in shaping visual storytelling styles within American culture.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: Offered online only.  
(Formerly IL 2510 History of American Illustration)

*Course Learning Outcomes:*

- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, and conceptualize responses.
- Students demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, and spelling.
- Students practice formal analysis and the identification, definition, and application of the elements and principles of design as well as the various types of media found within Illustration.
- Students recognize formal art historical divisions of Illustration.
- Students recognize some of the tenets of art criticism, theory, and methodologies.
- Understand the relationship between art history and the history of American illustration.
- Identify elements of design and the role they play in visual storytelling.
- Analyze reading assignments through discussions and written responses.
- Students demonstrate competence in discipline-specific citation styles.

## AH 2080 - History of Photography

Credits: 3  
Course Type: Lecture

This course explores the history of photography from its beginnings in the 1830s to current developments in photographic practice. Lectures and readings examine major schools of photography (i.e. pictorialism, formalism, straight photography), as well as technological developments and photographic processes which expand the possibilities of the medium. Photography blurs the boundaries between art, science, and document; challenges our conception of reality; and raises questions about authenticity and artistic merit. The goal of this course is to

develop a better understanding of the complex history of photography, its diversity of social functions, its effect on our modern vision of the world, and to address the theoretical questions inherent to this modern medium. Upon successful completion of this course, students possess a deeper understanding of the history of photography. Furthermore, students will conduct research and write knowledgeably on topics from the history of photography.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: Offered online only. *Course Learning Outcomes:*

- Demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, and conceptualize responses.
- Demonstrate writing skills, which encompass a thesis statement, organization, conclusion, grammar, syntax, and spelling, and adhering to CMS formatting.
- Identify and define the elements and principles of design as well as the various types of media found within photography.
- Understand the technology, historical context, and stylistic movements within the history of photography.
- Understand the tenets of art criticism, theory, and methodologies.

## AH 2090 - History of Fashion Design

Credits: 3  
Course Type: Lecture

This course explores the evolution of wearing apparel and personal adornment throughout history to examine more than 20,000 years of fashion periods reflecting politics, economics, fine art, and anthropological influences. Students will investigate how history interplays with the defining styles that have emerged in clothing from the beginning of time to the contemporary interpretations of couture fashion. Upon successful completion of this course, students will have a thorough understanding of how wearing apparel evolved from function to fashion as it related to the historical context and cultural influence in which it developed.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: Offered online only. *Course Learning Outcomes:*

- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, and conceptualize responses.
- Students demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, and spelling.
- Students practice formal analysis and the identification, definition, and application of the elements and principles of design as well as the various types of media found within Fashion Design.
- Students recognize formal art historical divisions of Fashion Design
- Students recognize some of the tenets of art criticism, theory, and methodologies.

- Analyze reading assignments through discussions and written responses.
- Students understand the historical context of how wearing apparel evolved from function to fashion.
- Students demonstrate competence in discipline-specific citation styles.

### **AH 2400 - Seminar in Contemporary Art**

Credits: 3

Course Type: Lecture

This seminar course focuses on issues, art movements, and criticism from Postmodern to the present. Students investigate Postmodern and contemporary art through the writings of artists and critics, lectures, and readings. Furthermore, students will become familiar with relevant art theory and methodology; learn to conduct research within the discipline of art history; and write knowledgeably on Postmodern and contemporary topics. Upon successful completion of this course, students will be able to articulate Postmodern and contemporary art issues—both critically and historically—in relation to larger social and political contexts.

Prerequisites: AH 1130 - Global Art History II: c.1300 to c.1980

Notes: (Formerly AH 2030 History of Modern + Contemporary Art, FA 2015 Seminar in Modern + Contemporary Art, FA 2010 History of Modern Art)

*Course Learning Outcomes:*

- Students recognize the formal and theoretical development of art and visual culture. They will do so through engagement with a broad range of artists, media, and approaches to production, context, reception, display, and critique, 1968-present.
- Demonstrate critical visual thinking skills, defined as the capacity to challenge assumptions, contextualize information, analyze problems, and conceptualize responses through art history scholarship, c.1968-present.
- Apply scholarly research skills in class assignments and projects that could include oral presentations.
- Write effectively with a thesis, supporting evidence, clarity, organization, and correct grammar, syntax, spelling, a conclusion, and successfully apply the Chicago Manual of Style in class assignments and projects.

### **AH 3000 - Topics in the History of Art**

Credits: 3

Course Type: Lecture

This junior-level advanced studies course allows students to focus on themes, issues, methods, and theoretical and philosophical approaches related to aesthetics and visual culture. Lectures, reading and written assignments, and projects emphasize research, writing, and oral presentations. Upon successful completion of this course, students demonstrate a deeper understanding of art

historical issues, methods, and theories through topic-related research and written assignments.

Prerequisites: AH 1130 - Global Art History II: c.1300 to c.1980

Notes: (This Art History elective formerly fulfilled by AH 3010 Topics in the History of Western Art or AH 3500 Topics in the History of Nonwestern Art) *Course Learning Outcomes:*

- Apply critical thinking skills through class discussions and assignments that challenge assumptions, contextualize information, identify problems, and conceptualize responses to art history.
- Demonstrate advanced research skills through writing assignments and class projects.
- Write effectively with a thesis, supporting evidence, clarity, organization, and correct grammar, syntax, spelling, a conclusion, and successfully apply the Chicago Manual of Style in class assignments and projects.

### **AH 3070 - History of Architecture, Interiors, + Furnishings I**

Credits: 3

Course Type: Lecture

This survey course provides a history of the built environment based on architecture, interiors, and furnishings from antiquity through the Historicism of the early 19<sup>th</sup> century. Students investigate and document period design within the context of the cultural, sociological, and technological issues of each era—including interior and exterior architectural elements, furniture, design motifs, and ornamentation. Upon successful completion of the course, students will have the ability to identify and evaluate the elements of architecture and interiors for each period studied and apply those skills to period renovation, restoration, or reinterpreting historical elements for current use.

Prerequisites: AH 1110 - Art Historical Methods + History

Notes: Offered online only. (Formerly AH 2070 History of Architecture + Interiors) *Course Learning Outcomes:*

- Apply knowledge of interiors, architecture, art, and decorative arts within a historical and cultural context from antiquity through Post-Modernism based on learning exercises, assignments and charrettes, instructor guidance, and in accordance with the CIDA indicators aligned with this course.
- Demonstrate an understanding of the social, political, and physical influences affecting historical changes in the design of the built environment from antiquity through the 20th century.
- Identify and describe movements and periods in interior design and furniture from antiquity through the 20th century.
- Identify and describe movements and traditions in architecture from antiquity through the 20th century.

- Identify and describe stylistic movements and periods of art from antiquity through the 20th century.
- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, and conceptualize responses.
- Students demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, and spelling.
- Students demonstrate scholarly research skills.
- Students demonstrate critical engagement in theory through discussion and writing.
- Students practice formal analysis and the identification, definition, and application of the elements and principles of design as well as the various types of media found within Contemporary Art.
- Students demonstrate competence in discipline-specific citation styles.

## **AH 3071 - History of Architecture, Interiors, + Furnishings II**

Credits: 3

Course Type: Lecture

This survey course provides a history of the built environment based on architecture, interiors, and furnishings from the Reform movements of the 19th century through the contemporary era. Students investigate and document period design within the context of the cultural, sociological, and technological issues of each era including interior and exterior architectural elements, furniture, design motifs, and ornamentation. Upon successful completion of the course, students will have the ability to identify and evaluate the elements of architecture and interiors for each period studied and apply those skills to period renovation, restoration, or reinterpreting historical elements for current use.

Prerequisites: AH 3070 - History of Architecture, Interiors, + Furnishings I OR AH 1120 - Global Art History I: Prehistory to c.1300 and permission from Interior Design Chair.

Notes: (Formerly AH 2070 History of Architecture + Interiors)

### *Course Learning Outcomes:*

- Apply knowledge of interiors, architecture, art, and decorative arts within a historical and cultural context from the 19th century through the contemporary era based on learning exercises, assignments and charrettes, instructor guidance, and in accordance with the CIDA indicators aligned with this course.
- Demonstrate an understanding of the social, political, and physical influences affecting historical changes in the design of the built environment from the Reform movements of the 19th century through the contemporary era.
- Identify and describe movements and periods in interior design and furniture from the Reform

- movements of the 19th century through the contemporary era.
- Identify and describe movements and traditions in architecture from the Reform movements of the 19th century through the contemporary era.
- Identify and describe stylistic movements and periods of art from the Reform movements of the 19th century through the contemporary era.
- Students demonstrate critical thinking skills, defined as the capacity to challenge assumptions, contextualize information, identify problems, and conceptualize responses.
- Students demonstrate writing skills, which encompasses thesis statement, organization, conclusion, grammar, syntax, and spelling.
- Students demonstrate scholarly research skills.
- Students demonstrate critical engagement in theory through discussion and writing.
- Students practice formal analysis and the identification, definition, and application of the elements and principles of design as well as the various types of media found within Contemporary Art.
- Students demonstrate competence in discipline-specific citation styles.

## **Animation**

### **AG 1070 - Digital Painting for Film + Games**

Credits: 3

Course Type: Studio

This studio-based course will explore the foundations of digital painting and how it applies to multiple levels of the production process. Students will learn the fundamentals of color, composition, blending modes, custom brush creation/utilization, processes of concept creation, and working resolutions. Upon successful completion of this course, students will have applied these skills to a variety of projects—from speed painting to matte painting, callout sheets, and paint-overs.

Prerequisites: None

Notes: (Formerly AN 2270 Digital Painting for Film + Games) *Course Learning Outcomes:*

- Recognize the applications of Digital Painting in a studio production pipeline.
- Create and use custom brushes from a variety of photographic and hand-drawn images.
- Demonstrate techniques for rapid concept visualization.
- Apply traditional art techniques such as composition, tone, color, shape, texture, value, and contrast within digital environments.

### **AG 1110 - Introduction to Animated Storytelling**

Credits: 3

Course Type: Studio

In this freshman-level studio class, students will receive an

overview of how their animation and game art studies relate to current industry practices, emphasizing how story supports every phase of the creative process. Students will learn to analyze animated films and games, from shorts and cut scenes to feature-length movies, to understand how narrative content is delivered in different contexts. Upon successful completion of this course, students will have completed assignments analyzing the visual and narrative form of a variety of films and games, as well as completed projects demonstrating their ability to recognize and apply the basic components of visual storytelling in their own work.

Prerequisites: AG 1070 Digital Painting for Film + Games or IL 2571 - Digital Still Life Painting

Notes: Prerequisites may be waived for Dual Enrollment students with chair approval.  
(Formerly AN1110 Introduction to Animated Storytelling)

*Course Learning Outcomes:*

- Identify the principles of narrative structure.
- Distinguish the key differences between developing story for film and developing story for games.
- Recognize and apply visual storytelling elements.
- Memorize and use industry-standard vocabulary for storytelling and filmmaking.

## **AG 2300 - Animation + Game Art Sophomore Portfolio Review**

Credits: 0

Course Type: Portfolio Review

Students who have completed 45-60 credit hours are required to participate in a sophomore portfolio review. Students will present original art and design work from Foundations courses where faculty evaluate mastery of foundational skills and identify strengths and areas of improvement. Art and design work will illustrate competency in visual elements and principles of design, drawing, color theory, and three-dimensional fundamentals. Upon successful completion of the Sophomore Portfolio Review, students transition into their major course of study. Students who fail either Sophomore Portfolio Review or the Major-Specific Portfolio Review must schedule and retake the portfolio review the next term it is offered.

Prerequisites: 45-60 credits completed

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Demonstrate the ability to compile a portfolio of foundational artwork that displays an understanding of materials and proper application.

## **AG 2850 - Introduction to Rigging**

Credits: 3

Course Type: Studio

In this sophomore-level course, students will learn the fundamentals of rigging tools for use in various 3D art

disciplines. Topics include creating driven keys, constraints, IK/FK chains. Naming conventions and hierarchical systems will be reinforced. Upon successful completion of this course, students will have implemented rigging tools in various ways for utilization in animation or scene development.

Prerequisites: AG 2650 - 3D Animation I or AN3D 3230 - 3D Computer Animation Motion Studies

Notes: (Formerly AG 3350 - Rigging for Animation + Game Art) *Course Learning Outcomes:*

- Create appropriate rigging controls for animatable objects.
- Demonstrate proper naming conventions in relation to rigging.
- Arrange rigging components into a proper hierarchical structure that ensures functionality and the intended purpose of rigging systems.

## **AG 3500 - Animation + Game Art Junior Portfolio Review**

Credits: 0

Course Type: Portfolio Review

This Junior Portfolio Review bridges the gap between Foundations studies and the student's chosen major discipline. The review requires students to showcase their major-specific skill sets. Works will be assessed based on evidence of comprehension in motion studies, design fundamentals, and technical prowess. The ability to speak clearly and concisely about their design process and creative approaches to problem-solving is essential. As part of the review, students will also develop and deliver a formal pitch for their Senior Capstone project, demonstrating their ability to communicate a creative vision and plan for independent project development, following provided parameters.

Prerequisites: Completion of 84+ credits

Notes: Must be completed within the 72-90 credit hour completed range.

This course is Pass/Fail.

(Formerly AN 3001 Animation Junior Portfolio Review and GA 3000 Game Art Junior Portfolio Review)

*Course Learning Outcomes:*

- Assemble a portfolio of in-process or completed artwork that best demonstrates the student's achievement in the chosen major.
- Assemble a pitch document that demonstrates the student's intent for their Senior Capstone Project.
- Explain their design process and creative approaches to problem-solving.
- Discuss paths for future growth and development as a professional artist.

## AG 3590 - Special Topics

Credits: 3  
Course Type: Studio

This elective course, open to juniors and seniors, examines specific topics not otherwise covered in the Animation or Game Art curriculum. Specific topics and faculty will be announced prior to registration. Students will work towards a keystone project that encompasses the topic at hand.

Prerequisites: Completion of 70+ credits.

*Course Learning Outcomes:*

- Use industry-based tools in the creation, reproduction, and distribution of visuals.
- Solve communication problems through visual design.
- Apply research, information gathering, and analysis to generate alternative solutions.

## AG 3760 - Motion Graphics

Credits: 3  
Course Type: Studio

In this junior-level course students are introduced to the tools necessary to integrate 2D and 3D assets into finished motion graphics. Students will gain experience with compositing elements created in various software programs to produce finished motion graphics pieces suitable for film, television, and game production.

Prerequisites: Completion of 72+ credit hours

Notes: (Formerly AN 3760 Tools + Techniques of Contemporary Animation, AN 2340 Tools + Techniques of Contemporary Animation) *Course Learning Outcomes:*

- Apply digital effects to enhance video imagery.
- Execute post-production processes such as compositing, chroma-keying, and rendering.
- Solve problems inherent to working with digital art assets.
- Assemble broadcast-quality video.

## AG 3840 - Experimental Animation

Credits: 3  
Course Type: Studio

This senior-level studio course broadens the definition of "animation" and "game art" to include the viewpoint of the fine artist. Emphasis is placed on conceptual explorations in a digital environment. Experimental forms of computer animation through artistic expression are explored. Upon successful completion of the course, students will have created short projects that demonstrate individual style and voice, as well as non-traditional approaches to 2D, 3D, and game animation.

Prerequisites: AN2D 2400 - Animation I or AG 2650 - 3D Animation I; OR AN3D 3230 - 3D Computer Animation Motion Studies or AN2D 3230 - Character Animation + Motion Studies

*Course Learning Outcomes:*

- Recognize the value of fine art production in a digital environment.
- Create animations using non-traditional methods.
- Evaluate artistic and creative expression for non-commercial animation productions.

## AG 4531 - Business Ethics + Copyright

Credits: 3  
Course Type: Studio

In this course, students examine the ethical and legal framework of working in the animation and game industries. Through case studies and discussion, students explore key topics such as copyright, licensing, fair use, collaboration in studio settings, and best practices in freelance work. Contemporary issues, including microtransactions, gaming addiction, and piracy, are analyzed through ethical lenses relevant to digital storytelling and interactive media. Emphasis is placed on understanding the responsibilities of creators in protecting intellectual property and navigating the complex ethical challenges that arise in the production and distribution of digital content. By the end of the course, students develop a personal ethical stance and a clear understanding of their legal obligations as professional creators.

Prerequisites: Completion of 90+ credit hours.

Notes: (Formerly AG 3131 - Business Ethics + Copyright, AN 3130 Business Ethics + Copyright for Animation, AN 4130 Business Ethics + Copyright for Animation, AN 2670 Business Ethics + Copyright) *Course Learning Outcomes:*

- Demonstrate knowledge of copyright law, licensing, and fair use in creative work.
- Analyze ethical issues in the animation and gaming industries, including microtransactions, addiction, and piracy.
- Develop a personal ethical stance regarding storytelling and digital content creation.

## AG 4980 - Senior Project I: Pre-Production

Credits: 3  
Course Type: Studio

In this senior-level course, students will propose a culminating project based on their chosen discipline and specialization. Upon approval, students will create and refine a production schedule that includes a project pitch and pre-production assets. The ultimate goal is to produce a marketable body of work that represents their career specialization. These works will form the basis of their portfolio. Upon successful completion of this course, students will have a body of work to take to Senior Portfolio II: Production.

Prerequisites: AG 3500 - Animation + Game Art Junior Portfolio Review and; AN2D 4530 - 2D Animation IV or AN3D 3940 - 3D Animation III or GA 4500 - 3D Production Pipeline

Notes: Must be taken in the next to last semester. *Course Learning Outcomes:*

- Create a proposal, production schedule, and pre-production assets in their specialization.
- Refine the proposal, pre-production assets, and production schedule to meet industry standard expectations.
- Adhere to professional scheduling, organization, and work standards.

### **AG 4985 - Senior Project II: Production**

Credits: 3

Course Type: Studio

In this senior-level course, students will produce the project proposed in Senior Project I: Pre-Production. Students will create and refine the project to produce a body of work that demonstrates professional-level standards. Upon successful completion of this course, students will have a portfolio draft to take to Senior Portfolio III: Post-Production.

Prerequisites: AG 3500 - Animation + Game Art Junior Portfolio Review AND AG 4980 Senior Project I: Pre-Production or AN 3771 Video Editing + Sound Design for Animation or GA 3330 Character + Level Design

Notes: Course to be taken in the next to last term.

(Previously used GA 3380 Game Thesis I, AN3D 4860 3D Animation Thesis I, AN 3342 3-D Animation Thesis 1, AN 3390 2D/3D Animation Thesis I, AN2D 4860 2D Animation Thesis I, AN 3341 2-D Animation Thesis 1)

(Formerly AG 4990 Senior Project I: Portfolio Preparation)

*Course Learning Outcomes:*

- Demonstrate effective use of the proposal, production schedule, and pre-production assets to produce the Senior Capstone.
- Express a professional-level understanding of industry-standard expectations.
- Adhere to professional scheduling, organization, and work standards.

### **AG 4995 - Senior Project III: Post-Production**

Credits: 3

Course Type: Studio

In this senior-level course, students will prepare for entry into their field by creating a finished body of work to use in their portfolio. They will publish a resume and work on their online portfolio. Upon successful completion of this course, students will have all of the elements necessary for entry into their industry specialization.

Prerequisites: AG 4985 - Senior Project II: Production or AG 4990 - Senior Project I: Portfolio Preparation

Notes: Must be taken in the final term. Senior portfolio review is included.

(Formerly AG 4991 Senior Project II: Portfolio Delivery + Review)

(Previously used GA 4880 Game Thesis II, GA 4520 Game Thesis II, AN3D 4880 2D Animation Thesis II, AN2D 4880 2D Animation Thesis II, AN 4880 2D/3D Animation Thesis II, AN 3840 2-D/3-D Animation Thesis 2, AN 4340 2-D/3-D Animation Thesis 2)

*Course Learning Outcomes:*

- Refine industry-standard production assets to create a polished senior project.
- Demonstrate professional scheduling, organization, and work practices.
- Post work to an online portfolio website.

### **AN 1200 - Storyboarding**

Credits: 3

Course Type: Studio

In this sophomore-level studio course, students develop imaginative concepts, using the language of film and animation, through the storyboard and animatic process. Students illustrate animated story ideas, focusing on expressive character development, layout, and set design. Upon successful completion of this course, students will be capable of using storyboarding and animatic process to visualize animated story ideas, utilizing elements of composition, camera angles, continuity, character, and motion dynamics.

Prerequisites: AG 1110 - Introduction to Animated Storytelling

Notes: (Formerly AN2310 Creative Visualization) *Course Learning Outcomes:*

- Recognize the fundamental principles of storyboarding.
- Implement dynamic use of camera angles and shots to communicate the emotional tone of scenes. Utilize expressive character posing and acting.
- Transform written scripts into storyboards, utilizing visual storytelling techniques to capture the tone of the scene or sequence.
- Execute boards following the rules of visual and narrative continuity.

### **AN 1230 - Fundamentals of Animation**

Credits: 3

Course Type: Studio

This freshman-level studio course focuses on gaining an understanding of the principles of animation, which form the foundation of all animation. Students analyze the motions of people and objects and learn to translate that knowledge into animation. Students are exposed to the technical aspects of animation, production workflows, and standard industry terms and tools. Upon successful completion of this course, students will have completed animation tests and a final project that will demonstrate their understanding of basic animation principles.

Prerequisites: none

Notes: (Formerly AN 2230 Fundamentals of Animation)

*Course Learning Outcomes:*

- Memorize and use industry-standard vocabulary for animation production.
- Identify and demonstrate fundamental principles of character animation.
- Recognize and use industry-standard software, hardware, and materials involved in animation production.

## **AN 2320 - The Art of Villainy**

Credits: 3

Course Type: Studio

This sophomore-level elective explores the visual development and narrative psychology of the animated villain in film and games. Students will analyze both detestable and lovable villains throughout the history of animation and games. Assignments will include class discussions, villain creation, and exercises that focus on both the narrative and visual connection between real-world evil and fictional characters. Upon successful completion of this course, students will be able to develop believable villains that demonstrate a meaningful translation of real-world villainy into dramatic animated and gaming fiction.

Prerequisites: AG 1110 - Introduction to Animated Storytelling and FD 1370 - Life Drawing I

*Course Learning Outcomes:*

- Demonstrate an understanding of the psychology of Villain behavior and motivation in animated films and games.
- Design narrative and visual villains with whom an audience can connect through recognition of human weaknesses and flaws.
- Apply narrative and visual storytelling principles in the creation of a villain.
- Analyze ethical and social issues involved in creating villains for modern viewing audiences.

## **AN 2335 - Worldbuilding**

Credits: 3

Course Type: Studio

This sophomore-level pre-production course investigates the use of ancient myths and folklore in the creation of new myths for animated films and games. It challenges students to create their own worlds using narrative structures and visual designs relevant to modern audiences. The use of folklore in film, as well as the efficiency of archetypes and symbols, will be introduced and applied as students work on the layered development of their own mythopoetic worlds. The final product will be a collection of narrative and visual materials that describe a world in which filmgoers and game players are drawn into a memorable, immersive experience.

Prerequisites: AG 1110 - Introduction to Animated Storytelling and FD 1235 - Observational Drawing

Notes: (Formerly AN 2230 Fundamentals of Animation)

*Course Learning Outcomes:*

- Apply critical film and narrative theories to the building of mythopoeias and worlds for animation.
- Develop relevant narrative and visual storytelling components that reflect an understanding of how universal themes can be expressed with efficacy.
- Analyze ethical and social issues involved in developing stories for modern viewing audiences.
- Create a conceptual world that invites viewers into an immersive story experience.

## **AN 2350 - Scriptwriting for Animation**

Credits: 3

Course Type: Studio

In this sophomore-level course, students work in a rigorous atmosphere of round-table critique to develop stories and scripts for animation. Assignments involve treatments, rough drafts, revisions, and a final draft for each project. The lecture component includes a thorough investigation of film genres in animation, including select film viewings and readings of produced scripts. Upon successful completion of the course, students will have written at least three scripts for original, short-form animated films.

Prerequisites: AG 1110 - Introduction to Animated Storytelling

Notes: (Formerly AN 3380 Scriptwriting for Animation)

*Course Learning Outcomes:*

- Create three scripts suitable for animation production.
- Apply industry-standard script writing formats.
- Demonstrate an understanding of Story concept, Pitch, and the principles of narrative style, technique, and visual structure in script writing.
- Analyze and evaluate scripts for cinematic and dramatic quality.

## **AN 3601 - Animation Internship Part I**

Credits: 1.5

Course Type: Internship

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

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Develop a learning experience that provides the application of coursework concepts in a real-world context.
- Practice applying relevant skills in your chosen field.
- Discuss your internship experience with an instructor.

## AN 3602 - Animation Internship Part II

Credits: 1.5

Course Type: Internship

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

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Develop a learning experience that provides the application of coursework concepts in a real-world context.
- Practice applying relevant skills in your chosen field.
- Discuss your internship experience with an instructor.

## AN 3771 - Video Editing + Sound Design for Animation

Credits: 3

Course Type: Studio

In this junior-level studio course, students will be introduced to the techniques of editing and sound design for both live-action and animation productions. Students will record dialogue and SFX, and work with live footage and Foley. Students will apply these skills to a variety of projects, including their own short film emphasizing visual and sound-based storytelling.

Prerequisites: AN 1200 - Storyboarding

Notes: (Formerly AN 2420 Animation Sound Design + Video Production. Formerly AN 3770 Animation Sound Design + Video Editing) *Course Learning Outcomes:*

- Apply industry standard methodologies for sound design in post-production processes.
- Implement industry-standard techniques for continuity editing.
- Demonstrate an understanding of visual flow in editing.

- Apply industry standard methodologies for pre-production animation by transforming a written script into finalized storyboards and animatic. Students will utilize pre-production animation editing techniques to communicate the narrative and emotion of the scene or sequence.

## Animation: 2D

### AN 2410 - Drawing + Acting for Animation

Credits: 3

Course Type: Studio

In this course, students build on fundamental animation skills by exploring acting and performance. With an emphasis on mass, volume, structure, and design, students use simplified drawing techniques to express character behavior as it applies to "moving drawings." By the end of the course, students will understand the value of solid character structure, how to create drawings that convey emotion, and how to effectively create key poses and realistic facial and body expressions.

Prerequisites: FD 1370 - Life Drawing I and AN 1230 - Fundamentals of Animation

Notes: (Formerly AN2D 1390 Drawing + Acting for Animation, AN2D 2210 Drawing + Acting for Animation) *Course Learning Outcomes:*

- Create iterative work with original ideas through multiple sketches, demonstrating a clear progression to high-quality, readable, and animatable designs.
- Apply understanding of anatomy and form to create images that convey character movement.
- Translate live-action acting and performance theories to create strong character poses.
- Create character poses with strong perspective, silhouette, weight, balance, expression, mood, and pose.

### AN2D 2400 - 2D Animation I

Credits: 3

Course Type: Studio

In this sophomore-level course, students develop skills in the observation and analysis of movement. Students are challenged to develop personality and emotion in their animation. Upon successful completion of this course, students will have a greater understanding of weight, motion, timing, and other aspects of drawing related to believable character animation.

Prerequisites: AN 1230 - Fundamentals of Animation and AG 2300 - Animation + Game Art Sophomore Portfolio Review

Notes: (Formerly AN2D 3230 - Character Animation + Motion Studies, AN 3310 Character Animation + Motion Studies) *Course Learning Outcomes:*

- Create character animation with a strong emphasis on weight, physics, performance, and acting.
- Recognize and apply the twelve principles of animation.
- Apply phoneme mouth shapes to dialogue and lip-sync exercises.

## AN2D 2450 - 2D Animation II

Credits: 3  
Course Type: Studio

In this sophomore-level course, students refine their skills and knowledge of animation principles through assignments focused on character acting, lip-sync, and additional relevant activities. Upon successful completion of this course, students demonstrate advanced, narrative-driven animated motion using character, performance, and dialogue.

Prerequisites: AN2D 2400 - 2D Animation I

Notes: (Formerly AN2D 4240 - Advanced Character Animation + Motion Studies, AN 4410 Advanced Character Animation Motion Studies) *Course Learning Outcomes:*

- Animate characters with an emphasis on weight, physics, performance, and acting.
- Produce animation projects that demonstrate an understanding of effects such as fire, water, and wind.
- Create a short dialog scene that demonstrates the proper implementation of acting principles and dialog.

## AN2D 2550 - Animation Layout + Production Design

Credits: 3  
Course Type: Studio

In this sophomore-level course, students explore different stylistic approaches to the development of characters and environments. Using traditional and digital media, students produce model sheets, background layouts, and character layouts. Upon successful completion of this course, students will have a greater working knowledge of staging, perspective, and composition, and how these pertain to cinematic motion and design.

Prerequisites: AN2D 2450 2D Animation II; or AN 2310 Creative Visualization; or AN 1200 - Storyboarding

Notes: (Formerly AN2D 3360 Animation Layout + Production Design, AN 4010 Animation Layout + Production Design) *Course Learning Outcomes:*

- Design backgrounds and characters with a strong emphasis on narrative.
- Demonstrate staging and perspective in concept work.
- Create projects that iterate from traditional thumbnails to final, digitally polished products.

## AN2D 3550 - 2D Animation III

Credits: 3  
Course Type: Studio

This junior-level studio course provides students with the opportunity to work through the animation production process digitally in Toon Boom Harmony by performing keyframe animation, clean up, in-betweens, and digital ink and paint, as well as incorporating post-production effects such as compositing and color correction. Upon successful completion of this course, students have a polished piece of work that showcases attention to professional 2D computer production techniques. Students must demonstrate an ability to adhere to a strict schedule and an understanding of 2D digital pre-production and post-production techniques, as well as stylization and polish.

Prerequisites: AN2D 2450 - 2D Animation II or AN2D 4240 - Advanced Character Animation + Motion Studies

Notes: (Formerly AN2D 3520 - 2D Computer Animation I, AN 3320 2D Computer Animation) *Course Learning Outcomes:*

- Demonstrate intermediate to advanced 2D animation techniques in a digital environment.
- Apply color theory that supports storytelling.
- Create a simple animated short that demonstrates the ability to effectively use pre-production, production, and post-production skills.

## AN2D 4530 - 2D Animation IV

Credits: 3  
Course Type: Studio

In this senior-level studio course, students will continue working through the animation production process using advanced methods in Toon Boom Harmony, such as rigging and puppetry. Students will create keyframe animation, clean up, in-betweens, and digital ink and paint. Upon successful completion of this course, students will have created an animated scene following industry practices and advanced techniques.

Prerequisites: AN2D 3550 - 2D Animation III or AN2D 3520 - 2D Computer Animation I

Notes: (Formerly AN2D 4520 - 2D Computer Animation II) *Course Learning Outcomes:*

- Demonstrate advanced 2D animation techniques in a digital environment.
- Apply post-production effects and advanced camera moves to increase the narrative impact of animation.
- Cohesively integrate rigging and puppetry techniques into 2D animated scenes.

## AN2D 4870 - Stop Motion Animation

Credits: 3  
Course Type: Studio

Using clay figures or wire armature puppets, students will explore the world of stop motion animation in this

senior-level filmmaking course. The application of fundamental animation principles in a stop motion setting is emphasized, along with the expression of personality through movement. Students will analyze outstanding examples of stop motion animation and will gain experience with techniques and concepts for lighting dimensional characters and sets. Green screen shooting, lip sync animation, and post-production techniques such as keying and tracking will also be a part of this class. Upon successful completion of this course, students will have built a puppet suitable for animation, created a simple set for shooting their puppet, and completed a short stop-motion film.

Prerequisites: AN2D 2400 - 2D Animation I; OR AN2D 3230 - Character Animation + Motion Studies or AN3D 3230 - 3D Computer Animation Motion Studies

Notes: (Formerly AN 3350 Stop Motion Animation)

*Course Learning Outcomes:*

- Translate fundamental principles of animation to physical puppets for quality stop-motion animation.
- Identify methods for building quality stop-motion puppets that display a full range of motions.
- Repeat motion tests to refine animation quality and emotive impact.
- Construct a production-quality stop-motion set, with relevant lighting and environmental details.

## Animation: 3D

### AG 1310 - 3D Fundamentals

Credits: 3

Course Type: Studio

This freshman-level course introduces the student to the basic methodologies and techniques used for the creation of 3D computer art. Modeling is the primary focus of this class. The student gains practical experience with the software user interface, workflow pipeline, project management, and final project presentation. Upon successful completion of the course, students will have developed a complex 3D scene that demonstrates competencies in these disciplines at a basic to intermediate level.

Prerequisites: none

Notes: (Formerly AN3D 1210 - 3D Computer Fundamentals, AN3D 2210) *Course Learning Outcomes:*

- Create 3D models with proper topology, which are ready for unwrapping and texturing.
- Apply ambient occlusion and proper rendering/presentation techniques for final submission.

### AG 2320 - 3D Lighting + Materials

Credits: 3

Course Type: Studio

Building on the skills and knowledge gained in 3D

Computer Fundamentals, this intermediate-level course will focus on lighting techniques, materials creation, and UVW mapping, including the integration of these practices with the storytelling aspect of filmmaking. The study of lighting theory is also applied to the synthetic animation environment. The student gains further practical experience with the software user interface, workflow pipeline, project management, and rendering. Upon successful completion of the course, students will have produced refined 3D digital images demonstrating their ability to create and manipulate lighting and textured surfaces in a 3D animation environment.

Prerequisites: AG 1310 - 3D Fundamentals, AG 1070 - Digital Painting for Film + Games and AG 2300 - Animation + Game Art Sophomore Portfolio Review ; OR AN3D1210 - 3D Computer Fundamentals and AG 1070 - Digital Painting for Film + Games

Notes: (Formerly AN3D 2320 3D Computer Lighting + Materials, AN3D 2220) *Course Learning Outcomes:*

- Apply lighting and surfacing techniques to create scenes with elements of visual storytelling.
- Properly apply techniques for 3D asset surfacing.
- Create custom material networks utilizing native software tools.
- Demonstrate visual storytelling concepts as related to look development via 3D-rendered scenes.
- Apply textures, hand-painted and/or derived from photographs, to 3D models.
- Produce clean, functional UV maps.

### AG 2650 - 3D Animation I

Credits: 3

Course Type: Studio

In this sophomore-level course, students learn to apply their knowledge of the fundamentals of animation using the digital tools of 3D animation. Studies include posing, keyframing, in-betweening, and timing with industry-standard 3D animation software. Upon successful completion of this course, students will have the technical knowledge necessary to produce basic 3D motion studies.

Prerequisites: AN 1230 - Fundamentals of Animation; or AG 2300 - Animation + Game Art Sophomore Portfolio Review and AN3D 1210 - 3D Computer Fundamentals

Notes: (Formerly AN3D 3230 - 3D Computer Animation Motion Studies, AN 3720 3D Computer Animation Motion Studies) *Course Learning Outcomes:*

- Animate 3D characters emphasizing weight, physics, performance, and acting.
- Recognize how to place and edit keyframes.
- Practice adjusting motion curves to affect ease-ins and ease-outs.
- Understand the relationship of the fundamental components of a rig to model deformation.

## **AN3D 3650 - 3D Animation II**

Credits: 3  
Course Type: Studio

In this junior-level course, students continue to develop their skills and knowledge of animation using a full 3D character body. Topics of study include intermediate forms of body mechanics, locomotion, and the advanced implementation of animation principles that add realism to full-body motion. Upon successful completion of this course, students have produced a series of intermediate 3D motion studies.

Prerequisites: AG 2650 - 3D Animation I or AN3D 3230 3D Computer Animation Motion Studies

Notes: (Formerly AN3D 4250 Advanced 3D Computer Animation Motion Studies) *Course Learning Outcomes:*

- Animate movement of 3D characters, emphasizing weight, physics, performance, and acting.
- Create and analyze a variety of reference sources to plan out an animation. This should include video references of actions, emotions, and phonemes. These references aid the planning of key poses, breakdowns, in-betweens, and storyboards needed for narrative-driven scenes.
- Apply the twelve principles of animation.

## **AN3D 3940 - 3D Animation III**

Credits: 3  
Course Type: Studio

In this junior-level course, students are introduced to the relationship between narrative drama and character emotions. Animation projects are performance-driven and include a range of emotional responses and dialogue. Upon successful completion of this course, students demonstrate an understanding of emotional acting and the physics of motion.

Prerequisites: AN3D 3650 - 3D Animation II

*Course Learning Outcomes:*

- Demonstrate an intermediate to advanced level of character animation using the twelve principles of animation.
- Create the illusion of life by showcasing emotional and performance reactions.
- Analyze and use phonemes and mouth shapes for effective lip sync.

# **Fine Arts**

## **ART 1020 - Introduction to Ceramics**

Credits: 3  
Course Type: Studio

This course introduces students to the fundamental processes of ceramic art, from clay preparation to glazing and firing. Emphasizing basic handbuilding and wheel

throwing techniques, students will create hands-on projects that explore surface treatments, firing methods for mid-range clay, and the relationship between form and function. The course integrates historical and contemporary perspectives, examining ceramics from Neolithic traditions to modern practices. Students will develop technical skills, refine craftsmanship, and consider how finishing and decoration contribute to artwork.

Prerequisites: FD 2130 - 3D Design: Space + Materiality

Notes: Campus only *Course Learning Outcomes:*

- Identify ceramic vocabulary, terms, and processes.
- Create ceramic works using hand-building and wheel-throwing methods.
- Apply ceramic surfacing techniques.
- Develop an understanding of historical and contemporary ceramics.
- Demonstrate an understanding of firing electric and raku kilns.

## **ART 1030 - Introduction to Printmaking**

Credits: 3  
Course Type: Studio

In this introductory course, students develop knowledge and skills of traditional and contemporary printmaking techniques in the relief and monotype processes. Through a series of projects, students will employ research, problem-solving, medium experimentation, technical skills, and criticism. Student conceptual development will expand through lectures, readings, and discussions, focusing on how printmaking relates to contemporary concepts and individual art practice.

Prerequisites: FD 1020 - 2D Design: Elements + Principles , FD 1120 - Topics in Color , and FD 1235 - Observational Drawing

Notes: Campus only *Course Learning Outcomes:*

- Understand the historical context and development of relief and monotype printmaking techniques.
- Compose visual designs that effectively apply the elements and principles of art and design, adapting them to the relief and monotype printmaking processes.
- Exhibit conceptual development through research, ideation, problem-solving, and design exploration while creating works related to contemporary culture.
- Demonstrate technical proficiency in applying inks, color registration, and color theory principles.
- Interpret and engage with contemporary art issues and concepts through creative printmaking works.

## **ART 1120 - Ceramics: Handbuilding + Surfacing**

Credits: 3  
Course Type: Studio

In this class, students will learn the basics of handbuilding and surfacing. They will practice essential handbuilding construction methods, including coil building, slab construction, and pinch and press molding. Students will learn application techniques of surface design slips, underglazes, inlay, sgraffito, terra sigillata, glazes, and decals, and confidently fire electric and raku kilns. Students will investigate new ways of creating work through experimentation and collaboration using a variety of techniques.

Prerequisites: ART 1020 - Introduction to Ceramics

Notes: Fine Arts and Art Education students have priority seating within this course.  
(Formerly FA 1160 Ceramics I, FAC 2750 Ceramics I, FAC 3250 Ceramic Sculpture II: Tools, Techniques, Process; ART 1110 Ceramics I)

*Campus Only*

*Course Learning Outcomes:*

- Identify ceramic vocabulary, terms, and processes.
- Create ceramic works using hand-building methods.
- Apply ceramic surfacing techniques.
- Develop an understanding of historical and contemporary ceramics.
- Demonstrate proficiency in firing electric and raku kilns.

## **ART 1130 - Printmaking: Relief, Intaglio, + Monotypes**

Credits: 3  
Course Type: Studio

In this introductory-level course, students develop knowledge and skills of traditional and contemporary printmaking techniques in the relief, intaglio, and monotype processes. Through a series of projects, students will employ research, problem-solving, medium experimentation, technical skills, and criticism. Student conceptual development will expand through lectures, readings, and discussions, with a focus on how printmaking relates to contemporary concepts and individual art practice.

Prerequisites: ART 1030 - Introduction to Printmaking and FD 1235 - Observational Drawing

Notes: (Formerly ART 1160 Printmaking I)  
*Campus Only*

*Course Learning Outcomes:*

- Compose designs that examine and apply the elements and principles of design.

- Create visual designs that adapt to relief, intaglio, monotype, and screen-printing printmaking processes.
- Apply color theory to create depth, dimension, and volume in a 2D space.
- Interpret contemporary art issues through research, ideation, problem-solving, and creativity.

## **ART 1151 - Painting Fundamentals: Tools + Techniques**

Credits: 3  
Course Type: Studio

This introductory-level course provides fundamental skills and conceptual ideation within the practice of painting. Students learn a variety of painting tools and techniques in both oil and acrylic paint. Processes include building stretcher frames, stretching, and preparing the canvas. Paint application techniques include, but are not limited to, direct painting, blending, and glazing. Students will demonstrate knowledge and application of oil and water-based mediums coupled with proper use of brushes and tools. The course will also cover basic color theory as it relates to painting techniques. Content is cultivated through the exploration and research of historical and contemporary art trends. Students will participate in critiques and discussions to demonstrate comprehension and critical thinking. Upon successful completion of this course, students will be technically prepared to undertake projects in other painting courses.

Prerequisites: FD 1120 - Topics in Color and FD 2130 - 3D Design: Space + Materiality

Notes: (Formerly FA 1150 Painting I, FA166 Introduction to Painting, ART 1140 Painting I)  
*Campus Only*

*Course Learning Outcomes:*

- Execute a variety of painting techniques using the appropriate materials associated with each technique through individual studio projects.
- Identify a variety of mixing mediums, brushes, and tools, and execute specific painting techniques through individual studio projects.
- Execute canvas and panel construction.
- Demonstrate skills and comprehension related to color theory, the elements of art, and principles of design in painting.
- Apply basic knowledge of current art trends and contemporary practices in painting through class discussions and critiques.

## **ART 1180 - Digital Fabrication**

Credits: 3  
Course Type: Studio

This introductory course explores digital fabrication, which is a rapidly evolving field at the intersection of fine arts, design, and engineering. Students will develop foundational skills using vector-based software and fabrication technologies to create functional, conceptual, and artistic

works. The curriculum introduces both technical skills and creative exploration, guiding students through iterative design processes, troubleshooting, and fundamental material properties. Students will learn essential studio practices, including safety protocols for equipment and shared workspace etiquette. Upon successful completion of the course, students will possess the introductory skills and understanding necessary to begin integrating digital fabrication methods into their artistic and design practices.

Prerequisites: FD 2130 - 3D Design: Space + Materiality

Notes: *Campus Only Course Learning Outcomes:*

- Create digital files using appropriate software, demonstrating correct file setup and preparation for digital fabrication while integrating creative problem-solving and artistic exploration.
- Fabricate physical objects that meet specified project descriptions, applying appropriate tool use, material selection, and machine operation.
- Identify and resolve errors in the digital fabrication process by diagnosing issues, analyzing causes, and implementing solutions, as part of an iterative design process.
- Demonstrate understanding of studio/lab principles by adhering to safety principles, responsibly using equipment, and following best practices for shared workspaces.

## **ART 1190 - Sculpture: Armatures + Welding**

Credits: 3

Course Type: Studio

This freshman-level course introduces students to the structural, formal, and conceptual issues specific to the field of sculpture. Students will learn how to thoughtfully address these concerns through the construction of small sculptural models. After finalizing an idea, students will work on enlarging their sculpture to full size through a series of exercises that address topics such as structural integrity, material choices, aesthetic decisions, methods of display, and conceptual coherence. Furthermore, students will be introduced to a basic history of sculpture so that they can better contextualize their personal ideas through both historical and contemporary reference points.

Prerequisites: FD 2130 - 3D Design: Space + Materiality

Notes: (Formerly FA 1170 Introduction to Sculpture, FA 1250 Introduction to Sculpture, ART 1170 Sculpture I)  
*Campus Only*

*Course Learning Outcomes:*

- Design small models to demonstrate sculptural ideas in three dimensions.
- Build armatures that successfully serve as internal supports for sculptures.
- Apply welding techniques to project designs.
- Develop an introductory understanding of modern and contemporary sculpture through research.
- Practice creating sculptural surfaces through exercises and projects.

## **ART 2000 - Fine Arts Sophomore Portfolio Review**

Credits: 0

Course Type: Portfolio Review

Students who have completed 45-60 credit hours are required to participate in a sophomore portfolio review. Students will present original art and design work from Foundations courses where faculty evaluate mastery of foundational skills and identify strengths and areas of improvement. Art and design work will illustrate competency in visual elements and principles of design, drawing, color theory, and three-dimensional fundamentals. Upon successful completion of the Sophomore Portfolio Review, students transition into their major course of study. Students who fail either Sophomore Portfolio Review must schedule and retake the portfolio review the next term it is offered.

Prerequisites: Completion of 45+ credits.

*Course Learning Outcomes:*

- Learn how to compose a portfolio of work for the sophomore level.

## **ART 2100 - Professional Practice Survey: Voice + Vision**

Credits: 3

Course Type: Studio

This course introduces students to careers in Fine Arts. Students will examine the nuanced life of an artist through field trips, guest speakers, connecting with professionals, and guided research. Guest speakers include working artists, art administrators, gallery directors, small business owners, and non-profit organizations. Students will also explore short and long-term goal setting, portfolio development, documenting artworks, public speaking, applying to opportunities, and defining personal success in a creative field. Upon completion of this course, students will develop a sophomore portfolio for faculty review and create actionable steps to reach their individual goals.

Prerequisites: Completion of 36+ credits.

Notes: This course must be taken between the 36-51 credit hour marker.  
Includes sophomore portfolio review.

(Formerly used ART 2000 Fine Arts Sophomore Portfolio Review)

*Campus Only*

*Course Learning Outcomes:*

- Define measurable goals for career growth.
- Practice written communication and public speaking skills for a variety of professional contexts.
- Research opportunities that expand career growth by applying to calls for submissions.

- Compose a portfolio of work for the sophomore level.

## **ART 2220 - Ceramics: Wheel Throwing**

Credits: 3  
Course Type: Studio

In this class, students will learn intermediate wheel-throwing skills and basic glaze chemistry. Students will be introduced to gas kiln firings and will understand the difference between an oxidation and reduction atmosphere in a kiln. Students will gain familiarity with artists who use wheel processes to explore contemporary content and design, and are encouraged to experiment with their forms and surfaces. Students will become confident in the ceramics studio through the exploration of clay and glaze chemistry, as well as the conceptual development of their creative works.

Prerequisites: ART 1020 - Introduction to Ceramics

Notes: Fine Arts and Art Education students have priority seating within this course.  
(Formerly FAC 2750 Ceramics II, FAC 3350 Ceramics II, FAC 3450 Ceramic Sculpture III: New Directions in Clay, ART2210 Ceramics II)

Campus Only.

*Course Learning Outcomes:*

- Identify ceramic vocabulary, terms, and processes.
- Design and create wheel-thrown forms that demonstrate an understanding of contemporary ceramics.
- Apply glaze chemistry formulas to develop a library of ceramic surfaces.
- Develop an understanding of historical and contemporary ceramics.
- Demonstrate proficiency in firing electric and gas kilns.

## **ART 2230 - Printmaking: Photographic Printmaking + Alternative Media**

Credits: 3  
Course Type: Studio

This sophomore-level course provides an overview of advanced skills and concepts in the areas of printmaking related to photographic printmaking and alternative media processes. Students learn advanced techniques as they work toward creating a body of work. Upon successful completion of this course, students are expected to demonstrate knowledge of research and technical skills, their application to individual processes, and how to apply them to their practice.

Prerequisites: ART 1030 - Introduction to Printmaking

Notes: (Formerly FA 3251 Printmaking II, AE 3251 Printmaking II, ART 2260 Printmaking II)  
Campus Only

*Course Learning Outcomes:*

- Compose designs that examine and apply the elements and principles of design.
- Create visual designs and prints that adapt to photographic printmaking processes.
- Create a work of art that demonstrates the understanding of combining printmaking with another medium.
- Interpret contemporary art issues through research, ideation, problem-solving, and creativity.

## **ART 2251 - Painting: Contemporary Practices**

Credits: 3  
Course Type: Studio

Contemporary painting practices provides an overview of advanced skills and concepts in painting. This course explores a variety of subject matter through the study of contemporary themes and the relationship between form and content. As students begin to define their individual directions, they will take advantage of the creative integration of concepts coupled with material exploration. Upon successful completion of this course, students are expected to demonstrate knowledge of research skills, and their application to individual processes, and begin to apply these to their practice.

Prerequisites: ART 1151 - Painting Fundamentals: Tools + Techniques

Notes: (Formerly FAP 2750 Painting II, FAP 3750 Painting II, FAP 3150 Painting II, FAP 3150 Painting 2, PT361 Painting Mat & Tech, ART 2240 Painting II)  
*Course Learning Outcomes:*

- Execute individual studio projects, use a variety of painting techniques, and utilize the appropriate materials associated with each technique.
- Present individual creative process strategies through critiques and discussions. Students will strategize their process and product using both historical and contemporary issues/theories, and their relationship to culture and society.
- Apply an understanding of a diptych, triptych, and series of paintings. Students will arrange work according to the elements of art and principles of design.

## **ART 2290 - Sculpture: Cast + Assemble**

Credits: 3  
Course Type: Studio

This course introduces students to mold making and casting for sculpture. Students will learn to make flexible rubber molds and will explore materials for castings into these molds. Students will build on skills learned in previous classes and practice how to incorporate cast forms into a sculptural composition. Upon successful completion of this course, students will understand how to create a sculpture using cast, altered, and/or fabricated objects.

Prerequisites: ART 1190 - Sculpture: Armatures + Welding

Notes: (Formerly FAS 2950 Sculpture II, ART 2270)

*Course Learning Outcomes:*

- Construct a flexible rubber mold.
- Produce a cast from the flexible rubber mold.
- Develop an understanding of modern and contemporary sculpture through research.
- Create a sculpture using cast, altered, and/or fabricated objects.

### **ART 2400 - Form + Content**

Credits: 3

Course Type: Studio

This junior-level course analyzes the subject, form, and content of historical and contemporary movements through studio projects and research. Art theory and aesthetics are investigated alongside significant world events in an effort to better understand the context of art history. Upon successful completion of this course, students are expected to demonstrate a knowledge of visual vocabulary and examine their own conceptual development in studio practices.

Prerequisites: Completion of 30+ credits

Notes: (Formerly FA 2720 Form + Content, FA 2020 Form + Content) *Course Learning Outcomes:*

- Examine traditional and non-traditional art methodologies and visual communication methods.
- Demonstrate an understanding of contemporary theories, subject matter, and visual vocabulary through discussions, presentations, and formal writing
- Understand where their work and individual practices, and interests fit into the art world through writing and presentations.
- Recognize a variety of artists, art styles, and movements by examining the methodologies of various art practices.
- Analyze the role that process, material, and content influence individual studio projects and formal analysis.

### **ART 3100 - Professional Practice: Act + Aspire**

Credits: 3

Course Type: Studio

This course shares practical knowledge of navigating the career aspects of the Fine Arts field, including entrepreneurial strategies, professional ethics, studio visits, budgeting, invoicing clients, operating as an independent contractor, creating proposals, applying for grants, competitions, residencies, exhibitions, and graduate schools. Students will learn how to effectively research opportunities, seek application support through career services, and interact with employers, galleries, and clients to prepare for a successful creative career. Additionally, students will create junior portfolio materials that include a website, an artist statement, a resume, a CV, and documentation of artwork to pursue a career that is relevant to their interests and professional ambitions. The course

concludes with a formal artist talk presented as part of the junior portfolio review.

Prerequisites: Completion of 60+ credits and ART 2100 - Professional Practice Survey: Voice + Vision

Notes: This course must be taken between 60-90 credit hours.

This course includes the junior portfolio review.

(Formerly ART 4600 Professional Practice)

*Campus Only.*

*Course Learning Outcomes:*

- Create essential documents to support freelance work, small business planning, and professional applications.
- Develop written communication and public speaking skills for a variety of professional contexts.
- Create an online presence through website creation and social media outlets.
- Create professional portfolio materials and documents reflecting fine art career goals.

### **ART 3301 - Special Topics in Fine Arts**

Credits: 3

Course Type: Studio

This intermediate course focuses on both concepts and skills outside the Fine Arts degree core coursework, expanding awareness of materials and concepts available in the field of fine art. Each Special Topics in Fine Art class is unique and proposed by RMCAD professors. Contemporary and/or traditional materials and methods are introduced, including, but not limited to: kinetic and electronic art, public art, earth art, interactive art, sound and light, relational art, intervention art, and figure studies. Upon successful completion of this course, students are versed in the topic selected for the term and create work that demonstrates this knowledge.

Prerequisites: Completion of 45+ credits or approval of department Chair

Notes: (Previously used ART 3330, FA 3345 Fibers Studio; ART 3330, FA 3370 Installation, FA 3610 Installation)

*Course Learning Outcomes:*

- Produce work that represents methods introduced in the special topic of the course.

### **ART 3320 - Ceramics: 3D Printing + Digital Tools**

Credits: 3

Course Type: Studio

This course explores the intersection of ceramics and digital fabrication through 3D clay printing and digital modeling. Students will design and produce a 3D printed sculpture, learning to prepare clay for printing, create forms in 3D digital modeling software, and operate the 3D Clay Printer. Emphasis is placed on combining digital design

with handmade aesthetics and exploring surface finishing techniques such as decals.

Prerequisites: ART 1020 - Introduction to Ceramics

Notes: *Campus only Course Learning Outcomes:*

- Identify key terms and processes related to 3D clay printing.
- Design and model ceramic forms using digital software.
- Prepare clay bodies for successful extrusion and operation of the clay 3D printer.
- Demonstrate proficiency in 3D printing workflows, including troubleshooting and optimizing prints.
- Apply glazing techniques to enhance ceramic forms.
- Integrate digital fabrication with traditional ceramic practices to create a sculpture

### **ART 3335 - Printmaking: Transformative Print**

Credits: 3

Course Type: Studio

This course introduces concepts and strategies for approaching installation and constructed objects through a print-based lens. Students are encouraged to innovatively merge printmaking and 3D techniques to cultivate the delivery of concepts in a considered space. Students will gain a solid working knowledge of screen printing, including film preparation, digital film outputting, multi-color registration, printing methods on paper, and alternative surfaces to create 3D works.

Prerequisites: ART 1030 - Introduction to Printmaking, ART 1130 - Printmaking: Relief, Intaglio, + Monotypes, ART 2230 - Printmaking: Photographic Printmaking + Alternative Media, and chair approval.

Notes: This course is only available for students in the 2D Emphasis.

*Campus only*

*Course Learning Outcomes:*

- Compose 3D designs that effectively apply the elements and principles of art/design.
- Adapt visual designs to the screen printing process, demonstrating technical skills in ink application, color registration, and use of color theory principles.
- Exhibit conceptual development and interpretation of contemporary art issues through research, ideation, creative problem-solving, and design exploration.
- Create resolved 3D objects or installation spaces that demonstrate technical skills and craftsmanship. Interpret and engage with contemporary art issues and concepts through creative printmaking works.

### **ART 3350 - Painting: Visual Culture**

Credits: 3

Course Type: Studio

Visual culture in painting provides an overview of advanced skills and concepts in the area of painting or independent study using a variety of possible materials. Student projects will emphasize contemporary issues while further defining individual directions. Craft, content, and the dialogue between the artist and the viewer are emphasized. An exploration of form, image, and theme allows the students to independently analyze and develop within their chosen area of study. Upon successful completion of this course, students will have obtained sufficient technical ability in their chosen media to undertake more advanced work.

Prerequisites: ART 1151 - Painting Fundamentals: Tools + Techniques

Notes: (Formerly FAP 3750 Painting III, FAP 4350 Painting III, FAP 4050 Painting III, PT 4050 Painting 3, ART3240 Painting III)  
*Campus Only*

*Course Learning Outcomes:*

- Research and apply technical solutions to create a theme-based series of paintings or works using alternative mediums.
- Execute creative problem-solving by researching contemporary or historical possibilities to complete tasks.
- Define historic and contemporary painting practices through extensive research and classroom discussion.

### **ART 3380 - Sculpture: Abstract Approaches**

Credits: 3

Course Type: Studio

This course challenges students to explore abstract approaches in sculpture. The class focuses on developing both conceptual thinking and technical execution through projects that investigate abstraction in contemporary sculpture. Students will experiment with materials, scale, and spatial relationships as they develop their artistic voice. Through studio work and discussions, students will create abstract sculptures that demonstrate their technical abilities and conceptual growth.

Prerequisites: ART 1190 - Sculpture: Armatures + Welding

Notes: Students who are not in the 3D emphasis will need chair approval to enroll.

*Campus only*

*Course Learning Outcomes:*

- Demonstrate advanced technical proficiency by creating abstract sculptures that effectively utilize materials, scale, and spatial relationships.
- Demonstrate an understanding of abstract design through sketches and ideation

- Practice a skill set learned in a previous sculpture class
- Critically analyze and abstract sculptural approaches.

### **ART 3390 - Sculpture: Textiles + CNC**

Credits: 3  
Course Type: Studio

In this course, students will learn how to use sewing machines and Computer Numeric Control (CNC) equipment. Students will learn methods for creating three-dimensional forms with textiles, and how to design for and run CNC tools and other vector-based digital fabrication equipment. Students will research sculptors who use similar fabrication methods and share their findings with the class. Upon successful completion of this course, students will fabricate a personal sculpture that incorporates components made using both sewing techniques and CNC cutting.

Prerequisites: ART 1190 - Sculpture: Armatures + Welding, and Chair Approval

Notes: (Formerly FAS 3350 Sculpture III, FAS 4991 Sculpture III: Directed Studies, FAS 4150 Sculpture III: Directed Studies, ART 3270 Sculpture III)  
Campus Only.

*Course Learning Outcomes:*

- Operate a sewing machine to create a 3D form with textiles.
- Design digital paths for a CNC tool.
- Operate CNC equipment.
- Fabricate a sculpture that includes textiles and components created from CNC equipment.

### **ART 3500 - Experimental Studies**

Credits: 3  
Course Type: Studio

This upper-division course examines experimental studies of 21st-century skills and concepts. Students explore definitions and applications of contemporary sensibilities. The merging of existing art forms into innovative and experimental approaches, including the utilization of new technologies, also blends into considerations of site and audience in this multi-dimensional course. Upon successful completion of this course, the student's project exhibits awareness of current art practices, as well as increased art literacy and understanding of the role of technology and experimentation in contemporary art.

Prerequisites: Completion of 60+ credits

Notes: (Formerly FA 3510 Experimental Studies, FA 4510 Experimental Studies, FA 4660 Experimental Studies)  
*Course Learning Outcomes:*

- Explore innovative and experimental approaches in professional artworks while developing cognizance of relevant art/aesthetic/social issues.
- Consider site and audience while conceptualizing, analyzing, and evaluating

- information gathered by research, observation, experience, reasoning, and communication.
- Create experimental artworks/events informed by contemporary art research that demonstrates mastery of basic skills and ideation strategies within the use of experimental media while utilizing the principles of design and composition.

### **ART 3601 - Fine Arts Internship Part I**

Credits: 1.5  
Course Type: Internship

This intermediate course aligns with professional practice in the field of study and incorporates industry standards and experience by enabling students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design. Students have to log 135 or more contact hours through their internship host in order to receive a total of 3 credits.

Prerequisites: Approval of FA Department Chair, FA Department Head, or FA Internship Coordinator.

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Develop a learning experience that provides the application of coursework concepts in a real-world context.
- Practice applying relevant skills in your chosen field
- Discuss your internship experience with an instructor.

### **ART 3602 - Fine Arts Internship Part 2**

Credits: 1.5  
Course Type: Internship

This intermediate course aligns with professional practice in the field of study and incorporates industry standards and experience by enabling students to work with established art and design professionals specifically related to their academic and career interests. Under the direction of the department Chair, department Internship Coordinator, and the Office of Career + Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience, preparing them for a career in art and design. Students have to log 135 or more contact hours through their internship host in order to receive a total of 3 credits.

Prerequisites: Approval of FA Department Chair, FA

Department Head, or FA Internship Coordinator.

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Develop a learning experience that provides the application of coursework concepts in a real-world context.
- Practice applying relevant skills in your chosen field
- Discuss your internship experience with an instructor.

### **ART 4440 - Painting: Research, Methodology, + Play**

Credits: 3

Course Type: Studio

This course develops students' ability to generate and explore ideas as a fundamental artistic skill. Students will investigate various subject matter through research, structured methods, and experimental play. The class emphasizes self-directed exploration, with students applying contemporary research practices. Students will experiment with diverse materials and techniques, expanding both their technical abilities and conceptual thinking. Upon completion, students will demonstrate effective research skills, ideation strategies, and material experimentation. This course prepares students for advanced studio work by establishing sustainable processes for developing compelling visual ideas.

Prerequisites: ART 1151 - Painting Fundamentals: Tools + Techniques

Notes: Students who are not in the 2D emphasis will need chair approval to enroll.

*Campus only*

*Course Learning Outcomes:*

- Research diverse painting topics and themes using academic and artistic databases, developing a foundation for personal studio investigation.
- Apply contemporary ideation models to transform research findings into visual concepts and painting strategies.
- Experiment with various methods, materials, and techniques through structured play, creating connections between research and studio practice.
- Articulate the relationships between research, methodology, and play in the context of advanced painting practice through written and verbal communication.

### **ART 4710 - Ceramics Advanced Studio**

Credits: 3

Course Type: Studio

This advanced course provides focused studio time for students to expand their skills and concepts. Building on techniques learned in previous classes, students will develop their artistic approach through sustained practice. The class establishes a critical framework for self-directed studio work, supplemented by research regarding historical

and contemporary approaches relevant to each student's interests. Through this integration of practice and research, students will gain a stronger understanding of the innovations that shape their creative work. Upon completion, students will demonstrate advanced technical skills, research abilities, and a clear artistic direction in their practice for Senior Studio courses.

Prerequisites: ART 1020 - Introduction to Ceramics, ART 1120 - Ceramics: Handbuilding + Surfacing, ART 2220 - Ceramics: Wheel Throwing, and ART 3320 - Ceramics: 3D Printing + Digital Tools

Notes: This class is available to students in the 3D Emphasis only.

(Formerly FAC 4982 Ceramics Advanced Studies, FAC 4991 Advanced Ceramic Sculpture: Senior Studio, FAC 4910 Advanced Ceramic Sculpture, SC 3910 Advanced Ceramic Sculpture)

*Campus Only*

*Course Learning Outcomes:*

- Research diverse painting topics and themes using academic and artistic databases, developing a foundation for personal studio investigation.
- Apply contemporary ideation models to transform research findings into visual concepts and painting strategies.
- Experiment with various methods, materials, and techniques through structured play, creating connections between research and studio practice.
- Articulate the relationships between research, methodology, and play in the context of advanced painting practice through written and verbal communication.

### **ART 4735 - Printmaking Advanced Studio**

Credits: 3

Course Type: Studio

This advanced course provides focused studio time for students to expand their skills and concepts. Building on techniques learned in previous classes, students will develop their artistic approach through sustained practice. The class establishes a critical framework for self-directed studio work, supplemented by research regarding historical and contemporary approaches relevant to each student's interests. Through this integration of practice and research, students will gain a stronger understanding of the innovations that shape their creative work. Upon completion, students will demonstrate advanced technical skills, research abilities, and a clear artistic direction in their practice for Senior Studio courses.

Prerequisites: ART 1030 - Introduction to Printmaking, ART 1130 - Printmaking: Relief, Intaglio, + Monotypes, ART 2230 - Printmaking: Photographic Printmaking + Alternative Media, and ART 3335 - Printmaking: Transformative Print

Notes: This class is available to students in the 2D Emphasis only.

*Campus only*

*Course Learning Outcomes:*

- Research diverse printmaking topics and themes using academic and artistic databases, developing a foundation for personal studio investigation.
- Apply contemporary ideation models to transform research findings into visual concepts and printmaking strategies.
- Experiment with various methods, materials, and techniques through structured play, creating connections between research and studio practice.
- Articulate the relationships between research, methodology, and play in the context of advanced printmaking practice through written and verbal communication.

### **ART 4740 - Painting Advanced Studio**

Credits: 3

Course Type: Studio

This advanced course provides focused studio time for students to expand their skills and concepts. Building on techniques learned in previous classes, students will develop their artistic approach through sustained practice. The class establishes a critical framework for self-directed studio work, supplemented by research regarding historical and contemporary approaches relevant to each student's interests. Through this integration of practice and research, students will gain a stronger understanding of the innovations that shape their creative work. Upon completion, students will demonstrate advanced technical skills, research abilities, and a clear artistic direction in their practice for Senior Studio courses.

Prerequisites: ART 1151 - Painting Fundamentals: Tools + Techniques, ART 2251 - Painting: Contemporary Practices, ART 3350 - Painting: Visual Culture, and ART 4440 - Painting: Research, Methodology, + Play

Notes: This class is available to students in the 2D

Emphasis only *Course Learning Outcomes:*

- Research diverse painting topics and themes using academic and artistic databases, developing a foundation for personal studio investigation.
- Apply contemporary ideation models to transform research findings into visual concepts and painting strategies.
- Experiment with various methods, materials, and techniques through structured play, creating connections between research and studio practice.
- Articulate the relationships between research, methodology, and play in the context of advanced painting practice through written and verbal communication.

### **ART 4770 - Sculpture Advanced Studio**

Credits: 3

Course Type: Studio

This advanced course provides focused studio time for students to expand their skills and concepts. Building on techniques learned in previous classes, students will develop their artistic approach through sustained practice. The class establishes a critical framework for self-directed

studio work, supplemented by research regarding historical and contemporary approaches relevant to each student's interests. Through this integration of practice and research, students will gain a stronger understanding of the innovations that shape their creative work. Upon completion, students will demonstrate advanced technical skills, research abilities, and a clear artistic direction in their practice for Senior Studio courses.

Prerequisites: ART 1190 - Sculpture: Armatures + Welding, ART 2290 Sculpture: Cast + Assemble, ART 3380 - Sculpture: Abstract Approaches, and ART 3390 - Sculpture: Textiles + CNC

Notes: This class is available to students in the 3D Emphasis only.

(Formerly FAS4982 Sculpture Advanced Studies, FAS 4992 Advanced Sculpture: Senior Studio, SC 4992 Advanced Sculpture: Senior Studio)

*Campus Only*

*Course Learning Outcomes:*

- Research diverse sculpture topics and themes using academic and artistic databases, developing a foundation for personal studio investigation.
- Apply contemporary ideation models to transform research findings into visual concepts and sculpting strategies.
- Experiment with various methods, materials, and techniques through structured play, creating connections between research and studio practice.
- Articulate the relationships between research, methodology, and play in the context of advanced sculpting practice through written and verbal communication.

### **ART 4803 - Senior Studio I**

Credits: 3

Course Type: Studio

This senior-level course focuses on preparing conceptual ideas for final departmental experiences such as the senior graduation exhibition. The course focuses on the critical interpretation of art. Emphasis is placed on incorporating design elements, material handling, technique, concept development and expression, and in the work's meaning. In-depth individual and group critique analysis is expected. Upon successful completion of this course, students complete a formal presentation of the conceptual idea for their senior graduation exhibition.

Prerequisites: Must be a senior in their second to last term

Notes: (Formerly ART 4800 Senior Studio, FA 4991 Senior Studio)

*Course Learning Outcomes:*

- Explore personal aesthetic and conceptual ideas/interpretations through the completion of professional artworks
- Demonstrate mastery of skills in a chosen media while utilizing the principles of design and composition

- Create a formal proposal detailing concepts and plans for the senior exhibition.
- Produce a professional portfolio with high-quality documentation.

## **ART 4804 - Senior Studio II**

Credits: 3

Course Type: Studio

This senior-level course provides focused studio time and faculty guidance for the production of students' artwork for the senior graduation exhibition. Students must enter the class with a clear plan for their exhibition artwork as developed in Senior Studio I. This class will culminate with a professional artist talk, a senior portfolio review, and a formal graduation exhibition critique.

Prerequisites: ART 4803 - Senior Studio I. Must be a senior in their last term

Notes: Senior portfolio review included.  
(Formerly ART 4801 Senior Exhibition)

*Course Learning Outcomes:*

- Develop artworks through self-directed research and reflective analysis (artworks and research). Discuss the current body of work through critique and presentation.
- Demonstrate mastery of skills in a chosen media.
- Assemble a portfolio of in-process and completed artwork that best demonstrates the student's achievement in Fine Arts.

## **Communication + Critical Thought**

### **CCT 2000 - Introduction to Speech Communication**

Credits: 3

Course Type: Lecture

In this sophomore-level course, students explore the medium of speech and the basics of public speaking within oral communication. Lectures, presentations, readings, discussions, exercises, written essays, and speeches explore the major theories, concepts, and skills of public speaking. Upon successful completion of this course, students will demonstrate critical thinking and strategic planning in the process, delivery, and assessment of public speaking. Furthermore, they will demonstrate the ability to speak in a variety of communication contexts, exhibit proficient listening and writing skills, and display the ability to identify communication theory and concepts.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand critical thinking and strategic planning in the process, delivery, and assessment of public speaking.

- Demonstrate the ability to speak in a variety of communication contexts.
- Understand communication theories and concepts.
- Demonstrate proficient listening and writing skills.

## **CCT 2100 - Interpersonal Communication**

Credits: 3

Course Type: Lecture

In this sophomore-level course, students explore human interaction and processes by which emotions, information, and meaning are exchanged through both verbal and nonverbal communication through various interpersonal relationships, problems, and situations. Lectures, presentations, readings, discussions, exercises, and written essays analyze the theoretical issues of self-concept and perception as they are affected by verbal and nonverbal communication. Upon successful completion of this course, students will demonstrate an understanding of the basic theory, ethics, principles, practices, and skills of interpersonal communication. Furthermore, they will comprehend the role human communication plays in the development and maintenance of social structures.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand the basic theories, ethics, principles, practices, and skills of interpersonal communication.
- Understand the role human communication plays in the development and maintenance of social structures.

## **CCT 2200 - Sound Studies**

Credits: 3

Course Type: Lecture

In this sophomore-level critical studies course, students explore ideas central to the emerging field of Sound Studies—a range of histories, archaeologies, and ethnographies of sound making and listening that intersect with topics in media studies, science and technology, political economy, composition, deaf studies, and musicology. As sound (re)production technologies continue to change, the cultural dimensions of sonic experience change too and reflexively impact our aural sensitivities, media communications, and development of those very same technologies. How do we listen differently to the phonograph, the piano, the vinyl record, the mp3, the EDM concert, or an immersive IMAX or VR experience? How have these differences shaped our experience of nature or the imagined soundscapes of distant planets? By drawing connections between historical, biological, technological, ethnographic, and phenomenological methods of inquiry, students learn to reevaluate and interpret how political, commercial, and social forces shape, and are shaped by, what we listen to and how. Ultimately, the course asks foundational questions about the reproduction, circulation, and experience of sound and equips students to think critically about how sound,

technology, culture, and environment interact.

Prerequisites: EN 1111 - Composition II or AE 2220  
Philosophy of Art + Education for Art Education majors

Notes: *Online Only Course Learning Outcomes:*

- Explain using historical evidence how our experience of sound changes in relation to technological reproduction, cultural context, and physical environment.
- Produce written arguments about how audio and media technologies affect how we listen and communicate using sound.

## Creative Writing

### CW 2110 - Creative Writing Multi-Genre

Credits: 3  
Course Type: Lecture

This sophomore-level course examines a wide variety of texts in three genres: poetry, the short story, and creative nonfiction. After analyzing the structure and language of published works, students will apply their analysis to their own writing. Class format will include discussion of published material, writing exercises, and writing workshops. Upon successful completion of this course, students will analyze the structure, style, and content of literary works; understand how structure and style work together in the service of content, obtain a strong understanding of basic literary terms, provide constructive criticism and apply received critique efficiently in their own work, and work creatively in an environment that involves deadlines, critiques, and collaborative decision-making.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand the structure, style, and content of literary works.
- Understand how structure and style work together in the service of content.
- Understand basic literary terms.
- Provide constructive criticism and apply received critique efficiently in their own work.
- Work creatively in an environment that involves deadlines, critiques, and collaborative decision-making.

## English

### EN 1110 - Composition I

Credits: 3  
Course Type: Lecture

This is the first course in the English Composition sequence and serves as an introduction to college-level reading, writing, discussion, and critical thinking. Students engage in a variety of academic texts and literature, as well as literary, aesthetic, and social criticism. By exploring a

variety of writing styles, analyzing elements of form and mechanics, and engaging all aspects of the writing process, students find and demonstrate their writing voice to write with greater authority, clarity, and insight. Upon successful completion of this course, students will develop their writing and critical thinking skills through critical reading, class discussion, and their own writing.

Prerequisites: none

Notes: (Formerly CCT 1020) *Course Learning Outcomes:*

- **Process:** Develop writing projects in stages through revisions and drafts.
- **Argument:** Formulate and support thesis-driven essays.
- **Organization:** Use a clear framework of effective writing strategies such as paragraphs that include examples, explanations, synthesis, and transitions.
- **Reading:** Develop and employ multiple methods to engage and analyze complex ideas in diverse texts.
- **Writing Style + Citation:** Express concepts and arguments using clear and precise language. Learn and apply rules of citations and a writing style guide in course assignments.

### EN 1111 - Composition II

Credits: 3  
Course Type: Lecture

Composition II emphasizes critical thinking, reading, and writing skills by engaging students in all aspects of the writing process. Upon successful completion of the course, students will have encountered a variety of academic texts; participated in critical discourses regarding the content, meaning, and function of these texts; and developed their thinking through written responses to the readings. Students will also have been formally introduced to academic research and are expected to complete a formal research paper by the end of the semester.

Prerequisites: EN 1110 - Composition I

Notes: (Formerly CCT 1030) *Course Learning Outcomes:*

- **Process:** Develop research-based theses and essays with multiple revisions and drafts.
- **Rhetorical Elements:** Identify the rhetorical situation and audience. Practice elements of voice, argument, and evidence-gathering.
- **Organization:** Construct essays that summarize, analyze, and evaluate the arguments, counterarguments, and evidence in diverse texts.
- **Research:** Employ research tools, databases, and library resources to find, evaluate, and synthesize information for the purposes of a writing project.
- **Writing Style + Citations:** Express concepts and arguments using clear and precise language. Learn and apply rules of citation and a writing style guide in course assignments.

# Foundations

## FD 1020 - 2D Design: Elements + Principles

Credits: 3  
Course Type: Studio

This freshman-level studio course introduces students to compositional aspects of two-dimensional work as they pertain to art and design practices through handmade practices and vector-based software. Through a variety of projects, students explore the fundamentals of visual organization and investigate methodologies of visual communication that include form, content, and culture. Upon successful completion of this course, students will have a greater understanding of how to develop and analyze two-dimensional compositions.

Prerequisites: None

*Course Learning Outcomes:*

- Define compositional aspects of two-dimensional work as they pertain to art and design practices using digital media.
- Apply methodologies of visual communication through design and analysis.
- Perform design research and visual analysis.
- Create compositions with intentional consideration of the elements and principles of art and design.

## FD 1120 - Topics in Color

Credits: 3  
Course Type: Studio

This freshman-level course introduces students to the relationships between color, perception, and space as they pertain to art and design practices. Through hands-on studio projects, students investigate how color is utilized within design strategies, as it relates to properties of color, color psychology, spatial perception, and cultural significance, while studying the historic evolution of color systems. The study of additive and subtractive color is also learned through the use of paint and digital media. Upon successful completion of this course, students will recognize and demonstrate the impact of color in the compositional aspect of design and utilize color as a creative element in the design process.

Prerequisites: FD 1235 - Observational Drawing

*Course Learning Outcomes:*

- Identify, apply, and critique color strategies within works of art and design.
- Articulate color terminology as it applies to art and design.
- Use color strategies to evoke a psychological (emotional) response.
- Apply relationships between color, perception, and space as they pertain to art and design practices.
- Discuss the cultural significance of color and its impact on the evolution of historic color systems.

## FD 1235 - Observational Drawing

Credits: 3  
Course Type: Studio

This freshman-level course introduces students to methods of structural-based drawing through observational practices. With an emphasis on composition, ideas such as light, shade, value contrast, proportion, textural effects, mass, volume, and technique are introduced. Utilizing the study of natural and manufactured objects, students become familiar with principles of one and two-point perspective. Upon successful completion of this course, students demonstrate improved knowledge and skills in translating what is observed from life into a 2D picture plane.

Prerequisites: FD 1020 - 2D Design: Elements + Principles

*Notes: (Formerly FD1275 Drawing I) Course Learning Outcomes:*

- Acquire fundamental drawing skills through project assignments.
- Apply structural drawing methods to compositions in the creation of two-dimensional works.
- Develop drawing-specific vocabulary in relation to the elements and principles of design.
- Engage in ideation by means of thumbnail sketches, composition layouts, and research.
- Employ one-point and two-point perspective in the creation of observed and imagined drawings.

## FD 1370 - Life Drawing I

Credits: 3  
Course Type: Studio

This freshman-level course introduces students to drawing the human figure. Emphasis on proportions, skeletal structure, foreshortening, value, and color leads to comprehension of the human form. This will be developed through gesture sketches and extended poses. Upon successful completion of this course, students' observational drawing skills of the human figure will improve.

Prerequisites: FD 1235 - Observational Drawing

*Course Learning Outcomes:*

- Demonstrate skills to effectively draw the human figure at an introductory level.
- Apply drawing skills with an emphasis on proportions, skeletal structure, foreshortening, value, and color.
- Understand structure through skeletal anatomy and figure studies.

## FD 1380 - Life Drawing II

Credits: 3  
Course Type: Studio

This freshman-level course is a continuation of Life Drawing I, with the inclusion of more concept-oriented issues in drawing the human figure. Students will

experiment with matters of expression and further their skills in analyzing forms of the nude body. Emphasis on proportions, muscular structure, foreshortening, value, and color leads to comprehension of the human form. Upon successful completion of the course, students will have extensive practice in individualizing compositional strategies with the human figure.

Prerequisites: FD 1370 - Life Drawing I

*Course Learning Outcomes:*

- Demonstrate life drawing skills through continued practice drawing from gestures and sustained poses.
- Apply drawing skills with an emphasis on proportions, muscle structure, foreshortening, value, and color.
- Apply conceptual studies that encourage individualized approaches to drawing the human form.

### **FD 1600 - Studio Seminar: Methods of Inquiry**

Credits: 3

Course Type: Studio

Studio Seminar is a required entry-level course that introduces students to research methodologies, design thinking, and visual strategies as a holistic approach to art and design practices. This early interdisciplinary experience lays the foundation for critical reflection and engagement with a diverse community of peers. In this course, students will develop fundamental learning skills and gain access to resources essential to their success at RMCAD. Students will learn critical thinking and problem-solving strategies as they relate to art and design practices. These strategies will be applied to individual and collaborative studio projects that encourage deep exploration of a theme. Upon successful completion of this course, students will have access to the skills and resources essential to their success in foundations and program-specific courses at RMCAD.

Prerequisites: none

*Course Learning Outcomes:*

- Develop study skills and access RMCAD resources essential to student success.
- Develop critical thinking skills related to research in contemporary art and design practices.
- Apply ideation strategies within art and design at an introductory level.
- Describe connections between culture and modes of communication as key aspects of professional practice.

### **FD 2130 - 3D Design: Space + Materiality**

Credits: 3

Course Type: Studio

This sophomore-level course explores the fundamentals of three-dimensional design through the research and application of a diverse range of design practices and visual

strategies. Students will develop fundamental skills using a variety of materials, processes, and techniques. Students will design and fabricate a series of projects that demonstrate an understanding of the elements and principles of 3D design. Upon successful completion of this course, students will have a foundational understanding of how to analyze, design, and fabricate forms in space.

Prerequisites: FD 1020 - 2D Design: Elements + Principles

*Course Learning Outcomes:*

- Define and apply a diverse range of design practices and visual strategies through research, design exercises, and projects.
- Define and apply the elements and principles of 3D design through exercises and projects, using a variety of materials, techniques, and processes.
- Describe, analyze, and evaluate three-dimensional forms using a variety of materials, techniques, and processes of the elements and principles of 3D design through visual and written language.

### **FD 2220 - Time-based Media**

Credits: 3

Course Type: Studio

This sophomore-level studio course introduces students to key concepts and practices of time-based works. Through a variety of projects, students explore the elements of moving images through serial, sequential, and narrative ordering of objects and images. Additionally, students will examine the relationships between sound and image, historic contexts, and approaches and advancements within the field of time-based works. Upon successful completion of the course, students will have a greater understanding of visual language pertaining to both the creation and analysis of time-based works.

Prerequisites: FD 1020 - 2D Design: Elements + Principles, FD 1600 - Studio Seminar: Methods of Inquiry

Notes: (Formerly FD2210 4D Design: Stills to Motion)

*Course Learning Outcomes:*

- Understand and apply tools, concepts, and methods relating to time-based media by manipulating, assembling, and integrating processes to create original works at an introductory level.
- Understand and apply strategies of movement, design elements, and time-based concepts within finished projects.
- Apply an introductory understanding of narrative communication in sequential and moving images.
- Analyze historic time-based media works and texts that inform creative problem-solving, critical thinking, and connections to culture through research and project application.

### **FD 2510 - Special Topics**

Credits: 3  
Course Type: Studio

This elective course is open to all levels of students and examines specific topics not otherwise covered in the campus curriculum. Specific topics and faculty will be announced prior to registration. Students will develop projects that encompass the topic at hand.

Prerequisites: none

*Course Learning Outcomes:*

- Create work that represents knowledge of the special topic and appreciation of methods or materials introduced during the term.

## Fashion Design

### FS 1000 - Fashion Industry Survey

Credits: 3  
Course Type: Studio

This course provides an introduction and overview of the fashion industry from concept to consumption. Students will analyze the consumer and learn about the social and economic impact of the fashion industry. Students will also explore the roles and responsibilities of global stakeholders within the product lifecycle and along the supply chain, including design, merchandising, product development, sourcing and production, and retailing and promotions. Upon successful completion of this course, students will demonstrate an understanding of the foundational and operational aspects of the global fashion industry while looking into the future with social and ethical awareness.

Prerequisites: none

Notes: (Formerly FS 1210 Fashion Industry Survey)

*Course Learning Outcomes:*

- Describe the functions and processes of the fashion product lifecycle and key stakeholders in the global supply chain.
- Use the proper fashion industry vocabulary and terminologies.
- Assess the importance of market trends and changes in consumer behaviors.
- Explain the effects of marketing and promotion to the end user.
- Communicate an awareness of social and ethical issues and practices in the fashion industry.

### FS 1080 - Introduction to Sustainable Fashion Design

Credits: 3  
Course Type: Studio

This introductory course focuses on the philosophy of sustainable design by teaching design approaches and methods that comply with the principles of social, economic, and ecological sustainability in the design of textiles and products. Upon successful completion of this course, students will have developed a basic understanding

of how to minimize negative environmental impacts and encourage social consciousness and responsibility.

Prerequisites: FS 1000 - Fashion Industry Survey

Notes: (Formerly FS 2180 Sustainable Fashion) *Course Learning Outcomes:*

- Examine the challenges of sustainable apparel design and environmentally responsible apparel production practices.
- Assess the environmental impact of material production and resource selection through lifecycle analysis.
- Research and explain social change strategies for designing 'green', including sustainable textile development.
- Demonstrate basic social consciousness and responsibility in their apparel design and development practices.

### FS 1110 - Fashion Design I

Credits: 3  
Course Type: Studio

This course is an introduction to the fundamental creative process of fashion design while applying foundational skills and techniques from previous courses to project work. Students will conduct primary research within the context of thematic concepts, develop elements that define a collection through aesthetic ideation and experimentation, and explore personal and unique approaches to fashion communication.

Prerequisites: FS 1200 - Introduction to Textiles + Materials and FD 1235 - Observational Drawing

*Course Learning Outcomes:*

- Conduct primary concept research to develop themes.
- Interpret design themes into components of a collection, including but not limited to mood, inspiration, color, and fabric/trim boards.
- Design fashion lineups in both hand flats and full-color croquis that are thematically cohesive.
- Present projects in a verbal, written, and visual perspective that is unique and personal.

### FS 1140 - Fashion Figure + Communication

Credits: 3  
Course Type: Studio

This course will consist of traditional and non-traditional drawing and art techniques for visual representation. Students will use multidisciplinary methods to create two-dimensional fashion floats and figures while developing their individual communication styles and visual personality. This course will introduce a range of art materials and processes, including, but not limited to, observational drawing, image manipulation, collage, and diverse rendering techniques. Sketchbooks and photography will be used for brainstorming, experimentation, and process development.

Prerequisites: none

*Course Learning Outcomes:*

- Demonstrate knowledge of the dynamics and proportions of the fashion figure through croquis development.
- Create a variety of visual representations and communication using 2D and 3D techniques and tools.
- Develop a personal visual communication style and personality.
- Apply traditional and non-traditional illustration techniques to convey design ideas, fabric textures, prints and patterns, and construction details on fashion floats and figures.
- Use a sketchbook effectively to improve research, rendering, and observational skills, and for collection building.

## **FS 1200 - Introduction to Textiles + Materials**

Credits: 3

Course Type: Studio

This course will introduce students to identifying raw materials and fibers, how they are processed, and what they are used for. Students will learn fabric names for industry communication and the hand-feel and material qualities in order to understand their seasonal end uses and strategies for design and merchandising. They will learn the differences between woven, knit, and non-woven techniques, aesthetics, and end-use. The variety of dyeing and printing processes will be covered, as well as manipulated fabrics and embellishments such as embroidery, beading, distressing, etc. And finally, they will preview some alternative, innovative, and sustainable developments in the materials of the future.

Prerequisites: FS 1000 - Fashion Industry Survey

*Course Learning Outcomes:*

- Demonstrate an understanding of raw materials natural and synthetic - their differences, where they come from, and how they are processed.
- Understand the technical and aesthetic differences between woven, knit, and non-woven materials.
- Learn material names, hand-feel, and their possible end uses.
- Understand the variety of dyeing, printing, and embellishment techniques.
- Gain an awareness of innovations in the materials of the future.

## **FS 1301 - Introduction to Sewing Basics**

Credits: 3

Course Type: Studio

This introductory elective course is required for students entering the Fashion Design program with minimal sewing knowledge or skills. With a strong focus on the fundamentals of fashion equipment, cutting, pinning, basic sewing, and pressing techniques, students will hone their skills, providing them with a solid foundation to build on.

Through a variety of sample exercises and techniques, students will gain confidence and be prepared for future advanced sewing, draping, and patternmaking courses.

Prerequisites: None

Notes: Students will complete a skills assessment upon entry to evaluate sewing skills.

*Industrial Sewing Machine Required*

*Course Learning Outcomes:*

- Demonstrate knowledge of proper industrial sewing machine maintenance and operation, including preparing a bobbin, threading the machine, using sewing feet, and adjusting thread tension.
- Demonstrate knowledge of fabric preparation and pattern layout for accurate cutting with a focus on minimizing fabric waste while maintaining grainline integrity.
- Develop a basic understanding of garment sewing and finishing techniques and how they apply to the construction of a commercial garment, including industry-specific terminology.
- Develop hand and machine sewing skills, including sewing buttons, zippers, basic seams, seam finishes, corners, curves, and darts.
- Develop an understanding of professional sewing standards and evaluate the quality of construction and finishing techniques in both personal work and industry examples.

## **FS 1320 - Technical Studio I**

Credits: 3

Course Type: Studio

This freshman-level course focuses on the fundamentals of sewing, pattern drafting, draping, and garment construction techniques while introducing students to design thinking and creative methods to extrapolate and develop design ideas beyond the basic sloper. Students will also be introduced to 3D exploration and technology, sketch-based ideation, and small-scale sampling to fully explore design and construction possibilities.

Prerequisites: FS 1301 - Introduction to Sewing Basics

Notes: (Formerly used FS 1310 Construction I: Industry Sewing Basics) *Course Learning Outcomes:*

- Demonstrate knowledge of basic garment parts, understand the order of garment assembly, and what finishes are appropriate to fabrics and garments.
- Demonstrate an understanding of body measurements and the basic principles of pattern manipulation.
- Conduct design exploration beyond the sloper through 3D experimentation and sampling.
- Apply design thinking, iterative development, research, and inspiration collection through effective use of sketchbooking.
- Demonstrate the basic use of 3D technology to manipulate digital 2D patterns.

## **FS 1350 - Construction II: Draping + Drafting**

Credits: 3  
Course Type: Studio

This freshman-level course introduces the process of creating garments through draping. Students will learn to drape garments in order to create patterns through drafting and trueing. Upon successful completion of this course, students will have basic sloper(blocks for the purpose of creating patterns for their original fashion design concepts.

Prerequisites: FS 1310 - Construction I: Industry Sewing Basics

*Course Learning Outcomes:*

- Demonstrate basic design elements and fabric draping techniques resulting in a basic sloper set for flat pattern original designs.
- Transfer draped garments to flat patterns with the sloper pattern-drafting process.
- Complete assembly instructions and specifications for garment construction.
- Discuss fabrication choices and fabric type requirements.

## **FS 2301 - Fashion Design Sophomore Portfolio Review**

Credits: 0  
Course Type: Portfolio Review

Students who have completed 45-60 credit hours are required to participate in a sophomore-level portfolio review. Students will present a professional portfolio of work consisting of original art and design work. Students will learn the fundamentals of portfolio building, including page design, composition and layout, content selection and editing, sequencing, and overall presentation. Students will also develop professional practices by researching career paths and job requirements, learning interviewing fundamentals and professionalism, and writing a resume and cover letter.

Prerequisites: Completion of 45+ credits.

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Create a sophomore-level portfolio.
- Gather, evaluate, and edit portfolio projects.
- Develop individual page and layout designs, content sequence, and overall presentation for a personalized portfolio style and look.
- Craft professional materials for internships and opportunities in the field of fashion.

## **FS 2321 - Technical Studio II**

Credits: 3  
Course Type: Studio

Expanding on basic garment development and construction skills, this course introduces students to fabric and material drape and how they can effectively and creatively manipulate and elevate basic patterns and fabrics to achieve design concepts and goals. Students will creatively experiment and move back and forth from 2D to 3D processes as a way to explore design development, garment components, and detail variations.

Prerequisites: FS 1320 - Technical Studio I

Notes: (Formerly used FS 1350 Construction II: Draping + Drafting) *Course Learning Outcomes:*

- Understand the characteristics of drape by fabric qualities and morphology.
- Demonstrate intermediate skills in manipulating basic patterns and draping to meet design ideas and goals.
- Demonstrate the ability to resolve designs for construction and finishing.
- Conduct design exploration between 2D and 3D ideation and sampling processes.
- Fluency in design thinking and iterative development through research, inspiration collection, and effective use of sketchbooking.
- Use of 3D technology to develop custom avatars based on real human bodies and develop patterns for the avatars.

## **FS 2411 - Digital Design I**

Credits: 3  
Course Type: Studio

This sophomore-level course uses diverse digital tools and industry-standard software to give students the ability to move fluidly between hand and digital skills to enhance and expand their creative vision and output in the fashion design process. Students will develop digital fluency and best practices in formatting, file, and asset management. They will also learn digital techniques in collaging, croquis illustration, sketchbooking, presentation boards, technical drawings, line sheets, and specs as they develop their own unique aesthetic style to communicate and plan their collections.

Prerequisites: FS 1110 - Fashion Design I and FD 1020 - 2D Design: Elements + Principles

Notes: (Formerly FS 2410 Design Technologies) *Course Learning Outcomes:*

- Demonstrate proficiency in creative software used in the fashion industry. Specifically in the areas of fashion presentation, illustration, tech-design, and 3D renders.
- Demonstrate proficiency in digital formatting standards, file organization, and management strategies. Apply industry best practices to ensure consistency, accessibility, and professional presentation of digital assets across various platforms and software.

- Develop and apply a range of digital research techniques to gather, evaluate, and synthesize visual and contextual information.
- Produce accurate and professional technical drawings for use in spec sheets, line sheets, and collection planning.
- Produce digital theme boards and fashion croquis for collection building.
- Explore the best methods for the integration of hand and digital work, while developing a unique and personal design aesthetic and style.

## **FS 3000 - Fashion Design Junior Portfolio Review**

Credits: 0

Course Type: Portfolio Review

Students who have completed 60 – 90 credit hours are required to develop and present a professional portfolio of work to ensure they are progressing adequately in the Fashion Design program. Students will learn the art of curating and editing their portfolios, refining page design, and enhancing layout and composition to best represent their vision as a designer. Further development of professional practices includes personal brand development to enhance resume, cover letter, and business card design. Students will be introduced to social media, marketing and promotions, and website development to prepare them for internship and employment opportunities. This review is designed to identify strengths and weaknesses in visual communication and to assess senior-level preparedness.

Prerequisites: Completion of 60+ credit hours and must complete this course before completing 90 credits, FS 2301 - Fashion Design Sophomore Portfolio Review.

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Create a junior-level portfolio of course projects using appropriate tools and technology.
- Analyze previous portfolio content and design to improve layout and formatting, project sequencing, and overall visual presentation toward the further development of a professional and personal style.
- Develop promotional materials and strategies to market oneself as a designer.
- Develop professional practices to confidently pursue and/or create job opportunities.

## **FS 3100 - Special Topics in Fashion Design**

Credits: 3

Course Type: Studio

This advanced elective course, open to juniors and seniors, explores specialized topics not otherwise covered in the core Fashion Design curriculum. Specific topics and faculty will be announced prior to registration. Students will work towards a capstone project that encompasses areas of the special topic.

Prerequisites: Completion of 60+ credits or approval of the Department Chair.

*Course Learning Outcomes:*

- Demonstrate an understanding of the course topic and materials.
- Apply specialized professional practices and methodologies to course assignments.
- Create projects that demonstrate knowledge of the special topic by using the methods, tools, and techniques taught.

## **FS 3110 - Fashion Design II**

Credits: 3

Course Type: Studio

In this intermediate design course, students will explore more complex approaches to deepen their design process through original research methodologies and innovative exploration, while practical collection-building skills are reinforced. Students develop a unique and original point of view that showcases their depth and individuality as designers through experimentation with material development, 3D sampling, technology, journal development, and presentation. Through a balance of hand and digital approaches, students will curate, design, and communicate their own compelling stories and themes.

Prerequisites: FS 1110 - Fashion Design I and FS 2411 - Digital Design I

Notes: (Formerly FS 2110 Fashion Design II) *Course Learning Outcomes:*

- Conduct original research with primary and secondary approaches to develop substantial themes.
- Explore concept development through materiality, 3D sampling, technology, and a variety of media.
- Explore techniques and design strategies to showcase innovative approaches to developing compelling themes and collections.
- Demonstrate the stages of the creative process through sketchbooking and journaling using a variety of media.
- Develop verbal, visual, and written communications using appropriate terminology and professional presentation skills.
- Apply problem-solving, ideation, and time management strategies to research and collection building.

## **FS 3140 - Fashion Communication + Presentation**

Credits: 3

Course Type: Studio

In this course, students continue the experimentation process of visual communication and narrative storytelling while exploring various presentation approaches that provide visual impact and functionality. Through exploration and play, students will identify the role fashion illustrations play in visually communicating their collection while mastering a range of hand and digital art techniques and design strategies. Students will effectively use the art

of communication to present their ideas both artistically and technically about their fashion lineup. In showcasing illustrations, within the collection and project format, students will understand the function and purpose of effective collection planning strategies and professional presentation.

Prerequisites: FS 1140 - Fashion Figure + Communication

*Course Learning Outcomes:*

- Apply a variety of hand and digital techniques, tools, and strategies available for visual communication and presentation.
- Explore advanced methods and approaches in developing strong fashion illustrations and formatting.
- Integrate 3D technology for croquis and collection presentations.
- Master the use of a sketchbook to effectively improve research, rendering, and observational skills, and for collection building.
- Demonstrate effective and professional written and oral communication skills.

## **FS 3150 - High Fashion Construction Techniques**

Credits: 3

Course Type: Studio

This advanced-level course introduces special tailoring techniques and garment construction associated with high-end apparel drape and design. Students will examine high fashion construction and practice various duplicating methods to develop a sophisticated sample library of design structure, and creation. Upon successful completion of this course, students will understand the complexity of high-end construction and the special handling of one-of-a-kind production.

Prerequisites: FS 2310 - Construction III: Flat Pattern Techniques

Notes: (Formerly FS 3170 Couture Construction, FS 2170 Couture Construction)

*Course Learning Outcomes:*

- Discuss special tailoring techniques and garment construction associated with individual drape and design.
- Demonstrate high-fashion construction techniques and duplicating methods.
- Develop a sophisticated sample library of design structure and creation.
- Examine the complexity of one-of-a-kind design construction.

## **FS 3210 - Product Development + Management**

Credits: 3

Course Type: Studio

In this course, students will learn product development processes and practice techniques to convert their design concepts into 3D products by developing pre-production technical packages and style presentations. The course will emphasize product management, sourcing, and scheduling. Students will practice making practical, time-based decisions aligned with local and global supply chains. Upon successful completion of this course, students will have a working knowledge of managing the development of knit and woven products from concept to production.

Prerequisites: FS 2411 - Digital Design I

*Course Learning Outcomes:*

- Explore the tools and concepts of product development and management.
- Develop product development strategies with a practical understanding of the market and style trends, fashion categories, and competitive product analysis.
- Apply the process of product development to the creation of technical packages for fashion garments.
- Apply technology to create pre-production documents for local and global supply chains.
- Demonstrate effective communication skills through professional tech packs and style presentations.

## **FS 3280 - Sustainable Material + Design Strategies**

Credits: 3

Course Type: Studio

This course positions fashion design through the lens of sustainability using multidisciplinary methods and uncommon design strategies. Students are empowered to apply fiber knowledge with sustainable principles by exploring material origins and challenging existing methods to think beyond traditional design. This course will explore biomaterials such as cellulosic and bio-nylon and their current use among industry-leading sustainable brands. Students are introduced to an innovative approach to materials such as synthetic leather from mushroom roots, nylon processed from castor oil, or fabrics spun from spider silk. Students will learn how to experiment and innovate new textiles and design strategies to decrease environmental impacts without sacrificing form and function. Sketchbooks will be used for brainstorming, experimentation, and process development.

Prerequisites: FS 1110 - Fashion Design I

*Course Learning Outcomes:*

- Apply sustainable principles to fundamental design principles from a holistic standpoint.
- Experiment with new and existing materials creatively to discover long-term industry solutions to fiber waste and environmental safety.

- Discuss the importance of sustainable design strategies and their impact on the environment and fashion.
- Recognize the importance of questioning industry-deemed standard processes and challenging those processes from a sustainable design perspective.
- Demonstrate innovative design strategies with minimal environmental impact.
- Learn to use a sketchbook effectively for collection building.

### **FS 3311 - Production Construction**

Credits: 3

Course Type: Studio

This senior-level course focuses on product construction beyond sample-making techniques. Students will learn and apply the theory of assembly-line construction and production materials for manufacturing. Upon successful completion of this course, students will have completed the order of production assembly and have the knowledge to direct product construction in a manufacturing plant.

Prerequisites: FS 2310 - Construction III: Flat Pattern Techniques

Notes: (Formerly FS3310 Construction IV: Production Construction, FS 3310 Construction III) *Course Learning Outcomes:*

- Explain the theory of assembly line construction, industrial construction techniques, and production materials for manufacturing.
- Demonstrate assembly construction processes with appropriate thread weights, stitch lengths, and configurations for industrial construction specifications.
- Apply product development knowledge by planning the process of mass production in an industrial manufacturing plant.
- Demonstrate the complete order of production assembly and direct product construction techniques in manufacturing.

### **FS 3320 - Technical Studio III**

Credits: 3

Course Type: Studio

This course introduces students to the concept of form and shape and how they can effectively and creatively manipulate patterns, draping, and fabrics to achieve dimensional design concepts. Using advanced concept ideation and development, and patternmaking and draping techniques, students will explore and play with proportion, volume, and the characteristics of shape and scale. Students will creatively integrate 2D and 3D processes as a way to explore design development, garment components, and detail variations. Appropriate tailoring, couture and finishing techniques, and 3D digital technology will be introduced.

Prerequisites: FS 2321 - Technical Studio II

Notes: (Formerly FS 2310 Construction III: Flat Pattern Techniques) *Course Learning Outcomes:*

- Demonstrate creative and advanced skills in manipulating basic patterns and draping to meet design ideas, structural goals, scale, accuracy, and fit.
- Apply design thinking, ideation development, research, and inspiration collection through the effective use of sketchbooking.
- Demonstrate complex construction and finishing skills.
- Use 3D technology to ideate, draft patterns, fit, and present designs.
- Demonstrate the ability to grade a pattern.

### **FS 3410 - Digital Design II**

Credits: 3

Course Type: Studio

This course builds on Digital Design I and focuses on textile design software to integrate prints and patterns into the fashion collection-building process. Through visual storytelling, students will create unique weaves, knits, prints, and patterns to elevate their designs and overall fashion themes. The course covers the fundamentals of surface design, including creating motifs, repeats, pattern scaling, and printing methods and quality, as well as 2D knit and weave constructions. A final capstone fashion collection project and complete technical package with 3D flats will bring together all of the skills learned in both Digital Design courses.

Prerequisites: FS 2411 - Digital Design I

*Course Learning Outcomes:*

- Demonstrate knowledge of digital software for textile design and an understanding of its file management, presentation formats, and best practices.
- Execute thematic surface design variations by using techniques for creating motifs, scaling, repeats, and colorways.
- Execute thematic digital fabric construction variations by designing knit stitches, weave patterns, and colorways.
- Prepare digital files for large-scale printing.
- Create 3D technical flat sketches.
- Complete a thematic capstone fashion collection project and finished technical package that showcases concept to production and the skills learned in Digital Design I and II.

### **FS 3470 - CAD Production Patternmaking**

Credits: 3

Course Type: Studio

This advanced-level course expands the knowledge of CAD design technologies used in manufacturing production to include the development of production patterns, pattern grading, zero waste markers, laser cutting, and inventory control. Students will experience the full capacity of pattern design software systems to understand the process of a product's mass production cycle, along

with the skills to make decisions of cost efficiency. Upon successful completion of this course, students will have the knowledge to develop and supervise the engineering of mass pattern parts prepared for construction in production manufacturing.

Prerequisites: FS 2411 - Digital Design I and; FS 2321 - Technical Studio II or FS 1350 - Construction II: Draping + Drafting

*Course Learning Outcomes:*

- Discuss CAD design technologies with a focus on creative potential and industry-standard techniques.
- Develop production patterns, pattern grading, efficient markers, and inventory control.
- Calculate actual and estimated costs of garment construction and identify opportunities for cost efficiency.
- Develop skills in mass pattern engineering for construction in production manufacturing.

### **FS 3601 - Fashion Design Internship Part I**

Credits: 1.5

Course Type: Internship

The Fashion Internship program enables students to work with brands and established professionals in the field, specifically related to their academic and career interests. Under the direction of the Department Chair 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 determined with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience to build their resumes, preparing them for a career in the fashion industry.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

Students have the option to fulfill a Fashion Design Internship, Practicum, or a combination of the two over the course of two terms.

*Course Learning Outcomes:*

- Demonstrate basic business practices, including the ability to communicate effectively, organize, take direction, and work independently or productively as a member of a team.
- Describe the experience and how it advances an understanding of coursework concepts.
- Illustrate preparedness to enter a career in the fashion design industry.

### **FS 3602 - Fashion Design Internship Part II**

Credits: 1.5  
Course Type: Internship

The Fashion Internship program enables students to work with brands and established professionals in the field, specifically related to their academic and career interests. Under the direction of the Department Chair 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 determined with the professional internship sponsor. Upon successful completion of the internship program, students will have real-world work experience to build their resumes, preparing them for a career in the fashion industry.

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

Students have the option to fulfill a Fashion Design Internship, Practicum, or a combination of the two over the course of two terms.

*Course Learning Outcomes:*

- Demonstrate basic business practices, including the ability to communicate effectively, organize, take direction, and work independently or productively as a member of a team.
- Describe the experience and how it advances an understanding of coursework concepts.
- Illustrate preparedness to enter a career in the fashion design industry.

### **FS 3603 - Fashion Design Practicum Part I**

Credits: 1.5

Course Type: Internship

The Fashion Design Practicum course allows students to expand the knowledge and skills acquired in their coursework and explore a topic of interest under the supervision of a faculty member and/or mentor. The course may consist of readings, writing, research, and/or applied work approved by the supervising faculty and Department Chair. The work must culminate in a final presentation aligned with the proposal.

Prerequisites: Approval of the Department Chair.

Notes: This course is Pass/Fail.

Students have the option to fulfill a Fashion Design Internship, Practicum, or a combination of the two over the course of two terms.

*Course Learning Outcomes:*

- Design a plan of action with purpose, process, and goals aligned with the proposal.
- Demonstrate the ability to conduct an independent study with the guidance of a faculty member and/or mentor.
- Demonstrate the ability to adhere to timelines, milestones, and goals.
- Demonstrate the use of research resources and techniques appropriate for the topic.

- Demonstrate the ability to apply research findings and coursework to an area of interest related to fashion.
- Develop a final presentation in an appropriate format.

## FS 3604 - Fashion Design Practicum Part II

Credits: 1.5

Course Type: Internship

The Fashion Design Practicum course allows students to expand the knowledge and skills acquired in their coursework and explore a topic of interest under the supervision of a faculty member and/or mentor. The course may consist of readings, writing, research, and/or applied work approved by the supervising faculty and Department Chair. The work must culminate in a final presentation aligned with the proposal.

Prerequisites: Approval of the Department Chair.

Notes: This course is Pass/Fail.

Students have the option to fulfill a Fashion Design Internship, Practicum, or a combination of the two over the course of two terms.

### Course Learning Outcomes:

- Design a plan of action with purpose, process, and goals aligned with the proposal.
- Demonstrate the ability to conduct an independent study with the guidance of a faculty member and/or mentor.
- Demonstrate the ability to adhere to timelines, milestones, and goals.
- Demonstrate the use of research resources and techniques appropriate for the topic.
- Demonstrate the ability to apply research findings and coursework to an area of interest related to fashion.
- Develop a final presentation in an appropriate format.

## FS 3610 - Textiles + Materials Exploration

Credits: 3

Course Type: Studio

Students will be challenged to explore textiles and materials from a conceptual and creative entry point. This course will cover surface design, fabric manipulation, knit design, and weaving in both traditional techniques as well as with industry-standard technology. Students will learn about fibers, textures, and fabric substrates appropriate for each process and develop creative and unique personal approaches to their design projects.

Prerequisites: FS 1110 - Fashion Design I

Notes: (Formerly FS 2610 Textile Design) *Course Learning Outcomes:*

- Investigate and take creative risks in the development of textiles and materials.
- Understand the quality of fibers and materials and their effect on design choices.

- Develop prints and patterns based on fashion themes.
- Understand a variety of textile manipulation techniques for unique design approaches.
- Explore knitting and weaving with an understanding of techniques and design aesthetics.

## FS 4000 - Senior Portfolio + Fashion Show

Credits: 0

Course Type: Studio

This portfolio review begins the student's preparation for the graduation fashion show and for transition from the academic environment to the professional world. The student's portfolio is critiqued by department faculty and post-graduation plans are discussed.

Prerequisites: FS 3150 - High Fashion Construction Techniques

Notes: Senior portfolio review included.

This course is Pass/Fail.

### Course Learning Outcomes:

- Complete a self-assessment and synthesize what has been learned in the fashion design program.
- Produce a portfolio representing academic and professional achievements.
- Produce a graduation fashion collection that is suitable for a runway presentation.

## FS 4002 - Fashion Design III + Graduate Portfolio

Credits: 3

Course Type: Studio

In this third Fashion Design course, students will focus on designing, editing, and planning their thesis collection, leading to the construction of their Senior Thesis Collection in the final year. Much research, experimentation, and process will be expected for creating a compelling and unique theme that showcases the creativity, thought process, and execution of the collection concepts.

Sketchbook process and experimentation, 3D sampling, and presentation will be highlighted. In addition to developing their senior thesis collection, students will also finalize and present a professional fashion design portfolio encompassing their skills and creative voice as a designer.

Prerequisites: FS 3110 - Fashion Design II

Notes: Senior portfolio review included.

(Formerly used FS 4001 Graduation Portfolio + Fashion Show Development)

### Course Learning Outcomes:

- Design a compelling and thematically cohesive collection for Senior Thesis.
- Document research into concept and theme development.
- Develop personal approaches to the design process.

- Document experimentation and design processes through chosen media such as photography, video, and sketchbooking.
- Develop 3D samples for the collection, such as textile designs, manipulations, design details, and construction techniques etc.
- Compose and present a professional graduate portfolio of projects aligning with the Fashion Design program learning outcomes.

## FS 4010 - Senior Thesis Collection

Credits: 3

Course Type: Studio

In this senior-level course, students pick up where they left off in Fashion Design III. In this course, their personal aesthetic is refined as they revisit designs, develop patterns, and realize in final fabric, their senior thesis collection. Senior collections are required to be featured on the runway in RMCAD's annual Senior Fashion Showcase. Upon successful completion of this course, students will present their final collections, including all research and development, to department faculty and external industry professionals.

Prerequisites: FS 4002 - Fashion Design III + Graduate Portfolio

*Course Learning Outcomes:*

- Produce a thesis collection representing creativity, ingenuity, research, design, and construction, with an attention to detail that is suitable for a runway presentation.
- Present a final collection verbally, in writing, and visually in a professional manner to faculty and industry professionals.
- Synthesize what has been learned in the fashion design program into a senior collection.

## FS 4211 - Fashion Entrepreneurship

Credits: 3

Course Type: Studio

This advanced-level course prepares the Fashion Design major with fundamental knowledge of how a fashion business functions. Students will gain hands-on experience on how to write an actionable business plan, learning the ins and outs of taking an idea and building it into a viable fashion business. Entrepreneurship methods such as determining products and services, developing a vision, identifying competitors and customers, operational management, and financial planning will be introduced to help students transform their ideas into sound business strategies that can be launched.

Prerequisites: Completion of 90+ credits.

Notes: (Formerly used FS 4210 Fashion Professional Practices) *Course Learning Outcomes:*

- Demonstrate fundamental knowledge of how a fashion industry business functions from an entrepreneurial perspective.

- Develop a capsule collection and identify approaches to take the idea to market.
- Present detailed research and market analysis to support the product launch concept.
- Determine the brand's identity, vision, and positioning as well as the short and long-range goals.
- Develop an operational and management plan to support financial planning.
- Develop a comprehensive and professional business plan presentation deck.

## Game Art

### GA 2430 - Environment Creation I

Credits: 3

Course Type: Studio

This sophomore-level course is an introduction to game design and development. Students will learn the fundamentals of how a game engine works, how to differentiate between various genres (such as FPS, Action, Side Scroller, etc.), modify and import custom assets, and use basic scripting to influence gameplay. Upon successful completion of this course, students will demonstrate familiarity and proficiency with an engine through the creation of test assets and simple level prototypes.

Prerequisites: AG 2320 - 3D Lighting + Materials or GA 2420 Game Shader Development

Notes: (Formerly GA3420 Game Creation Fundamentals, GA2220 Game Creation Fundamentals, GA 1120 and GA 2010) *Course Learning Outcomes:*

- Plan and create small, functional levels using a combination of static meshes and brushes.
- Demonstrate knowledge of triggered events for gameplay.
- Apply materials to static and brush surfaces.
- Sculpt exterior environments using terrain editing tools.

### GA 2530 - Environment Creation II

Credits: 3

Course Type: Studio

In this junior-level course, students will apply various modeling strategies to solve technique-specific tasks, such as modular environment modeling and hero mesh development. Additional methods of optimizing UVs based on project constraints will also be explored. Upon successful completion of this course, students have created an engine-ready environment that is prepared for sculpting and refinement.

Prerequisites: GA 2430 - Environment Creation I or AN3D 1210 - 3D Computer Fundamentals

Notes: (Formerly GA 3120 - 3D Modeling) *Course Learning Outcomes:*

- Model hard-surface, modular assets for use in the creation of detailed environments.
- Model hard-surface props and feature meshes to add interest and visual storytelling elements to environments.
- Design and create an environment layout that informs the audience of narrative elements through visual application, adding interest and appeal.
- Apply techniques for UV unwrapping modular and non-modular assets.

### **GA 2630 - Environment Creation III**

Credits: 3

Course Type: Studio

In this sophomore-level course, students will create runtime materials in a game engine while also using procedural texture generation tools and photographic images to aid in material creation. Students will explore creating materials adhering to physically based rendering models as well as adding motion and interactivity to game environments using programmable shaders. Students will create props and other game assets that make use of a variety of shader techniques. Upon successful completion of this course, students will have created runtime assets and have an understanding of materials for use in subsequent classes.

Prerequisites: GA 2530 - Environment Creation II, or AN3D 2320 3D Computer Lighting + Materials

Notes: (Formerly GA 2420 Game Shader Development, GA3220 Game Shader Development, GA 3220 Game Texture + Lighting) *Course Learning Outcomes:*

- Create custom material networks using native software tools.
- Apply real-world surface detail observation to objects and translate their surface properties into shader attributes.
- Demonstrate the use of real-time lighting and post effects to convey mood, infer narrative, and create visual hierarchy for compositional and gameplay purposes while also emphasizing the form of objects in the scene.

### **GA 2710 - Strategy + Psychology in Games**

Credits: 3

Course Type: Studio

This sophomore-level course studies why we play video games; what makes gameplay 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 narrative in our culture, as well as discussing games of the past and future directions for games. Through discussions, videos, and writing essays, the student investigates the relationship between games, psychology, and human culture and its expression in games and interactive media. Upon successful completion of this course, students gain an understanding of the psychological, ethical, and social aspects of games through storyboarding, essays, and discussions.

Prerequisites: Completion of 60+ credit hours

*Course Learning Outcomes:*

- Identify and apply game design theories and principles in narrative assignments.
- Recognize and implement psychological theories and principles that operate in game design in narrative assignments.
- Use narrative design writing methods to develop a story world for a game.
- Create an interactive fiction game using software.
- Revise their own interactive fiction game's design by applying psychological theories and principles.

### **GA 3120 - 3D Modeling**

Credits: 3

Course Type: Studio

In this junior-level studio class, students will apply a variety of modeling strategies to solve technique-specific tasks, such as modular environment modeling, LOD creation, and hero mesh development. Additional methods of optimizing UVs based on project constraints will also be explored. Upon successful completion of this course, students will have created an engine-ready environment that is prepared for sculpting and refinement.

Prerequisites: AN3D 1210 - 3D Computer Fundamentals

*Course Learning Outcomes:*

- Model hard-surface, modular assets for use in the creation of detailed environments.
- Model and export custom-created collision for meshes.
- Create basic materials that have tileable textures in both Maya and Unreal.
- Apply techniques for UV unwrapping modular and non-modular assets.

### **GA 3330 - Character + Level Design**

Credits: 3

Course Type: Studio

This junior-level, studio-based course focuses on exploring techniques that lead to quality designs for games. Upon successful completion of the course, students will have created a functional Design Document comprised of concept art covering subjects such as characters, vehicles, props, creatures, level maps, GUI overlays, and environments.

Prerequisites: AG 1070 - Digital Painting for Film + Games or IL 3850 - Digital Illustration I

*Course Learning Outcomes:*

- Demonstrate experimentation with designs for characters, props, environments, vehicles, and creatures.
- Develop a written story world as the foundation of a design document.

- Create iterative concepts by way of thumbnails, design variants, color studies, and expression sheets.
- Assemble designs into a comprehensive design document.

## GA 3460 - Character Creation I

Credits: 3  
Course Type: Studio

In this junior-level course, students gain the skills to create 3D assets using digital sculpting software. Students will develop a fully sculpted and painted character for further retopology and preparation in Character II. Upon successful completion of this course, students will have gained competency with digital sculpting tools, a greater understanding of anatomy as it applies to digital sculpting and character design, and the development of high-fidelity assets in preparation for integration into the final render or game engine.

Prerequisites: AG 1310 - 3D Fundamentals or AN3D 1210 - 3D Computer Fundamentals

Notes: (Formerly GA 3860 - Digital Sculpting) *Course Learning Outcomes:*

- Create high poly, highly detailed models using digital sculpting tools and techniques.
- Utilize sculpting tools to add high-level detail to low-poly meshes.
- Gather and use anatomical (human and/or animal) references to create and sculpt with believable features and plausible anatomy and form.

## GA 3601 - Game Art Internship Part I

Credits: 1.5  
Course Type: Internship

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

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Develop a learning experience that provides the application of coursework concepts in a real-world context.
- Practice applying relevant skills in your chosen field.

- Discuss your internship experience with an instructor.

## GA 3602 - Game Art Internship Part II

Credits: 1.5  
Course Type: Internship

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

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Develop a learning experience that provides the application of coursework concepts in a real-world context.
- Practice applying relevant skills in your chosen field.
- Discuss your internship experience with an instructor.

## GA 4110 - Game Animation + Motion Capture

Credits: 3  
Course Type: Studio

In this senior-level studio course, students will learn the techniques used in the production of animation for games. Students will film reference footage for character motion/performance and animate character loops, cut scenes, and dialogue using a combination of key-frame animation and motion-capture data. Upon successful completion of the course, students will have developed a series of looping and transitional character animations as well as a dialog cut scene.

Prerequisites: AG 2650 - 3D Animation I or AN3D 3230 - 3D Computer Animation Motion Studies

Notes: (Formerly GA 3110) *Course Learning Outcomes:*

- Create key frame animation for a pre-rigged character.
- Create a series of looping or non-looping animations for game character animation.

## GA 4460 - Character Creation II

Credits: 3  
Course Type: Studio

In this senior-level course, students explore methods of developing character assets that adhere to technical requirements for rendering in film and games. The relationship between topology, edge flow, anatomical structure, and mesh deformation will be explored. Upon successful completion of this course, students will have the practical knowledge to produce a character of high visual quality and technical functionality.

Prerequisites: GA 3460 - Character Creation I or AN3D 2320 - 3D Computer Lighting + Materials

Notes: (Formerly AN3D 3330 - 3D Character + Production Design) *Course Learning Outcomes*:

- Translate 2D subject matter reference and 3D character sculpts into a functional 3D character asset that adheres to proper topology and technical standards.
- Construct a 3D character model that adheres to proper technical modeling principles.
- Apply concepts of anatomy, shape, form, structure, and intricate detailing to produce 3D assets with a high level of organic visual quality.

## GA 4501 - 3D Production Pipeline

Credits: 3  
Course Type: Studio

In this advanced-level course, students learn the concepts and techniques of the 3D production pipeline for film and games. Through the creation of studio-quality projects, students demonstrate the production process from planning and documentation, asset creation, and post-production and delivery.

Prerequisites: GA 4460 - Character Creation II

*Course Learning Outcomes*:

- Experiment with designs for characters, props, environments, vehicles, and creatures.
- Create iterative concepts using thumbnails, design variants, color studies, and expression sheets.
- Develop design documentation that guides the production process.
- Demonstrate production quality 3D art using advanced 3D tools and techniques.
- Produce finished projects from research and planning to post-production and delivery.

# Graphic Design

## GD 1000 - Typography

Credits: 3  
Course Type: Studio

This freshman-level course is an in-depth examination of the elements and principles of typography via hand-assembled and digital studio projects. Reader and

audience demographics are also thoroughly covered. Upon successful completion of this course, students demonstrate conceptual and technical proficiencies with letterform structures, legibility, readability, text manipulation, typographic space, and communication hierarchies as well as an introduction to page layout applications.

Prerequisites: FD 1020 - 2D Design: Elements + Principles

Notes: (Formerly GD 2440 Typographic Design) *Course Learning Outcomes*:

- Explain the anatomy and aesthetics of typography.
- Compose type using fundamental aesthetic principles and skills.
- Communicate visually using letters, words, and paragraphs.
- Discuss the history, theory, and ideas behind typography.
- Implement the fundamentals of page layout and basic grid systems.
- Illustrate the importance of hierarchy and emphasis within typography.
- Describe typographic personality and its use in appealing to a defined target market.
- Compare relationships between typography and effective communication.
- Identify line and letter spacing, readability, and legibility.
- Apply knowledge of classifications, type families, fonts, and pairing type.

## GD 2000 - Graphic Design Sophomore Portfolio Review

Credits: 0  
Course Type: Portfolio Review

Students who have completed 45-60 credit hours are required to participate in a graphic design sophomore portfolio review. Students will present original art and design work from Foundations and their early Graphic Design courses where faculty evaluate mastery of foundational skills and identify strengths and areas of improvement. Student work will demonstrate competency in visual elements and principles of design, drawing, color theory, and three-dimensional fundamentals. Upon successful completion of the Sophomore Portfolio Review, students will transition into their junior-level Graphic Design courses. This course is Pass/Fail.

Prerequisites: Completion of 45+ credit hours.

Notes: *This course is Pass/Fail. Course Learning Outcomes*:

- Demonstrate the ability to compose a portfolio of art and design work that meets expectations for the sophomore level.

## GD 2100 - Layout Design

Credits: 3  
Course Type: Studio

In this sophomore-level course, students will continue to develop their knowledge regarding letterforms, legibility, organization, hierarchy, grid systems, and multi-page layouts. Students will demonstrate the ability to solve communication problems through effective design. Upon successful completion of this course, students demonstrate an understanding of intermediate typography as it relates to electronic page layout through multiple real-world projects.

Prerequisites: GD 1000 - Typography

Notes: (Formerly GD 1310 Type + Layout) *Course Learning Outcomes:*

- Demonstrate an intermediate level of page design and layout using industry-standard software.
- Determine typeface classifications, type families, type styles, and font selection within a page layout.
- Construct page layouts using visual hierarchy and the organization of visual components including text, graphics, and imagery.
- Use single-column, multi-column, and modular grid formations in page structure.
- Analyze and implement paragraph formatting through line and letter spacing, readability, and legibility.
- Show intermediate knowledge and use of page layout software.
- Demonstrate research and information gathering, analysis, and generation of alternative solutions.
- Apply knowledge of classifications, type families, typestyles, fonts, and type selection.

## GD 2210 - Vector Illustration

Credits: 3  
Course Type: Studio

This sophomore-level course introduces students to the concept of semiotics and vector-based art. Through demonstrations and exploration of tools and techniques in Adobe Illustrator, students create icons, symbols, and illustrations in conjunction with typographic forms. Upon successful completion of this course, students demonstrate vector-based drawing tools to create meaning in graphic and typographic messages through multiple projects.

Prerequisites: FD 1020 - 2D Design: Elements + Principles

*Course Learning Outcomes:*

- Use vector-based text, graphics, and imagery to deliver an effective message.
- Understand the tools used in creating vector-based shapes, graphics, and text.

## GD 2220 - Raster Image Processing

Credits: 3  
Course Type: Studio

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

Prerequisites: FD 1020 - 2D Design: Elements + Principles

*Course Learning Outcomes:*

- Use raster-based text, graphics, and imagery to deliver an effective message.
- Understand the tools used in creating raster-based shapes, graphics, and text.

## GD 2410 - Information Visualization

Credits: 3  
Course Type: Studio

This sophomore course focuses on information design, information architecture, and information visualization. Students learn strategies to organize and display data from tabular data to graphs, charts, and infographics. Storytelling will be utilized to make data more accessible and relatable. New technologies will be used for dynamic data displays. Upon successful completion of this course, students demonstrate responsible use of data, molding it into information that enhances knowledge and understanding.

Prerequisites: GD 1000 - Typography, GD 2210 - Vector Illustration and GD 2220 - Raster Image Processing

*Course Learning Outcomes:*

- Translate data into a relevant visual form.
- Assess why information design and data visualization is successful.
- Articulate why information design and data visualization is successful.
- Organize, analyze, and present information.

## GD 2510 - Sign + Symbol

Credits: 3  
Course Type: Studio

This sophomore-level course develops the principles of semiotics and visual communication. Three principles are addressed in this course: Semantics, Syntactics, and Pragmatics. Students working as individuals and in teams will complete studio projects that address the nature of signs, symbols, pictograms, and logotypes. Upon successful completion of this course, students demonstrate an understanding of basic visual communication theory and practice.

Prerequisites: GD 2100 - Layout Design, GD 2210 - Vector Illustration, GD 2220 - Raster Image Processing

Notes: (Formerly GD 2120 Sign + Symbol) *Course Learning Outcomes:*

- Execute complex brand identity systems.
- Apply brainstorming techniques, as well as peer review practices as part of the ideation process.
- Analyze the differences and similarities between identity and brand.

## **GD 3000 - Graphic Design Junior Portfolio Review**

Credits: 0

Course Type: Portfolio Review

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

Prerequisites: Completion of 60+ credits or approval of department Chair

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Solve communication problems.
- Research and information gathering, analysis, and generation of alternative solutions.
- Prototyping, user testing, and evaluation of outcomes.
- Describe and respond to the audiences and contexts that communication solutions must address. Recognize the physical, cognitive, cultural, and social human factors that shape design decisions.
- Create and develop visual forms in response to communication problems.
- Understand principles of visual organization/composition and information hierarchy.
- Understand symbolic representation.
- Understand the proper use of typography and its various applications.
- Understand tools and technology, including the creation, reproduction, and distribution of visual messages.
- Understand design history, theory, and criticism.
- Understand basic business practices, including the ability to organize design projects and to work productively as a member of teams.

## **GD 3040 - Design Systems**

Credits: 3

Course Type: Studio

This intensive course focuses on the principles and elements of brands and identity systems. Students engage in long-term projects that address the significance of brand design, applications, and identity management. Company mission, goals, and objectives are researched, investigated, and presented in detail. Content hierarchy, complex grid systems, typographic hierarchy, text/image integration, and color identification are explored in depth. Students also examine 20th-century and contemporary branding systems.

Upon successful completion of this course via long-term projects, students demonstrate the conceptual and technical ability to understand, establish, define, and create a complex design system.

Prerequisites: GD 2510 - Sign + Symbol

*Course Learning Outcomes:*

- Translate brand attributes into original design concepts.
- Research and interpret the stakeholder's needs and objectives.
- Incorporate customer experience into recommended design deliverables.
- Develop and present a comprehensive design system for the stakeholder.

## **GD 3105 - User Prototyping**

Credits: 3

Course Type: Studio

This is a foundational design course that establishes a set of best practices allowing the student to approach digital media through a user-centered lens. Students research and explore a variety of pre-visualization methods that are inherent in the online digital environment, merging new tools like user interface, interactivity, visual sequencing, and storytelling into their final projects. Upon successful completion of this course, students will gain a thorough understanding of paper prototyping, user testing, and pre-visualization methods for on-screen environments creating a user-centered design foundation for digital media.

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

*Course Learning Outcomes:*

- Understand prototyping, user testing, and pre-visualization methods for onscreen environments through a user-centered lens.
- Apply strategies in planning, creating, and testing prototypes.
- Evaluate a design problem from a contextual, conceptual, as well as a functional point of view.
- Analyze user testing and communicate critical thinking processes.

## **GD 3115 - Web Design I**

Credits: 3

Course Type: Studio

This intermediate course uses the knowledge from GD 3105 - User Prototyping and focuses on taking the principles from traditional graphic design and applying them to the online environment. Students are introduced to site architecture, concept mapping, and digital code. Websites will be tested and used for optimal browser display, information architecture, and user needs. Upon successful completion of this course, students will have gained an understanding of the common challenges of creating and designing interactive media through prototyping, flowcharting, pre-production, production, and

execution of a final website design.

Prerequisites: GD 3105 - User Prototyping

*Course Learning Outcomes:*

- Understand the lexicon terms surrounding the modern online environment.
- Analyze basic solutions to the challenges of creating and designing web content.
- Apply a process for the development and implementation of web design.
- Apply basic web-based code languages to create and modify digital content.

## **GD 3120 - Visual Sequencing**

Credits: 3

Course Type: Studio

In this junior-level course, students will advance their understanding of sequential art concepts and design principles as they research and explore innovative solutions to more complex multi-page visual communication problems. Weekly topics will include conceptual development, storytelling techniques, advanced grid systems, image sequencing, typographic hierarchy, and text/image integration. Upon successful completion of this course, students will demonstrate the ability to develop, design, and produce a fully formed digital/print publication that explores a unique narrative concept.

Prerequisites: GD 2100 - Layout Design, GD 2210 - Vector Illustration and GD 2220 - Raster Image Processing

*Course Learning Outcomes:*

- Apply sequential art research and design skills to an effective narrative.
- Create a conceptually-driven, narrative-based "think piece" (experimental book).
- Utilize grid systems, sequencing, typographic hierarchy, and text/image integration.

## **GD 3240 - Motion Design I**

Credits: 3

Course Type: Studio

This junior-level course introduces students to time and motion-based graphic communication. Students will use tools and techniques to juxtapose imagery and audio, as well as apply a sequence of graphical elements using shape, color, composition, texture, and typography. Upon successful completion of this course, students will demonstrate an understanding of time-based graphic communication.

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

Notes: (Formerly GD 3240 Motion Design, GD 4230 Motion Design) *Course Learning Outcomes:*

- Understand the tools and features of industry-standard software in relation to Motion Design.

- Create time-based works that utilize principles of animation and graphic design.
- Understand and create narrative content using the principles of storytelling.

## **GD 3440 - Experimental Typography**

Credits: 3

Course Type: Studio

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

Prerequisites: GD 2100 - Layout Design

*Course Learning Outcomes:*

- Explore and manipulate type in visual communication.
- Analyze environments, objects, and forms.
- Design an original typeface.
- Demonstrate the use of a typeface through word and paragraph formation, typographic hierarchies, relationship to imagery, scale, and typographic weights.

## **GD 3470 - 3D Packaging**

Credits: 3

Course Type: Studio

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

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

*Course Learning Outcomes:*

- Research and analyze experience-based problems in packaging through a user-centered lens.
- Discuss packaging design solutions.
- Integrate historical, social, and cultural perspectives into packaging designs.
- Produce packaging based on user-centered design principles.
- Practice concept rendering and fabricate die-cut packaging, models, and mock-ups.

## **GD 3601 - Graphic Design Internship Part I**

Credits: 1.5  
Course Type: Internship

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

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Compare and differentiate between desirable and non-desirable clients.
- Show basic business practices, including the ability to organize and work productively as a member of a team.
- Describe the experience and how it advances an understanding of coursework concepts.
- Illustrate an ability to enter a career in the design field.

## **GD 3602 - Graphic Design Internship Part II**

Credits: 1.5  
Course Type: Internship

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

Prerequisites: Approval of Department Chair or Department Internship Coordinator

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Compare and differentiate between desirable and non-desirable clients.
- Show basic business practices, including the ability to organize and work productively as a member of a team.
- Describe the experience and how it advances an understanding of coursework concepts.
- Illustrate an ability to enter a career in the design field.

## **GD 3700 - Advertising Principles**

Credits: 3  
Course Type: Studio

In this course, students investigate the elements and principles of advertising, including developing a brand strategy, audience/demographic research, ethics, the crafting of messages, and the various methods of advertising media design and delivery. Through class discussions and assignments, students will learn how to use advertising design and strategy to inform, persuade, and remind their target audience of a specific message. As a means of progressing their own conceptual development, students will explore how information, persuasive design, and repeated exposure contribute to the success of an advertising campaign. Advertising agency roles will also be explored as potential career opportunities. Upon successful completion of this course, students will create a multimedia micro-campaign portfolio project to demonstrate their understanding of advertising design.

Prerequisites: GD 3040 - Design Systems

*Course Learning Outcomes:*

- Evaluate how advertising campaigns apply strategy to reach their target audience through research-based writing assignments.
- Discuss the ethics of advertising as they apply to contemporary culture and the importance/effect of the global reach of advertising.
- Identify key advertising agency roles and how they collaborate with one another.
- Develop creative assets and apply them to multimedia advertising design deliverables with defined placement objectives.
- Perform ad testing and participate in focus groups to demonstrate the effectiveness of communication and overall Return on Investment (ROI).

## **GD 3725 - Creative Copywriting + Strategy**

Credits: 3  
Course Type: Studio

In this course, students will explore the power of persuasion through the use of marketing strategies and copywriting. Students will develop advertising messaging in the form of design briefs, slogans, calls to action, and scripts for audio and video media. Students will research how carefully crafted words can be used to persuade an audience to purchase, behave, or feel, based on their experience with an advertising campaign narrative. Additionally, students will associate typographic connections to written content with the intent to enhance meaning. Upon successful completion of this course, students will be able to apply strategies and copywriting skills to advertising campaign deliverables.

Prerequisites: GD 3700 - Advertising Principles

*Course Learning Outcomes:*

- Research the art of persuasion and how to best capture the imagination of the reader.

- Identify the hook through the evaluation of the influence, originality, power of language, punctuation, metaphor, and other figurative or rhetorical tools to make advertising language more engaging.
- Explore copy as a means of important information delivery and as a visual design element through the development of projects.
- Write in many voices to develop unique personalities for each client, determining how stylistic nuances change in relation to the creative brief.
- Apply the structure of copywriting in traditional print advertising through the writing of headlines, subheads, body copy, contact information, calls to action, disclaimers, and taglines that are customized for context.

## GD 3775 - Art Direction

Credits: 3  
Course Type: Studio

In this course, students explore what it means to be an Art Director determining creative vision and overseeing the process of selling an idea from creative brief to final presentation. Through discussions, lectures, and creative assignments, students apply project planning and design skills to carefully craft a comprehensive multimedia advertising campaign. Students will work individually and in teams to strategize, develop messaging, and create advertising deliverables intended for print, broadcast, and social media. Upon successful completion of this course, students will produce and present a conceptual campaign that showcases how cohesive planning and design can be used to deliver a cross-cultural message.

Prerequisites: GD 3700 - Advertising Principles

*Course Learning Outcomes:*

- Define the Big Idea through brainstorming, ideation, conceptual development, and creative direction.
- Utilize client strategies and creative briefs to build visual brands through the use of consumer insight and disruption.
- Identify the role of art direction as it applies to cohesion and accuracy in an advertising campaign.
- Collaborate with the design team on the development and creation of multimedia design deliverables, detailed presentation decks, and creative mockups.
- Demonstrate the importance of storytelling in persuasive presentations, selling an idea/concept from creative brief to final presentation.

## GD 3810 - Digital Design Systems

Credits: 3  
Course Type: Studio

In this junior-level UX/UI course, students learn about the importance of creating a digital design system with scalability and developer handoff in mind. Students will

design, spec, and create reusable components and usage guidelines with user affordances, mental models, and accessibility in mind. Additionally, students will learn about the relationship between design systems, pattern libraries, component libraries, and style guides. Upon successful completion of this course, students will demonstrate the ability to develop, design, and implement a design system that is consistent and scalable.

Prerequisites: GD 3105 - User Prototyping

*Course Learning Outcomes:*

- Assess contemporary user interface designs to evaluate their strengths and opportunities.
- Identify common affordances and mental models, and apply common use cases to completed component design.
- Design a set of basic components to be applied to a user interface in alignment with brand identity and accessibility standards.
- Develop usage guidelines and specs containing clear communication for when and how to use design components.

## GD 3900 - Special Topics in Graphic Design

Credits: 3  
Course Type: Studio

This elective course open to juniors and seniors examines specific topics not otherwise covered in the Graphic Design curriculum. Specific topics and faculty will be announced prior to registration. Students will work towards a keystone project that encompasses the topic at hand.

Prerequisites: Completion of 60+ credits and approval of department Chair

*Course Learning Outcomes:*

- Create visual forms in response to communication problems.
- Apply principles of visual organization/composition and information hierarchy.
- Use industry-based tools in the creation, reproduction, and distribution of visual messages.
- Solve communication problems through visual design.
- Apply research, information gathering, and analysis to generate alternative solutions.

## GD 3985 - Professional Practices in Graphic Design

Credits: 3  
Course Type: Studio

The course in Professional Practices will introduce students to freelancing and self-employment along with the business and ethical practices of the Graphic Design Profession. Students will learn what freelancing is, the benefits and drawbacks of being creatively self-employed, and plan for

their futures. Students will work through projects geared toward learning real-world skills they can then use when they start freelancing including learning how much to charge, how to market their services, working with clients, and legal matters. Upon successful completion of this course, students will have developed a business plan and marketing materials geared towards self-employment.

Prerequisites: GD 3000 - Graphic Design Junior Portfolio Review, GD 3040 - Design Systems

Notes: (Formerly GD 4985 Professional Practices in Graphic Design) *Course Learning Outcomes:*

- Identify the most important parts of freelancing and state them in a business plan.
- Formulate a pricing system and create a working contract that can be used with clients.
- Create a portfolio website that showcases marketable skills and that aligns with the list of services offered.
- Develop a marketing plan that is directed toward potential clientele.
- Create a client tracking system that evaluates outreach success and guides goals for the future.

## **GD 4020 - Experience Design**

Credits: 3  
Course Type: Studio

This integrated course explores the significance and impact of experience design, broadening the notion of Graphic Design beyond products and services. Students work on multi-faceted projects that address way-finding, environmental graphic design, information architecture, fabrication connections, and resources. In addition, students address issues such as product or service life cycles, and user interfaces, and create environments that connect on an experiential and emotional level to clients and customers. Students continue to sharpen their analytical, verbal, written, and visual presentation skills. Upon successful completion of this course, students demonstrate a sound knowledge of research and human-centered design concepts via studio projects and client/user presentations.

Prerequisites: GD 3040 - Design Systems

*Course Learning Outcomes:*

- Apply human-centered design tools and research methods.
- Demonstrate the practice, process, and craft of designing a brand experience.
- Apply ideation and visualization techniques to visually represent an experience design plan.
- Identify the role of experience design in building the client-customer relationship.

## **GD 4210 - Web Design II**

Credits: 3  
Course Type: Studio

In this senior-level course, students will advance their understanding of the topics learned in GD 3115 - Web Design I. Students will use current front-end web technologies including CMS responsive templates and accessibility tools as they relate to graphic design. Upon successful completion of this course, students will combine these skills to create an inclusive website design.

Prerequisites: GD 3115 - Web Design I

*Course Learning Outcomes:*

- Employ a user-centered process in website development, design, and execution.
- Identify and apply user research that supports accessibility practices to create an inclusive user experience.
- Identify contemporary solutions for creating web content for clients.
- Demonstrate the use of industry-standard web design tools, including CMS responsive templates and front-end web technologies to create and modify digital content based on user needs.
- Incorporate the role and experience of the customer in a website design.

## **GD 4240 - Motion Design II**

Credits: 3  
Course Type: Studio

This advanced motion design course builds upon the skills learned in Motion Design I. Students will use industry-standard software and techniques to solve client-based motion design problems. Students will explore advanced tools and processes applicable to the field of motion design. Upon successful completion of this course, students will compose a reel of high-quality motion graphics.

Prerequisites: GD 3240 - Motion Design I

*Course Learning Outcomes:*

- Apply advanced use of the tools and features of industry-standard software used to create motion design projects.
- Create visually engaging motion graphics.
- Use motion graphics to solve client-based communication needs.

## **GD 4410 - Environmental Graphic Design**

Credits: 3  
Course Type: Studio

In this senior-level course, students explore the human-centered experience with signage as it relates to branding, identification, and direction within the built environment. In group and individual projects, students learn strategies in way-finding, ADA (Americans with Disabilities Act), sign design, fabrication techniques, and sustainable materials use. Innovations and new

technologies will be studied to advance user interaction in public and private spaces. Upon successful completion of this course, students demonstrate a greater understanding of communication within the built/branded environment.

Prerequisites: GD 2100 - Layout Design and GD 2220 - Raster Image Processing

*Course Learning Outcomes:*

- Apply Environmental Graphic Design industry standards to create a user-friendly experience.
- Research and create prototypes of wayfinding and experiential graphics to test initial assumptions.
- Propose an environmental design plan for a large-scale-built environment.

## **GD 4520 - Interaction Design**

Credits: 3

Course Type: Studio

In this senior-level course, students hone their digital interactive design skills. Students study interaction design, industrial design, and cognitive science in order to focus on the mental models and specific gestures that allow humans to interact with the designed world. Interface conventions are deconstructed and rebuilt. Interaction models are built and tested. The future of interface as invisible computing is explored and prototyped. Upon successful completion of the course, students demonstrate an understanding of how and why some digital products "feel good" to use, and how to use those findings within a user-centered design process to better their design solutions.

Prerequisites: GD 3115 - Web Design I

*Course Learning Outcomes:*

- Demonstrate a working knowledge of the vocabulary of interaction design.
- Practice the principles, patterns, processes, and craft of user-centered design.
- Apply knowledge of user-centered design methods to interaction design.
- Incorporate the role and experience of the customer journey in the user-centered design process through prototyping and testing.
- Document the process of testing for user-centered design.

## **GD 4900 - Graphic Design BFA Capstone I**

Credits: 3

Course Type: Studio

The designer's portfolio is the employer's primary tool for assessing the skills and talents of a prospective employee. With that in mind, it is essentially the most important asset in successfully gaining employment upon graduation. This portfolio class begins a two-part sequence of courses that explores what constitutes a professional-looking portfolio, who should see it, and how to cater it to intended employers. Instructors assist the students in selecting artwork for refinement and inclusion in the portfolio and in assembling the portfolio for maximum effect. Additionally,

students will develop a plan for a thesis project to be completed before their final Graphic Design Senior Portfolio Review.

Prerequisites: Must be a senior in their last semester.

Notes: (GD4900 Graphic Design BFA Capstone I/GD4950 Graphic Design BFA Capstone II sequence formerly fulfilled by GD4980 Senior Graphic Design Seminar/GD4990 Graphic Design Graduation Portfolio. Students graduating by the end of Summer 2021 should complete the GD4980/GD4990 sequence. Students graduating Fall 2021 or later should complete GD4900/GD4950.) *Course Learning Outcomes:*

- Create a professional portfolio book and website layout.
- Create a personal brand and identity system.
- Develop a thesis project plan for graduation.

## **GD 4950 - Graphic Design BFA Capstone II**

Credits: 3

Course Type: Studio

This course completes the Graphic Design BFA Program and will explore the changing role of the Graphic Designer in contemporary culture, conflicts between commercial practice and social responsibility, and practical issues as they relate to securing a professional position in the field. Upon successful completion of this course, students will have successfully completed a thesis project, print/web portfolios, a personal brand identity system, and professional marketing materials. Additionally, designers will present their work in their final portfolio review.

Prerequisites: GD 4900 - Graphic Design BFA Capstone I and Senior in their last semester.

Notes: Senior portfolio review is included.

(GD4900 Graphic Design BFA Capstone I/GD4950 Graphic Design BFA Capstone II sequence formerly fulfilled by GD4980 Senior Graphic Design Seminar/GD4990 Graphic Design Graduation Portfolio. Students graduating by the end of Summer 2021 should complete the GD4980/GD4990 sequence. Students graduating Fall 2021 or later should complete GD4900/GD4950.)

*Course Learning Outcomes:*

- Apply aesthetic theories to contemporary design problems.
- Demonstrate the ability to present a professional portfolio with career intent.
- Produce print and web portfolios with subsequent marketing materials and a cohesive personal brand identity system.

## **Humanities**

### **HU 1110 - Humanities I: World Thought I**

Credits: 3  
Course Type: Lecture

This sophomore-level course explores significant developments in the ancient and middle periods (from the start of human history through the end of the fifteenth century) through engagement with important primary texts and their contextualization within history, geography, and civilizations. The first of two such core humanities courses is intended to provide students with an intellectual vocabulary; exposure to various worldviews and religions; ethical thought; and mythology through literature and drama, philosophical, and religious writings. Emphasis is placed on honing scholarly research skills and further development of critical-thinking skills. Through course readings and research-based writing, students gain broad exposure to the development of thought in Asia, Asia Minor, the Mediterranean world, and Europe.

Prerequisites: EN 1111 - Composition II or AE 2220  
Philosophy of Art + Education for Art Education majors

Notes: (Formerly fulfilled by HU 2210 Western Civilization I) *Course Learning Outcomes*:

- Define the concepts and terminology of World Thought.
- Describe the development of culture, geography, history, and intellectual thought of Africa, the Indian Subcontinent, the Fertile Crescent, the Mediterranean world, East Asia, the Americas, and Early Europe from the early history to 1485 or the end of the 15th Century.
- Compare diverse worldviews through the study of oral traditions, history, literature, mythology, and philosophy in scholarly writing.
- Apply religious, political, and social history through the contemporary understanding of human dignity and social justice.
- Distinguish at least seven distinct cultural regions of the world from the identified cultural regions of Sub-Saharan Africa, North Africa, the Fertile Crescent, the Mediterranean, Europe, Central Asia, the Indian Subcontinent, Oceania, East Asia, and the Americas.

## **HU 1111 - Humanities II: World Thought II**

Credits: 3  
Course Type: Lecture

This sophomore-level course explores significant developments from the 16th through 19th centuries, with an emphasis on European expansion and the rise of colonialism. The second of two such core humanities requirements, this course is intended to provide students with an intellectual vocabulary; exposure to various worldviews and religions; ethical thought; and philosophy through literature and drama, philosophical, and religious writings. Emphasis is placed on honing scholarly research skills and further development of critical thinking skills. Through course readings and research-based writing, students gain broad exposure to the development of thought—especially in Asia, Asia Minor, the Mediterranean world, Europe, and the New World.

Prerequisites: EN 1111 - Composition II or AE 2220

Philosophy of Art + Education for Art Education majors

Notes: (Formerly fulfilled by HU 2211 Western Civilization II) *Course Learning Outcomes*:

- Understand the development of thought in Asia, Asia Minor, the Mediterranean world, and Europe from the 16th through 19th centuries.
- Understand the development of European expansion and the rise of colonialism.
- Understand the intellectual vocabulary of social studies

## **HU 1120 - Introduction to Philosophy**

Credits: 3  
Course Type: Lecture

This class offers an introduction to Western Philosophy that examines topics such as knowledge formation; the nature of existence; and the foundations of morality, free will, subjectivity, and consciousness. Students explore these topics through primary readings, lectures, and class discussions. Upon successful completion of this course, students increase their understanding of Philosophy as a field of study, improve their critical thinking skills, and will have engaged with a variety of philosophical texts.

Prerequisites: EN 1111 - Composition II or AE 2220  
Philosophy of Art + Education for Art Education majors

*Course Learning Outcomes*:

- Students understand the historical development of key philosophical concepts.
- Students understand a variety of philosophical texts.
- Students understand basic philosophical theories and methodologies.

## **HU 1150 - Introduction to Gender + Sexuality Studies**

Credits: 3  
Course Type: Lecture

This course is an introduction to topics in the field of gender and sexuality studies. Taking a global and interdisciplinary approach, this survey explores the intersections of feminist and queer theory, studying the diverse histories, methodologies, and practices that have helped to shape our understandings of the world. How do we move beyond essentialist attitudes that reinforce binary structures of the self and the other? Upon successful completion of this course, students will gain a greater awareness for how institutional powers shape perceptions of identity categories, and conversely how feminist and queer strategies employ fluidity, relationality, and disruption to challenge master narratives.

Prerequisites: EN 1111 - Composition II or AE 2220  
Philosophy of Art + Education for Art Education majors

*Course Learning Outcomes*:

- Comprehend and engage with key theories in the field of gender and sexuality studies.

- Apply concepts and methods of gender and sexuality studies to historical events, cultural discourses, and personal experiences.
- Communicate effectively about issues related to gender and sexuality through written essays, group discussions, and oral presentations.

## **HU 1160 - Introduction to Literary Studies**

Credits: 3  
Course Type: Lecture

This course is an introduction to topics in the field of literary studies. Students will engage with a variety of written texts including, but not limited to, fiction, non-fiction, poetry, plays, scripts, and other forms of creative writing. A global approach to literary studies will provide an opportunity for students to study primary texts, critical methodologies, and historical and cultural contexts. During this course, students will develop the practices of close reading, critical engagement, and effective written communication.

Prerequisites: EN 1111 - Composition II or AE 2220  
Philosophy of Art + Education for Art Education majors

*Course Learning Outcomes:*

- Comprehend and engage with primary texts through the practice of close reading and discussion of literary concepts and structures.
- Apply concepts and methods of literary analysis to literary texts, criticism, and historical and cultural contexts.
- Communicate effectively about literary texts, criticism, and contexts through written and oral discourse.

## **HU 2212 - Modern + Contemporary World History**

Credits: 3  
Course Type: Lecture

Modern and Contemporary World History explores the shape and identity of western culture in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Lectures and readings examine developments in technology, economics, political structures, religious institutions and faith, and social ideals. Upon successful completion of this course, students will recognize the major historical achievements of western culture in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

Prerequisites: EN 1111 - Composition II or AE 2220  
Philosophy of Art + Education for Art Education majors

*Course Learning Outcomes:*

- Students understand major historical achievements of Western culture in the 20th and 21st centuries.

## **HU 3300 - Topics in Humanities**

Credits: 3  
Course Type: Lecture

This junior-level advanced studies course allows students to focus on questions, themes, issues, methods, and theoretical and philosophical approaches to topics and ideas within the humanities. These areas may include, but are not limited to, history, literature, philosophy, religion, theater, film, and other disciplines within the broader humanities. Lectures, reading, and written assignments will emphasize research, student voices, and a deeper understanding of complex issues, methods, and theories related to the course's specific topic.

Prerequisites: EN 1111 - Composition II or AE 2220  
Philosophy of Art + Education for Art Education majors

*Course Learning Outcomes:*

- Apply critical thinking skills through in-class discussions and assignments that challenge assumptions, contextualize information, identify problems, and conceptualize responses to topics within the humanities.
- Demonstrate advanced research skills through writing assignments and/or class projects.
- Compose clear and organized written assignments that include a thesis statement, supporting evidence, applied methodologies, and conclusion.
- Writing demonstrates clarity, organization, correct grammar, syntax, and spelling, and applies the Chicago Manual of Style.

## **Interior Design**

### **ID 1230 - Introduction to Sustainable Design**

Credits: 3  
Course Type: Studio

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

Prerequisites: none

*Course Learning Outcomes:*

- Recognize current and relevant events that are shaping contemporary society and the world.
- Define the breadth and depth of interior design's impact and value.
- Understand professional ethics and conduct.
- Engage with role models who are qualified by education and experience in interior design.

- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, well-being, behavior, and performance.
- Apply knowledge and skills learned to explore and iterate multiple ideas.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Understand the social, political, and physical influences affecting historical changes in the design of the built environment.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand the principles of natural and artificial lighting design.
- Understand strategies for using and modulating natural light.
- Understand how light and color in the interior environment impact health, safety, and well-being.
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- Understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human well-being and the environment.
- Understand the principles of indoor air quality.
- Understand how the selection and application of products and systems impact indoor air quality.
- Understand standards and guidelines related to sustainability and wellness.

## **ID 1510 - Survey of Interior Design**

Credits: 3  
Course Type: Studio

This freshman-level course is an introduction to the interior design profession and practice. The course introduces students to the principles, theories, and practices related to the interior environment and human behavior within a variety of contexts. Students learn terminology and

fundamental skills related to interior design and architecture and apply that knowledge using a variety of communication methods and constructs. Upon successful completion of this course, students will have broad perspective awareness of the processes, practices, terminology, and basic skills necessary for continued study; and a foundation for the ethical approach to creating interior environments in the 21st century.

Prerequisites: none

*Course Learning Outcomes:*

- Understand how social, economic, cultural, and physical contexts inform interior design.
- Recognize a variety of cultural norms.
- Demonstrate multi-cultural awareness.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.

## **ID 1550 - Interior Materials**

Credits: 3  
Course Type: Studio

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

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

*Course Learning Outcomes:*

- Understand how systems thinking informs the practice of interior design.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, well-being, behavior, and performance.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand typical fabrication, installation methods, and maintenance requirements.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental wellbeing.
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- Design and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.
- Recognize the origins and intent of laws, codes, and standards.
- Understand standards and guidelines related to sustainability and wellness.
- Understand sector-specific regulations and guidelines related to construction, products, and materials.

## **ID 1710 - Drafting**

Credits: 3  
Course Type: Studio

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

Prerequisites: none

Notes: (Formerly ID 1820) *Course Learning Outcomes:*

- Engage in career opportunities an interior design education can afford and the options for advanced study.
- Recognize evolving communication technologies.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Understand how design solutions affect and are impacted by the detailing and specification of

- interior construction materials, products, and finishes.
- Understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.
- Read and interpret base-building construction documents.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.
- Apply federal, state/provincial, and local codes including fire and life safety.

## **ID 2000 - Interior Design Sophomore Portfolio Review**

Credits: 0  
Course Type: Portfolio Review

Students who have completed 45-60 credit hours are required to participate in a sophomore portfolio review. Students will present original art and design work from Foundations courses where faculty evaluate mastery of foundational skills and identify strengths and areas of improvement. Art and design work will illustrate competency in visual elements and principles of design, drawing, color theory, and three-dimensional fundamentals. Upon successful completion of the Sophomore Portfolio Review, students transition into their major course of study.

Prerequisites: Completion of 45 credits.

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- GLOBAL CONTEXT Apply a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.
- COLLABORATION Collaborate and participate in interdisciplinary teams.
- BUSINESS PRACTICES + PROFESSIONALISM Understand the principles and processes that define the profession and the value of interior design to society.
- HUMAN-CENTERED DESIGN Apply knowledge of human experience and behavior to designing the built environment.
- DESIGN PROCESS Apply all aspects of the design process to creatively solve a design problem.
- COMMUNICATION Demonstrate effective and polished written and oral communication skills.
- HISTORY + THEORY Apply knowledge of the history of interiors, architecture, decorative arts, and art to design work.
- DESIGN ELEMENTS + PRINCIPLES Apply elements and principles of design.
- LIGHT + COLOR Apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.
- PRODUCTS + MATERIALS Create design solutions that integrate furnishings, products, materials, and finishes.

- ENVIRONMENTAL SYSTEMS + HUMAN WELLBEING Apply the principles of acoustics, thermal comfort, indoor air quality, and water and waste management in relation to environmental impact and human well-being.
- CONSTRUCTION Understand interior construction and its interrelationship with base building construction and systems.
- REGULATIONS + GUIDELINES Apply laws, codes, standards, and guidelines that impact the human experience of interior spaces.

### **ID 2530 - Building Codes + Regulations**

Credits: 3  
Course Type: Studio

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

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

*Course Learning Outcomes:*

- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.
- Understand how design solutions affect and are impacted by interior systems, construction, and installation methods.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Recognize the origins and intent of laws, codes, and standards.
- Understand standards and guidelines related to sustainability and wellness.
- Understand sector-specific regulations and guidelines related to construction, products, and materials.
- Apply federal, state/provincial, and local codes including fire and life safety.
- Apply barrier-free and accessibility regulations and guidelines.

### **ID 2710 - Introduction to Computer Aided Design (CAD)**

Credits: 3  
Course Type: Studio

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

Prerequisites: FD 1020 - 2D Design: Elements + Principles, ID 1510 - Survey of Interior Design and ID 1710 - Drafting

*Notes: (Formerly ID 2010) Course Learning Outcomes:*

- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.

### **ID 2750 - Architectural Perspective + Rendering Techniques**

Credits: 3  
Course Type: Studio

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

Prerequisites: FD 1235 - Observational Drawing and ID 1710 - Drafting

*Notes: (Formerly ID 2830) Course Learning Outcomes:*

- Apply knowledge and skills learned to explore and iterate multiple ideas.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and

- qualitative programming, schematic design, and design development.
- Recognize innovation and risk-taking.
- Recognize methods of idea generation and design thinking.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Recognize a range of sources for information and research about color.
- Understand color principles, theories, and systems.
- Understand color in relation to materials, textures, light, and form.
- Appropriately use color solutions across different modes of design communication.

## **ID 2840 - Design Process + Planning**

Credits: 3

Course Type: Studio

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

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

Notes: (Formerly ID 2850) *Course Learning Outcomes:*

- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Gather and apply human-centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize a range of problem identification and problem-solving methods.
- Recognize innovation and risk-taking.
- Recognize methods of idea generation and design thinking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Recognize the origins and intent of laws, codes, and standards.

## **ID 3000 - Interior Design Junior Portfolio Review**

Credits: 0

Course Type: Portfolio Review

Students who have completed 72-90 credit hours are required to participate in a Junior portfolio review. Students will present original art and design work from Interior design courses where faculty evaluate mastery of Interior Design skills and identify strengths and areas of improvement. Art and design work will illustrate competency in programming methodology, problem-solving strategies, building codes and regulations, and two-dimensional and three-dimensional fundamentals. Upon successful completion of the Junior Portfolio Review, students will have a working portfolio that illustrates their individual skills and knowledge of Interior Design through completed projects in a professional format. Students must pass the junior portfolio review prior to moving into senior coursework and the completion of 90 credits.

Prerequisites: IDSD 3870 - Sustainable Office Design and completion of 72+ credits.

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- GLOBAL CONTEXT** Apply a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.
- COLLABORATION** Collaborate and participate in interdisciplinary teams.
- BUSINESS PRACTICES + PROFESSIONALISM** Understand the principles and processes that define the profession and the value of interior design to society.

- HUMAN-CENTERED DESIGN Apply knowledge of human experience and behavior to designing the built environment.
- DESIGN PROCESS Apply all aspects of the design process to creatively solve a design problem.
- COMMUNICATION Demonstrate effective and polished written and oral communication skills.
- HISTORY + THEORY Apply knowledge of the history of interiors, architecture, decorative arts, and art to design work.
- DESIGN ELEMENTS + PRINCIPLES Apply elements and principles of design.
- LIGHT + COLOR Apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.
- PRODUCTS + MATERIALS Create design solutions that integrate furnishings, products, materials, and finishes.
- ENVIRONMENTAL SYSTEMS + HUMAN WELLBEING Apply the principles of acoustics, thermal comfort, indoor air quality, and water and waste management in relation to environmental impact and human well-being.
- CONSTRUCTION Understand interior construction and its interrelationship with base building construction and systems.
- REGULATIONS + GUIDELINES Apply laws, codes, standards, and guidelines that impact the human experience of interior spaces.

## **ID 3510 - Building Structures + Systems**

Credits: 3

Course Type: Studio

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

Prerequisites: ID 2530 - Building Codes + Regulations, ID 2710 - Introduction to Computer Aided Design (CAD) and ID 3715 - Building Information Modeling: Revit

Notes: (Formerly ID 3750) *Course Learning Outcomes:*

- Understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.
- Understand how systems thinking informs the practice of interior design.
- Recognize the integration of multi-disciplinary collaboration in design practice.
- Understand the terminology and language necessary to communicate effectively with members of allied disciplines.

- Understand technologically- based collaboration methods specific to the problem-solving process for built environment disciplines.
- Understand the dynamics of team collaboration and the distribution and structure of team responsibilities.
- Demonstrate the ability to effectively collaborate with multiple disciplines in developing design solutions.
- Recognize evolving communication technologies.
- Understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human well-being and the environment.
- Understand the principles of acoustical design.
- Understand appropriate strategies for acoustical control.
- Understand the principles of thermal design.
- Understand how active and passive thermal systems and components impact interior design solutions.
- Recognize the environmental impact of construction.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.
- Understand how design solutions affect and are impacted by interior systems, construction, and installation methods.
- Understand how design solutions affect and are impacted by the detailing and specification of interior construction materials, products, and finishes.
- Understand how design solutions affect and are impacted by the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio-visual) and mechanical (such as HVAC, plumbing, and sprinklers).
- Understand how design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building control systems.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.
- Read and interpret base-building construction documents.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

## **ID 3530 - Lighting Layout + Design**

Credits: 3

Course Type: Studio

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 in both residential and commercial spaces.

Prerequisites: ID 2710 - Introduction to Computer Aided Design (CAD), IDSD 2860 - Sustainable Residential Design, and ID 2530 - Building Codes + Regulations

Notes: (Formerly ID 3970) *Course Learning Outcomes:*

- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Recognize innovation and risk-taking.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Understand the principles of natural and artificial lighting design.
- Understand strategies for using and modulating natural light.
- Competently select and apply luminaires and light sources.
- Recognize a range of sources for information and research about color.
- Understand color principles, theories, and systems.
- Understand color in relation to materials, textures, light, and form.
- Understand the principles of thermal design.
- Understand how active and passive thermal systems and components impact interior design solutions.
- Understand the principles of indoor air quality.
- Understand how the selection and application of products and systems impact indoor air quality.
- Understand how design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building control systems.

## **ID 3610 - Interior Design Professional Practices**

Credits: 3  
Course Type: Studio

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

Prerequisites: ID 3530 - Lighting Layout + Design, IDSD 2870 - Sustainable Holistic Design

*Course Learning Outcomes:*

- Recognize current and relevant events that are shaping contemporary society and the world.
- Define the contexts for interior design practice.
- Define the impact of a global market on design practices.
- Define the breadth and depth of interior design's impact and value.
- Define the components of business practice.
- Understand types of professional business formations.
- Understand elements of project management.
- Understand the instruments of service such as contract documents, transmittals, schedules, budgets, and specifications.
- Understand professional ethics and conduct.
- Engage in career opportunities an interior design education can afford and the options for advanced study.
- Engage with role models who are qualified by education and experience in interior design.
- Recognize the role and value of legal recognition for the profession.
- Recognize the role and value of professional organizations.
- Recognize the role and value of life-long learning.
- Recognize the role and value of public service.

## **ID 3630 - Interior Design Portfolio Development**

Credits: 3  
Course Type: Studio

This junior-level course provides students with direction and guidance for the development of their interior design portfolio. Emphasis is on the format and presentation of coursework completed to date to create a visual representation of skill development and progression. Students investigate a variety of manual and digital

methods to enhance their portfolios and market their abilities. Upon successful completion of this course, students will have a working portfolio that illustrates their individual skills and knowledge of interior design through completed projects in a professional format.

Prerequisites: ID 3715 - Building Information Modeling: Revit, IDSD 3845 - Sustainable Hospitality Design and completion of 60+ credit hours.

Notes: (Formerly ID 3300) *Course Learning Outcomes:*

- GLOBAL CONTEXT Apply a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.
- COLLABORATION Collaborate and participate in interdisciplinary teams.
- BUSINESS PRACTICES + PROFESSIONALISM Understand the principles and processes that define the profession and the value of interior design to society.
- HUMAN-CENTERED DESIGN Apply knowledge of human experience and behavior to designing the built environment.
- DESIGN PROCESS Apply all aspects of the design process to creatively solve a design problem.
- COMMUNICATION Demonstrate effective and polished written and oral communication skills.
- HISTORY + THEORY Apply knowledge of the history of interiors, architecture, decorative arts, and art to design work.
- DESIGN ELEMENTS + PRINCIPLES Apply elements and principles of design.
- LIGHT + COLOR Apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.
- PRODUCTS + MATERIALS Create design solutions that integrate furnishings, products, materials, and finishes.
- ENVIRONMENTAL SYSTEMS + HUMAN WELLBEING Apply the principles of acoustics, thermal comfort, indoor air quality and water and waste management in relation to environmental impact and human well-being.
- CONSTRUCTION Understand interior construction and its interrelationship with base building construction and systems.
- REGULATIONS + GUIDELINES Apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

## **ID 3715 - Building Information Modeling: Revit**

Credits: 3

Course Type: Studio

This junior-level course introduces students to Building Information Modeling (BIM) and Revit software and its use for three-dimensional modeling and rendering for design development, presentation, and construction drawings. Emphasis is on the appropriate use of commands, routines, operations, and settings for studying and presenting designs for the built environment. Upon successful completion of this course, students understand the software and systems

studied and use those systems to develop three-dimensional computer models to represent design solutions.

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

Notes: (Formerly ID 3715 Building Information Modeling, ID 4750 Building Information Modeling) *Course Learning Outcomes:*

- Apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Understand color in relation to materials, textures, light, and form.
- Appropriately use color solutions across different modes of design communication.

## **ID 4000 - Interior Design Senior Portfolio Review**

Credits: 0

Course Type: Portfolio Review

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

Prerequisites: ID 2000 - Interior Design Sophomore Portfolio Review, IDSD 4885 - Capstone Project Part I, and IDSD 4870 - Sustainable Special Use Design.

Corequisites: IDSD 4886 - Capstone Project Part II

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- GLOBAL CONTEXT Apply a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.
- COLLABORATION Collaborate and participate in interdisciplinary teams.
- BUSINESS PRACTICES + PROFESSIONALISM Understand the principles and processes that define the profession and the value of interior design to society.

- HUMAN-CENTERED DESIGN Apply knowledge of human experience and behavior to designing the built environment.
- DESIGN PROCESS Apply all aspects of the design process to creatively solve a design problem.
- COMMUNICATION Demonstrate effective and polished written and oral communication skills.
- HISTORY + THEORY Apply knowledge of the history of interiors, architecture, decorative arts, and art to design work.
- DESIGN ELEMENTS + PRINCIPLES Apply elements and principles of design.
- LIGHT + COLOR Apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.
- PRODUCTS + MATERIALS Create design solutions that integrate furnishings, products, materials, and finishes.
- ENVIRONMENTAL SYSTEMS + HUMAN WELLBEING Apply the principles of acoustics, thermal comfort, indoor air quality, and water and waste management in relation to environmental impact and human well-being.
- CONSTRUCTION Understand interior construction and its interrelationship with base building construction and systems.
- REGULATIONS + GUIDELINES Apply laws, codes, standards, and guidelines that impact the human experience of interior spaces.

## **ID 4611 - Interior Design Internship Program Part I**

Credits: 1.5

Course Type: Internship

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

Prerequisites: ID 3610 - Interior Design Professional Practices and department approval

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Recognize the role and value of life-long learning.

- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.
- Gather and apply human-centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply wayfinding techniques to design solutions.

## **ID 4612 - Interior Design Internship Program Part II**

Credits: 1.5

Course Type: Internship

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

Prerequisites: ID 4611 - Interior Design Internship Program Part I

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Recognize the role and value of legal recognition for the profession.
- Define the contexts for interior design practice.
- Define the impact of a global market on design practices.
- Define the breadth and depth of interior design's impact and value.
- Define the components of business practice.
- Understand types of professional business formations.
- Engage with role models who are qualified by education and experience in interior design.
- Recognize the role and value of life-long learning.
- Recognize the role and value of public service.

## **ID 4715 - Advanced Building Information Modeling: Revit**

Credits: 3  
Course Type: Studio

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

Prerequisites: ID 3715 - Building Information Modeling: Revit

*Course Learning Outcomes:*

- Understand professional ethics and conduct.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Read and interpret base-building construction documents.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

### **ID 4887 - Capstone Project Part III**

Credits: 3  
Course Type: Studio

This senior-level course builds upon the skills and knowledge acquired throughout the program to complete a set of construction documents defending their senior project and all spaces. Students apply in-depth knowledge of the codes, laws, and standards governing interior design practice for the preparation of a valid set of constructions, 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 their three-term senior project.

Prerequisites: IDSD 4886 - Capstone Project Part II

Notes: (Formerly ID 4883 Senior Project III: Construction Documents, ID 4995 Construction Documents, ID 3780 Construction Documents) *Course Learning Outcomes:*

- Recognize the environmental impact of construction.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.

- Understand how design solutions affect and are impacted by interior systems, construction, and installation methods.
- Understand how design solutions affect and are impacted by the detailing and specification of interior construction materials, products, and finishes.
- Understand how design solutions affect and are impacted by the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio-visual) and mechanical (such as HVAC, plumbing, and sprinklers).
- Understand how design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building control systems.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.
- Read and interpret base-building construction documents.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.
- Apply federal, state/provincial, and local codes including fire and life safety.
- Apply barrier-free and accessibility regulations and guidelines.

## **Interior Design - Sustainable Design**

### **IDSD 2860 - Sustainable Residential Design**

Credits: 3  
Course Type: Studio

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

Prerequisites: ID 2710 - Introduction to Computer Aided Design (CAD), ID 2750 - Architectural Perspective +

Rendering Techniques and ID 2840 - Design Process + Planning

Notes: (Formerly IDSD 2860 Residential Design - Sustainable Design)

*Course Learning Outcomes:*

- Understand how social, economic, cultural, and physical contexts inform interior design.
- Understand how systems thinking informs the practice of interior design.
- Recognize current and relevant events that are shaping contemporary society and the world.
- Recognize a variety of cultural norms.
- Demonstrate multi-cultural awareness.
- Demonstrate the ability to effectively collaborate with multiple disciplines in developing design solutions.
- Define the breadth and depth of interior design's impact and value.
- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, well-being, behavior, and performance.
- Gather and apply human-centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply wayfinding techniques to design solutions.
- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize a range of problem identification and problem-solving methods.
- Recognize innovation and risk-taking.
- Recognize methods of idea generation and design thinking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.

- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Recognize evolving communication technologies.
- Competently select and apply luminaires and light sources.
- Understand color terminology.
- Understand color principles, theories, and systems.
- Understand color in relation to materials, textures, light, and form.
- Appropriately select and apply color to support design concepts.
- Appropriately select and apply color to multiple design functions.
- Appropriately use color solutions across different modes of design communication.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand typical fabrication, installation methods, and maintenance requirements.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental wellbeing.
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Recognize the origins and intent of laws, codes, and standards.

**IDSD 2870 - Sustainable Holistic Design**

Credits: 3

Course Type: Studio

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

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

Notes: (Formerly IDSD 2870 Holistic Design - Sustainable Design)

*Course Learning Outcomes:*

- Understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.
- Understand how social, economic, cultural, and physical contexts inform interior design.
- Understand how systems thinking informs the practice of interior design.
- Recognize current and relevant events that are shaping contemporary society and the world.
- Recognize a variety of cultural norms.
- Demonstrate multi-cultural awareness.
- Recognize the integration of multi-disciplinary collaboration in design practice.
- Understand the dynamics of team collaboration and the distribution and structure of team responsibilities.
- Demonstrate the ability to effectively collaborate with multiple disciplines in developing design solutions.
- Define the contexts for interior design practice.
- Define the components of business practice.
- Understand professional ethics and conduct.
- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, well-being, behavior, and performance.
- Gather and apply human-centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply way-finding techniques to design solutions.
- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize a range of problem identification and problem-solving methods.
- Recognize innovation and risk-taking.
- Recognize methods of idea generation and design thinking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Demonstrate active listening skills in the context of professional collaboration.
- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Understand color terminology.
- Understand color principles, theories, and systems.
- Understand color in relation to materials, textures, light, and form.
- Appropriately select and apply color to support design concepts.
- Appropriately select and apply color to multiple design functions.
- Appropriately use color solutions across different modes of design communication.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand the principles of indoor air quality.
- Understand how the selection and application of products and systems impact indoor air quality.

## **IDSD 3200 - Sustainable Design Strategies + Technologies**

Credits: 3

Course Type: Studio

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 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 a 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 - Sustainable Holistic Design

Notes: (Formerly IDSD 2870 Holistic Design - Sustainable Design)

*Course Learning Outcomes:*

Interior Design learning outcomes are governed by the Council for Interior Design Accreditation (CIDA) Professional Standards found at <https://accredit-id.org/professional-standards/>. Each course in the RMCAD Interior Design program addresses multiple CIDA standards.

- Develop a comprehensive interior design project based on project intent, instructor guidance, and in accordance with the CIDA indicators provided for this course.
- Conduct research and develop sustainable design strategies for existing spaces and new projects.
- Analyze and research-built projects that address sustainable design through high-tech and low-tech strategies and budget parameters.
- Identify and qualify sustainable products and processes in order to develop effective design solutions.
- Conduct a "green analysis" of an existing commercial building and make recommendations for effective sustainable changes.
- Develop a working knowledge of how sustainable design principles, processes, and products may be integrated effectively into the design of the built environment.
- Explore how Need for Nature Theories may be used as a premise for the design of the built environment in order to maintain optimum physical and emotional health and well-being.
- Analyze Green Design issues from all angles in an effort to increase the likelihood of making choices that are best for each individual project.

## **IDSD 3845 - Sustainable Hospitality Design**

Credits: 3

Course Type: Studio

This junior-level studio course introduces students to the physical, psychological, cultural, and social considerations of designing hospitality spaces using collaborative approaches and research methods. Students integrate this knowledge with space planning strategies, brand development, life safety codes and standards; and furniture, finish, and equipment specifications from a design development and presentation perspective. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a hospitality environment based on research integration for human

needs.

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

Notes: (Formerly IDSD 3845 Hospitality Design - Sustainable Design, ID 3860 Hospitality Design - Sustainable Design) *Course Learning Outcomes:*

- Understand how social, economic, cultural, and physical contexts inform interior design.
- Understand how systems thinking informs the practice of interior design.
- Recognize current and relevant events that are shaping contemporary society and the world.
- Recognize a variety of cultural norms.
- Demonstrate multi-cultural awareness.
- Understand technologically- based collaboration methods specific to the problem-solving process for built environment disciplines.
- Understand the dynamics of team collaboration and the distribution and structure of team responsibilities.
- Demonstrate the ability to effectively collaborate with multiple disciplines in developing design solutions.
- Define the contexts for interior design practice.
- Define the impact of a global market on design practices.
- Understand the instruments of service such as contract documents, transmittals, schedules, budgets, and specifications.
- Engage in career opportunities an interior design education can afford and the options for advanced study.
- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, well-being, behavior, and performance.
- Gather and apply human-centered evidence.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.

- Recognize a range of problem identification and problem-solving methods.
- Recognize innovation and risk-taking.
- Recognize methods of idea generation and design thinking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Recognize evolving communication technologies.
- Demonstrate active listening skills in the context of professional collaboration.
- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand the principles of natural and artificial lighting design.
- Recognize a range of sources for information and research about color.
- Understand how light and color in the interior environment impact health, safety, and well-being.
- Understand color terminology.
- Understand color principles, theories, and systems.
- Understand color in relation to materials, textures, light, and form.
- Appropriately select and apply color to support design concepts.
- Appropriately select and apply color to multiple design functions.
- Appropriately use color solutions across different modes of design communication.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental well-being.
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- Design and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.
- Understand the principles of acoustical design.
- Understand appropriate strategies for acoustical control.
- Recognize the environmental impact of construction.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.
- Recognize the origins and intent of laws, codes, and standards.
- Understand standards and guidelines related to sustainability and wellness.

## **IDSD 3870 - Sustainable Office Design**

Credits: 3

Course Type: Studio

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

Prerequisites: ID 3715 - Building Information Modeling: Revit, ID 3530 - Lighting Layout + Design, IDSD 2870 - Sustainable Holistic Design

Notes: (Formerly IDSD 3870 Office Design - Sustainable Design, ID 3810 Office Design - Sustainable Design)

### *Course Learning Outcomes:*

- Define the contexts for interior design practice.
- Engage with role models who are qualified by education and experience in interior design.
- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- ID5 DESIGN PROCESS- Apply all aspects of the design process to creatively solve a design problem.
- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- Apply knowledge and skills learned to design original and creative solutions.

- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize a range of problem identification and problem-solving methods.
- Recognize innovation and risk-taking.
- Recognize methods of idea generation and design thinking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand the principles of natural and artificial lighting design.
- Understand strategies for using and modulating natural light.
- Competently select and apply luminaires and light sources.
- Appropriately use color solutions across different modes of design communication.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- Design and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.
- Recognize the environmental impact of construction.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.
- Understand how design solutions affect and are impacted by interior systems, construction, and installation methods.
- Understand how design solutions affect and are impacted by the detailing and specification of interior construction materials, products, and finishes.
- Understand how design solutions affect and are impacted by the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio-visual) and mechanical (such as HVAC, plumbing, and sprinklers).
- Understand how design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building control systems.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.
- Read and interpret base-building construction documents.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.
- Recognize the origins and intent of laws, codes, and standards.
- Understand standards and guidelines related to sustainability and wellness.
- Understand sector-specific regulations and guidelines related to construction, products, and materials.
- Apply federal, state/provincial, and local codes including fire and life safety.
- Apply barrier-free and accessibility regulations and guidelines.

## **IDSD 4200 - Sustainable Design Studio**

Credits: 3

Course Type: Studio

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

Prerequisites: IDSD 3200 - Sustainable Design Strategies + Technologies, and IDSD 3845 - Sustainable Hospitality Design

### *Course Learning Outcomes:*

- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.

- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand how light and color in the interior environment impact health, safety, and well-being.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human well-being and the environment.
- Understand the principles of indoor air quality.
- Understand how the selection and application of products and systems impact indoor air quality.
- Recognize the environmental impact of construction.
- Understand how design solutions affect and are impacted by base-building structural systems and construction methods.
- Understand how design solutions affect and are impacted by interior systems, construction, and installation methods.
- Understand how design solutions affect and are impacted by the detailing and specification of interior construction materials, products, and finishes.
- Understand how design solutions affect and are impacted by the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio-visual) and mechanical (such as HVAC, plumbing, and sprinklers).
- Understand how design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building control systems.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.

### **IDSD 4250 - Sustainable Design Senior Portfolio Review**

Credits: 0

Course Type: Portfolio Review

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

Prerequisites: IDSD 4200 - Sustainable Design Studio and IDSD 4870 - Sustainable Special Use Design

Corequisites: IDSD 4886 - Capstone Project Part II

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- GLOBAL CONTEXT Apply a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.
- COLLABORATION Collaborate and participate in interdisciplinary teams.
- BUSINESS PRACTICES + PROFESSIONALISM Understand the principles and processes that define the profession and the value of interior design to society.
- HUMAN-CENTERED DESIGN Apply knowledge of human experience and behavior to designing the built environment.
- DESIGN PROCESS Apply all aspects of the design process to creatively solve a design problem.
- COMMUNICATION Demonstrate effective and polished written and oral communication skills.
- HISTORY + THEORY Apply knowledge of the history of interiors, architecture, decorative arts, and art to design work.
- DESIGN ELEMENTS + PRINCIPLES Apply elements and principles of design.
- LIGHT + COLOR Apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.
- PRODUCTS + MATERIALS Create design solutions that integrate furnishings, products, materials, and finishes.
- ENVIRONMENTAL SYSTEMS + HUMAN WELLBEING Apply the principles of acoustics, thermal comfort, indoor air quality, and water and waste management in relation to environmental impact and human well-being.
- CONSTRUCTION Understand interior construction and its interrelationship with base building construction and systems.
- REGULATIONS + GUIDELINES Apply laws, codes, standards, and guidelines that impact the human experience of interior spaces.

### **IDSD 4870 - Sustainable Special Use Design**

Credits: 3

Course Type: Studio

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

Prerequisites: IDSD 3870 - Sustainable Office Design

Notes: (Formerly IDSD 4870 Special Use Design - Sustainable Design)

*Course Learning Outcomes:*

- Understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.
- Understand how social, economic, cultural, and physical contexts inform interior design.
- Understand how systems thinking informs the practice of interior design.
- Recognize current and relevant events that are shaping contemporary society and the world.
- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Gather and apply human-centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply way-finding techniques to design solutions.
- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize innovation and risk-taking.
- Recognize methods of idea generation and design thinking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand the principles of natural and artificial lighting design.
- Understand strategies for using and modulating natural light.
- Competently select and apply luminaires and light sources.
- Recognize a range of sources for information and research about color.
- Understand how light and color in the interior environment impact health, safety, and well-being.
- Understand color terminology.
- Appropriately select and apply color to support design concepts.
- Appropriately select and apply color to multiple design functions.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand typical fabrication, installation methods, and maintenance requirements.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental well-being.
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- Design and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.
- Understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human well-being and the environment.
- Understand the principles of acoustical design.
- Understand appropriate strategies for acoustical control.
- Understand the principles of thermal design.
- Understand the principles of indoor air quality.
- Understand how the selection and application of products and systems impact indoor air quality.
- Understand how design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building control systems.
- Understand how design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- Understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

- Read and interpret base-building construction documents.
- Contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.
- Recognize the origins and intent of laws, codes, and standards.
- Understand standards and guidelines related to sustainability and wellness.
- Understand sector-specific regulations and guidelines related to construction, products, and materials.
- Apply federal, state/provincial, and local codes including fire and life safety.

### **IDSD 4885 - Capstone Project Part I**

Credits: 2  
Course Type: Studio

In the first of the three-part senior project sequence, students will develop an understanding of research methodologies and information gathering for application to their senior design project. Emphasis is on the compilation and analysis of research critical to the identification of specific problems using evidence-based design strategies within sociocultural, behavioral, historical, and environmental systems contexts. Upon successful completion of this course, students will have researched, compiled, and analyzed all information relevant to their senior design project and developed preliminary design concepts for the beginning application of research for their commercial project. The students will complete an organized professional reference source that includes a detailed project proposal, programming analysis, and preliminary schematics defending the project proposal.

Prerequisites: IDSD 3845 - Sustainable Hospitality Design, IDSD 3870 - Sustainable Office Design, ID 3715 - Building Information Modeling: Revit

Notes: (Formerly IDSD 4881 Senior Project I: Sustainable Design Research, IDSD 4840 Design Research - Sustainable Design)

*Course Learning Outcomes:*

- Understand theories related to the impact of the built environment on human experience, behavior, and performance.
- Gather and apply human-centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.
- Demonstrate active listening skills in the context of professional collaboration.
- Recognize a range of sources for information and research about color.
- Understand how light and color in the interior environment impact health, safety, and well-being.
- Understand color terminology.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental wellbeing.
- Design and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.

- Recognize the origins and intent of laws, codes, and standards.
- Understand standards and guidelines related to sustainability and wellness.
- Understand sector-specific regulations and guidelines related to construction, products, and materials.
- Apply federal, state/provincial, and local codes including fire and life safety.
- Apply barrier-free and accessibility regulations and guidelines.

### **IDSD 4886 - Capstone Project Part II**

Credits: 3  
Course Type: Studio

In the second of the three-part senior project sequence, students develop and present a comprehensive design project of individual interest in this course. Emphasis is on the application of research completed in the Design Research course to a commercial project that entails all aspects of skill, knowledge, and creative problem-solving acquired to date. The project must meet the program's guidelines and departmental approval. As part of the Sustainable Design Specialization, coursework must be completed using the sustainable knowledge and strategies obtained to date. Upon successful completion of this course, students will demonstrate the ability to complete a comprehensive design project illustrating all of their skills and knowledge as pre-professionals while taking ownership of their individual vision as designers.

Prerequisites: IDSD 4885 - Capstone Project Part I

Corequisites: IDSD 4250 - Sustainable Design Senior Portfolio Review or ID 4000 - Interior Design Senior Portfolio Review

Notes: (Formerly IDSD 4882 Senior Project Part II: Sustainable Design Project, IDSD 4990 Senior Design Project - Sustainable Design)

*Course Learning Outcomes:*

- Understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.
- Understand how social, economic, cultural, and physical contexts inform interior design.
- Understand how systems thinking informs the practice of interior design.
- Recognize current and relevant events that are shaping contemporary society and the world.
- Understand the terminology and language necessary to communicate effectively with members of allied disciplines.
- Define the breadth and depth of interior design's impact and value.
- Understand the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, well-being, behavior, and performance.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply way-finding techniques to design solutions.

- Apply space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- Apply knowledge and skills learned to design original and creative solutions.
- Apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- Recognize a range of problem identification and problem-solving methods.
- Recognize innovation and risk-taking.
- Effectively interpret and communicate data and research.
- Effectively express ideas and their rationale in oral communication.
- Effectively express ideas and their rationale in written communication.
- Effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- Recognize evolving communication technologies.
- Demonstrate active listening skills in the context of professional collaboration.
- Understand the basic context and framework of history as it relates to Interior Design.
- Understand the basic context and framework of history as it relates to furniture, decorative arts, and material culture
- Apply knowledge and skills learned to explore and iterate multiple ideas.
- Understand the basic context and framework of history as it relates to architecture.
- Understand the basic context and framework of history as it relates to art.
- Understand the elements and principles of design, including spatial definition and organization.
- Demonstrate the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- Effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.
- Recognize the environmental impact of illumination strategies and decisions.
- Understand the principles of natural and artificial lighting design.
- Understand strategies for using and modulating natural light.
- Competently select and apply luminaires and light sources.
- Understand color principles, theories, and systems.
- Understand how furnishings, objects, materials, and finishes work together to support the design intent.
- Understand typical fabrication, installation methods, and maintenance requirements.
- Understand appropriate design or specification of products and materials in relation to project criteria and human and environmental well-being.

## Illustration

### IL 1200 - Freshman Drawing Portfolio Review for Illustrators

Credits: 3

Course Type: Portfolio Review

The Illustration Department has a unique drawing portfolio requirement for first-year Illustration students. This course helps each student to submit a drawing portfolio that demonstrates their technical control and drawing ability. This portfolio is composed of a sketchbook and a handful of drawings, that may include still-life renderings, figure drawings, and/or perspective drawings. Upon successful completion of this course, students will submit a quality portfolio that showcases their personal practice of sketching, the ability to depict basic forms with accurate light/shadow within a composition, the ability to depict accurate human proportions, and an accurate sense of depth and objects in perspective.

Prerequisites: FD 1370 - Life Drawing I and IL 1510 - Perspective

This course is a prerequisite for the rest of the Illustration Program. Students must pass this course to continue in their Illustration degree.

Notes: This course is pass/fail.

Students who do not pass the review must register for the course again, revise their work, and resubmit their portfolio in subsequent terms.

Freshman/Sophomore portfolio review included.

#### Course Learning Outcomes:

- Demonstrate a personal practice of sketching (ideating, composing, drawing, observing, thinking, researching, etc.) in some form of a sketchbook.
- Accurately depict basic forms (cubes, cylinders, spheres, etc.) with the properties of light/shadow (core shadow, highlight, etc.).
- Depict accurate human proportions from observation.

- Use linear perspective to communicate an accurate sense of depth and objects in pictorial space.
- Capture and prepare high-quality digital representations of physical work and curate them into a portfolio.

## IL 1510 - Perspective

Credits: 3  
Course Type: Studio

This freshman-level course establishes the basic knowledge necessary to create convincing pictorial space using the principles and systems of linear perspective. Students learn to draw accurate objects and environments in perspective through a series of observational drawings, demonstrations, exercises, and studio projects. Upon successful completion of this course, students will demonstrate accurate three-dimensional construction drawing skills.

Prerequisites: FD 1235 - Observational Drawing

Notes: (Formerly FD1510 Perspective) *Course Learning Outcomes:*

- Use perspective grid systems to create a convincing pictorial space.
- Analyze and deconstruct objects and environments with observational drawing, using basic shapes in accurate perspective.
- Draw accurate objects and environments (based on the cube/basic shapes) with imaginative, freehand constructive drawing skills.

## IL 2515 - Advanced Perspective

Credits: 3  
Course Type: Studio

This sophomore-level course advances and builds upon basic knowledge obtained from IL1510 Perspective to create advanced compositional space using the principles and systems of linear perspective. Students continue to learn to draw accurate objects and environments in perspective through a series of observational drawings, demonstrations, exercises, and studio projects. Upon successful completion of this course, students will demonstrate accurate interpretation of form in 3-point perspective with advanced knowledge of light and cast shadows.

Prerequisites: IL 1510 - Perspective

*Course Learning Outcomes:*

- Apply three-point and curvilinear grid systems to create dynamic, believable pictorial space with complex compositions.
- Draw complex objects and environments with imaginative, freehand constructive drawing, incorporating advanced form rotation, scale shifts, and multiple vanishing point systems.
- Interpret and render light, cast shadows, and reflections within a perspectival space to enhance depth and realism.

## IL 2520 - Illustration Media

Credits: 3  
Course Type: Studio

Students explore a variety of media with an emphasis on experimentation and self-discovery. They will experiment with innovative techniques using: water-based media, oil media, hand-building tools, photography, and digital media. Students will also explore new ways to generate concepts, express their ideas visually, and photograph their dimensional work. Upon successful completion of this course, the student will have explored the practical usage and application of various media. They will show curiosity and openness to experiment with non-traditional solutions.

Prerequisites: FD 1120 - Topics in Color

*Course Learning Outcomes:*

- Demonstrate technical hand skills and understanding of depth, volume, and space by sculpting.
- Integrate traditional and digital media to create unique and effective illustrations.
- Use basic photography skills to control lighting, direct the subject, and shoot helpful photos for an illustration.

## IL 2550 - Life Drawing III: Human Anatomy

Credits: 3  
Course Type: Studio

This figure drawing course allows students to further develop both observational and constructive drawing skills, using line of action and basic shapes. Students continue their study of anatomy while focusing on accurate proportions and creating believable forms using charcoal. Upon successful completion of this course, students will show improvement in their ability to apply perceptual, geometric/constructive, and anatomical modes to the drawing of the figure.

Prerequisites: FD 1380 - Life Drawing II

*Course Learning Outcomes:*

- Analyze and de-construct figures with observational drawing, using line of action and basic shapes
- Draw accurate figures (based on the cube/basic shapes in perspective) with imaginative, constructive drawing skills.
- Demonstrate proficiency with charcoal while depicting the human form.
- Identify all basic anatomical landmarks, structures, and muscles of the body.

## IL 2560 - Still Life Painting

Credits: 3  
Course Type: Studio

This course introduces basic acrylic painting materials and methods to illustration students to develop proficiency in depicting believable forms. Students will observe and learn to model basic objects in color to depict still-life subjects accurately.

Prerequisites: FD 1120 - Topics in Color

*Course Learning Outcomes:*

- Demonstrate proficiency in the use of acrylic paint to depict believable form, using glazing and direct painting.
- Accurately depict basic forms (cubes, cylinders, spheres, etc.) from observation with the properties of light/shadow (core shadow, highlight, etc.) in paint.
- Manipulate the attributes of color (hue, value, intensity, and temperature) to accurately depict still-life subjects.

## **IL 2571 - Digital Still Life Painting**

Credits: 3

Course Type: Studio

This course introduces basic digital painting materials and methods to illustration students to develop proficiency in depicting believable forms. Students will observe and learn to model basic objects accurately in color to depict still-life subjects using digital tablets and painting software.

Prerequisites: FD 1120 - Topics in Color

*Course Learning Outcomes:*

- Demonstrate proficiency in the use of digital paint to depict believable form, using digital painting software, brushes, and equipment.
- Accurately depict basic forms (cubes, cylinders, spheres, etc.) from observation with the properties of light/shadow (core shadow, highlight, etc.) in paint.
- Manipulate the attributes of color (hue, value, intensity, and temperature) to accurately depict still-life subjects.

## **IL 2575 - Illustration I**

Credits: 3

Course Type: Studio

In this foundational illustration course, students learn to apply their problem-solving skills to make narrative illustrations in various media, such as pen and ink and cut paper. Students are challenged to develop finished illustrations through a process of ideation, the use of reference photos, and figure/ground relationships that direct the meaning of the work. This course emphasizes the importance of value structure to create effective design, mood, lighting, and storytelling. Upon successful completion of this course, students will have knowledge of how professional quality illustrations are produced. Students will render their ideas as finished works of art.

Prerequisites: IL 1200 - Freshman Drawing Portfolio  
Review for Illustrators or ILD 1010 - Fundamentals of

## **Illustrative Design**

Notes: (Formerly IL 2570 Basic Illustration)

*Course Learning Outcomes:*

- Use basic photography skills to control lighting, direct the subject, and shoot helpful reference photos for an illustration.
- Apply the principles of Notan (value structure) for effective design, mood, lighting, and storytelling.
- Manipulate the shapes, lines, and elements of a composition to communicate the emotional impact of the story.
- Design images using Figure / Ground tonal separation and silhouette.

## **IL 2710 - Sequential Art I**

Credits: 3

Course Type: Studio

Students will explore aspects of sequential art, including narrative structure, storyboarding, panel layout, character design, the relationship between text and image, professional practices, and working with design, color, and composition. Upon successful completion of this class, the student will have an understanding of the process of sequential art as well as an increased understanding of storytelling, character, and other basic illustration skills.

Prerequisites: IL 2575 - Illustration I

*Course Learning Outcomes:*

- Apply the basic processes of sequential illustration, i.e., a series of drawings that tell a story that takes place through time.
- Implement anatomy, gesture, costume, props, and background into the sequential illustration process.
- Integrate the basics of perspective into composition for sequential illustration.

## **IL 2715 - Sequential Art II**

Credits: 3

Course Type: Studio

Sequential Art II is the second half of Sequential Art I. Individual assignments augment the earlier course and extend the practical methods. Upon successful completion of this class, the student should have increased knowledge of the process needed to complete a comic book project, as well as an increased understanding of storytelling, design, character development, and other basic illustration principles.

Prerequisites: IL 2710 - Sequential Art I

*Course Learning Outcomes:*

- Develop a personal language of Sequential Illustration.
- Practice compositional skills in pencil and ink.
- Demonstrate advanced skills in sequential art.

- Research the uses of storytelling techniques in sequential media.
- Analyze the sequential art industry to identify trends and opportunities.

## IL 2750 - Life Drawing IV

Credits: 3  
Course Type: Studio

This course focuses on understanding and drawing the anatomy of the human figure, with particular emphasis on the head and hands. Students improve their understanding of observational figure drawing through studies of the human body and by examining skeletal structures and muscle masses. Students also examine and render the effect of light on form. Upon successful completion of this course, students will have a greater understanding of human anatomy and an improved ability to render the complex human form with accurate proportions, anatomy, and perspective.

Prerequisites: IL 2550 - Life Drawing III: Human Anatomy

Notes: (Formerly IL 3610 Life Drawing IV) *Course Learning Outcomes:*

- Apply advanced understanding of human anatomy to accurately depict anatomical features.
- Draw the human form and facial features with accurate proportions and correct perspective.
- Accurately render (or shade) complex forms using principles of light and shadow/chiaroscuro.
- Apply expression and gesture to drawings of the head and hands.

## IL 2840 - Animal Anatomy + Drawing

Credits: 3  
Course Type: Studio

Students of all abilities learn wildlife sketching and drawing techniques based on comparative anatomical studies of the principal families of animals. Various resources available to the artist are explored in order to create accurate environments for animal art. Sessions take place at the Denver Zoo and the Denver Museum of Nature and Science. Upon successful completion of this course, the student shall have a developed sketchbook of animal drawings that demonstrate knowledge of the various proportions, anatomical structures, and characteristic gestures of a wide variety of animals, and a final composition project placing various animals into a storytelling picture.

Prerequisites: FD 1380 - Life Drawing II

*Course Learning Outcomes:*

- Execute anatomical studies of wildlife skeletal and muscle structure and demonstrate the resulting knowledge in expressive and constructive animal drawings.
- Implement storytelling techniques in a final composition of an imaginary hybrid animal.

## IL 2850 - Figurative Sculpture

Credits: 3  
Course Type: Studio

In this sophomore-level course, students will learn the basic tools, materials, and processes for sculpting the human head. From armature to finish, students learn to measure proportions and utilize gesture, volume, and planes, and gain anatomical understanding as they hone their observational skills to create lifelike sculptures in W.E.D. clay. Upon successful completion of this course, students will have learned classical sculpting techniques and will have developed their own creative perceptions. Students also will have learned to master the technical accuracy of structure, volume, and plane, as well as the subtleties of constructing the human head and figure.

Prerequisites: FD 1380 - Life Drawing II

Notes: *On Campus Only. Course Learning Outcomes:*

- Demonstrate the basic sculptural practices of three-dimensional structure, plane, anatomical proportion, volume, lighting, and gesture.
- Develop an accurate portrait bust based on the model.

## IL 2905 - Introduction to 3D for Concept Design

Credits: 3  
Course Type: Studio

This junior-level course introduces Illustration students to the basic methodologies and techniques needed to create forms in 3D software. Students gain practical experience with the software user interface, existing assets, and imagined forms by incorporating each into their concept art workflow. Students will utilize perspective, camera lenses, lighting, and materials within the 3D workflow to enhance visual storytelling. Upon successful completion of the course, students will have developed assets that demonstrate these basic competencies.

Prerequisites: IL 3850 - Digital Illustration I

Notes: (Previously used AN3D 1210 - 3D Computer Fundamentals) *Course Learning Outcomes:*

- Create, light, and render basic forms in 3D software with accuracy and realism.
- Employ 3D sculpting skills and techniques to manipulate assets and environments.
- Utilize perspective, camera lenses, lighting, and materials within the 3D workflow for storytelling purposes.

## IL 3000 - Illustration Junior Portfolio Review

Credits: 0  
Course Type: Portfolio Review

All juniors are required to participate in the Illustration

Junior Portfolio Review, at least once during their junior year (75-90 credits). This review helps students to reflect on their learning and to increase their focus on their professional objectives. At the end of this review, students will have identified artistic strengths and areas of weakness to address in their upcoming coursework.

Prerequisites: Completion of 75+ credits. Students must complete the Junior Portfolio review after the completion of 75 credits and prior to the completion of 90 credits.

Notes: This course is Pass/Fail.

*Course Learning Outcomes:*

- Organize and present a portfolio of illustration work, including coursework and personal projects.

## **IL 3105 - Figure Painting I**

Credits: 3

Course Type: Studio

In this studio course, students paint from live, nude figure models to develop color and painting skills. The emphasis will be placed on depicting believable forms using both direct and indirect painting methods, such as glazing. Students will employ a range of brushes and techniques to intentionally create texture, hard/soft edges, form, and depth. In addition, students will practice manipulating the attributes of color such as hue, value, saturation, and temperature to effectively apply color harmonies to figurative work.

Prerequisites: IL 2750 - Life Drawing IV

Notes: (Formerly IL 2650 Life Painting I) *Course Learning Outcomes:*

- Utilize glazing, direct painting, and other painting processes to depict believable form.
- Employ a range of appropriate brushes and intentional mark-making to create texture, form, hard/soft edges, and depth.
- Manipulate the attributes of color (hue, value, intensity, and temperature) and effectively apply color harmonies to figurative work.

## **IL 3170 - Digital Figure Painting I**

Credits: 3

Course Type: Studio

In this studio course, students paint digitally from live, nude figure models to develop color and painting techniques. The emphasis will be placed on depicting believable forms using both direct and indirect digital painting methods. Students will employ a range of digital brushes to intentionally create texture, hard/soft edges, form, and depth. In addition, students will practice manipulating the attributes of color such as hue, value, saturation, and temperature to effectively apply color harmonies to figurative work.

Prerequisites: IL 2571 - Digital Still Life Painting

*Course Learning Outcomes:*

- Utilize layers, direct painting, and other painting processes to depict believable form.
- Employ a range of appropriate brushes and intentional mark-making to create texture, form, hard/soft edges, and depth.
- Manipulate the attributes of color (hue, value, intensity, and temperature) and effectively apply color harmonies to figurative work.

## **IL 3255 - Figure Painting II**

Credits: 3

Course Type: Studio

Students paint from live, nude models to further develop artistic skills in this studio course. With an emphasis on personal style, expressive approaches, and utilizing both the draped and undraped model, this course continues the anatomical, constructive, and compositional ideas introduced in IL 3105 - Figure Painting I or IL 3170 - Digital Figure Painting I. Students may use oils, digital applications, or acrylics as the primary materials used in this painting course. Upon successful completion of this course, the student will have a portfolio of paintings of the model demonstrating a firm grasp of a variety of techniques in figure painting.

Prerequisites: IL 3105 - Figure Painting I or IL 3170 - Digital Figure Painting I

Notes: (Formerly IL 3250 Life Painting II) *Course Learning Outcomes:*

- Demonstrate the use of tone and color relationships: tonal keys, light/dark, warm/cool, saturation, and color schemes.
- Express unique visual style and ideas while portraying the human figure.
- Apply advanced drawing/design skills in gesture, anatomy, proportion, and composition.

## **IL 3405 - Concept Design for Pre-Production**

Credits: 3

Course Type: Studio

In this junior-level class, students build upon foundational skills learned in Introduction to 3D to render concepts and to paint over block-ins for the concept design pipeline. Students will use foundational knowledge of 3D software and digital painting programs to create shot compositions that advance their narratives. Upon successful completion of this course, students will have gained competency with digital sculpting tools, lighting, camera angles, and digital painting to produce pre-production art for cinematic storytelling.

Prerequisites: IL 2905 - Introduction to 3D for Concept Design

Notes: (Previously used GA 3860 - Digital Sculpting) *Course Learning Outcomes:*

- Integrate 3D tools and assets into a 2D workflow to create pictorial spaces with visual depth.

- Utilize camera lenses and lighting within the 3D workflow to render characters and scenes.
- Utilize digital painting software, equipment, and techniques to create compositions for storytelling purposes.

## IL 3570 - Digital Landscape Painting

Credits: 3  
Course Type: Studio

Digital Landscape Painting continues the illustrator's study of basic painting methods using computer software, a graphics tablet, a stylus, and a wide variety of appropriate brushes to interpret natural landscape elements, atmosphere, and textures. Students further their understanding of representational painting approaches by using sketches and photo references to depict a convincing pictorial space with depth and form. Upon successful completion of the course, the student will understand the basics of observational painting in the digital realm using shapes, lines, and perspective to communicate the emotional impact of the image.

Prerequisites: IL 2571 - Digital Still Life Painting

*Course Learning Outcomes:*

- Utilize the elements, vocabulary, and grid systems of linear and atmospheric perspective to accurately create pictorial space.
- Design the shapes, lines, and elements of a composition to communicate the emotional impact of the image.
- Employ a range of appropriate brushes and intentional mark-making to create texture, form, hard/soft edges, and depth.

## IL 3580 - Landscape Painting

Credits: 3  
Course Type: Studio

Landscape painting continues the illustrator's study of basic oil painting materials and methods to interpret natural landscape elements, atmosphere, and textures. Students further their understanding of representational painting approaches by applying Plein-air sketches, studies, and photo references to depict a convincing pictorial space with depth and form. Upon successful completion of this course, the student will understand the basics of observational painting in oils using shapes, lines, and perspective to communicate the emotional impact of the image.

Prerequisites: IL 2560 - Still Life Painting

*Course Learning Outcomes:*

- Utilize the elements, vocabulary, and grid systems of linear and atmospheric perspective to accurately create pictorial space.
- Design the shapes, lines, and elements of a composition to communicate the emotional impact of the image.
- Employ a range of appropriate brushes and intentional mark-making to create texture, form, hard/soft edges, and depth.

## IL 3595 - Illustration II

Credits: 3  
Course Type: Studio

Illustration II combines both traditional and digital media to create unique and effective illustrations. Students will analyze stories and create convincing expressive characters to emphasize narrative themes in their illustrations. Upon successful completion of this course, students will gain knowledge and skills in character analysis, compositional development, and the production of finished illustrations for effective visual storytelling.

Prerequisites: IL 2575 - Illustration I

Notes: (Formerly IL 3590 Non-fiction Illustration)

*Course Learning Outcomes:*

- Design and enliven characters by creating expressive facial and body gestures.
- Develop effective narrative illustrations with convincing interactions between characters.
- Integrate traditional and digital media to create unique and effective illustrations.

## IL 3603 - Industry Experience

Credits: 3  
Course Type: Internship

This course gives students the opportunity to work with creative professionals in projects, teams, and spaces that are specifically related to their career interests. This experience may take various forms, including but not limited to an internship, assistantship, or job shadow opportunity, etc. Upon successful completion of this course, students will gain real-world work experience and enhanced preparation for a career in art and design.

Prerequisites: Completion of 60+ credits.

Notes: (Previously used IL 3601/IL3602 Illustration Internship Part I + Part II) *Course Learning Outcomes:*

- Through extensive research and personal networking, map the contemporary landscape of the illustration industry and identify multiple opportunities to gain industry experience.
- With faculty support, engage in professional communication, and relationship building toward the development, proposal, and final approval of a plan for the desired industry experience.
- Fulfill the requirements and expectations of the industry experience.
- Demonstrate professionalism in working with others.
- Reflect upon and describe the learning experience to others.

## IL 3650 - Children's Book Illustration I

Credits: 3  
Course Type: Studio

Students are familiarized with the illustrator's role in the development and creation of a children's book. Assignments include breaking up manuscripts, designing characters, creating a storyboard, a wrap-around jacket, a 3D page dummy, and several finished pieces. Other areas covered in class are story flow, consistency, age-appropriateness, professional practices, working with text, design, color, and composition. Upon successful completion of this course, the student will have an understanding of the process of illustrating a children's picture book as well as an increased understanding of storytelling, character, and other basic illustration skills.

Prerequisites: IL 2575 - Illustration I

*Course Learning Outcomes:*

- Apply the process of designing and illustrating a children's picture book from a manuscript.
- Demonstrate an understanding of publisher expectations for illustrating a picture book.
- Refine drawing, design, color, composition, and storytelling skills for children's books.
- Demonstrate an understanding of selected historic and current children's book illustrators.

## **IL 3655 - Character Design**

Credits: 3

Course Type: Studio

Telling good stories involves creating memorable characters. How is this accomplished? What is the role of costume? How can the artist develop vivid personalities to inhabit the author's stories? How does knowing the audience help define the character? The answers to these questions are the basis for this advanced course in character design. Students develop a series of characters traditionally on paper (character sketches, turnarounds, sheets, and finished drawings) and with Sculpey or other clay 3D materials. Upon successful completion of this class, the student will have a better understanding of how to create a more fully developed drawn character.

Prerequisites: FD 1380 - Life Drawing II

*Course Learning Outcomes:*

- Demonstrate professional character design and presentation skills used in film, video games, and the comic book industry.
- Analyze and produce compelling and dynamic characters from written descriptions and stories using basic and advanced theories of design.

## **IL 3700 - Topics in Illustration**

Credits: 3

Course Type: Studio

This junior-level course examines various aspects of illustration. The course content varies, allowing students to

explore specific aspects of the discipline with greater depth and mastery. Students will work on a series of projects that address the topic at hand. Upon successful completion of this course, students possess a deeper understanding of a specific aspect of illustration.

Prerequisites: IL 2575 - Illustration I

*Course Learning Outcomes:*

- Demonstrate greater knowledge of illustration media & storytelling.

## **IL 3705 - Elements of Concept Art I: Environments**

Credits: 3

Course Type: Studio

This course is part of the Concept Art emphasis and an elective within the illustration department. With an emphasis on professional studio practices, this studio course covers the essentials involved in creating preproduction art for animation, game art, and film. Students will investigate prop and environmental design, creating a series of projects that demonstrate their understanding of these areas. Upon successful completion of the course, students will understand how to create believable environments and authentic props as concept art in alignment with the expectations of the entertainment industry.

Prerequisites: IL 2575 - Illustration I and IL 3850 - Digital Illustration I

Notes: (Formerly IL 4600 People, Places, + Things:

*Elements of Concept Art I) Course Learning Outcomes:*

- Integrate traditional and digital media to create unique and effective illustrations.
- Design believable environments and authentic props that communicate and relate to the story.
- Apply principles of perspective to the drawing of figures, elements, and environments to accurately create pictorial space.

## **IL 3850 - Digital Illustration I**

Credits: 3

Course Type: Studio

In this junior-level course, students will combine traditional skills, analog materials, and digital media to learn a variety of methods for creating their artwork digitally. This course also defines and develops the necessary methods for producing powerful single-image illustrations that can quickly create meaning for broad audiences. Upon successful completion of this course, students will have explored visual metaphors and applied digital tools to various conceptual projects.

Prerequisites: FD 1020 - 2D Design: Elements + Principles and IL 2575 - Illustration I

Notes: (Formerly IL 4550 Digital Illustration I) *Course Learning Outcomes:*

- Demonstrate the use of Photoshop and Illustrator to produce single-image conceptual illustrations for contemporary market needs.
- Integrate traditional and digital media to create unique and effective illustrations.
- Implement visual metaphor strategies for effective conceptual illustrations.

### **IL 3895 - Illustration III: Finding Your Creative Voice**

Credits: 3  
Course Type: Studio

This senior-level course is about creative thinking, exploring story, and experimenting with visual processes and styles. Students are encouraged to innovate their ideation process and use of media to create unique, compelling, and even experimental images. Throughout the course, the works of expressive, inventive artists and illustrators are discussed. Upon successful completion of this course, the student will have developed experimental ideas and novel approaches to create meaning and solve visual problems.

Prerequisites: IL 3595 - Illustration II and IL 3850 - Digital Illustration I; OR GD 2210 - Vector Illustration and GD 2220 - Raster Image Processing

*Course Learning Outcomes:*

- Create illustrations with a defined audience and industry purpose.
- Demonstrate innovation in ideation processes and use of media to create experimental images.
- Develop experimental ideas and novel approaches to create meaning and solve visual problems.

### **IL 4450 - Illustration Marketing**

Credits: 3  
Course Type: Studio

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

Prerequisites: Completion of 90+ credit hours

*Course Learning Outcomes:*

- Create a marketing plan and materials reflecting individual career goals and visual style.

- Employ digital and traditional marketing modalities to advertise the illustration brand.
- Research and analyze the target audience for illustration services.

### **IL 4551 - Digital Illustration II**

Credits: 3  
Course Type: Studio

This course is the second half of Digital Illustration, a course meant for furthering the illustrator's ability to combine traditional art skills with the advantages inherent in the computer. Upon successful completion of this course, students will have continued their exploration of digital painting methods and learned advanced techniques for raster and vector programs that are used for digital drawing, painting, and composition.

Prerequisites: IL 3850 - Digital Illustration I OR; GD 2210 - Vector Illustration and GD 2220 - Raster Image Processing

*Course Learning Outcomes:*

- Demonstrate understanding of Photoshop for professional set-up and completion of full-color digital paintings.
- Experiment with digital media to create unique visual solutions.
- Apply advanced tools and techniques of digital media to various story-based projects.

### **IL 4605 - Elements of Concept Art II: Characters**

Credits: 3  
Course Type: Studio

In this senior-level course, students will explore ways to design and incorporate believable characters into the invented worlds created in Concept Art I. Upon successful completion of this course, each student will have a deeper understanding of how to place characters into their environment, and how to depict forms with digital concept art tools and applications. The student will also gain a greater understanding of industry standards, practices, trends, and expectations.

Prerequisites: IL 3705 - Elements of Concept Art I: Environments

Notes: (Formerly IL 4620 People, Places, + Things:  
Elements of Concept Art II) *Course Learning Outcomes:*

- Design and incorporate characters that are congruent within the narrative and thematic environment.
- Use visual storytelling skills to communicate aspects of each character's story such as age, personality, interests, and needs.
- Depict convincing forms, using digital painting software, brushes, and equipment.
- Research and analyze the concept art industry to identify standards, trends, and opportunities.

### **IL 4640 - Typography for Illustration**

Credits: 3  
Course Type: Studio

This course examines the relationships between typographic design (type) and illustration (images). Students will learn the basic elements, vocabulary, and principles of typography as they explore the power of combining type with images to communicate ideas. Students will use traditional media as well as vector-based digital tools. In addition, students will discuss historical and contemporary uses of type, examine page layouts, and identify effective type and image relationships, with special emphasis on hand-lettered typographic solutions. Upon successful completion of this course, students will exhibit increased abilities to arrange, design, and manipulate typography as a visual tool to communicate ideas more effectively.

Prerequisites: IL 3850 - Digital Illustration I

Notes: (Formerly IL 2440 Typography for Illustration)  
*Course Learning Outcomes:*

- Identify and implement typography vocabulary.
- Demonstrate basic skills in the application of typography within illustration projects.
- Demonstrate an aesthetic awareness of letterforms as well as techniques and processes to achieve expressive typography.
- Demonstrate proficiency in working with type in a vector-based program.

## **IL 4650 - Children's Book Illustration II**

Credits: 3  
Course Type: Studio

Children's Book Illustration II is the second half of Children's Book Illustration. Individual assignments augment the earlier course and extend the practical methods. Upon successful completion of this course, the student should have increased knowledge of the process needed to complete a 32-page picture book project, as well as an increased understanding of storytelling, design, character development, and other basic illustration principles.

Prerequisites: IL 3650 - Children's Book Illustration I

*Course Learning Outcomes:*

- Consider the publisher's expectations in the process of designing and illustrating a children's picture book from a manuscript.
- Experiment with drawing style and media to create unique visual solutions for children's literature.
- Students will be expected to have a working knowledge of selected historic and current children's book illustrators.
- Apply advanced skills in illustration to create a children's book prototype.

## **IL 4900 - Illustration Graduation Portfolio I**

Credits: 3  
Course Type: Studio

In this senior-level course, students specialize in a single area of illustration and begin the development of their graduation portfolio. Projects and timetables are self-directed in consultation with the instructor. Upon successful completion of this course, the student will have created a series of related portfolio projects that demonstrate advanced thinking and storytelling abilities, continued improvement in illustration methods and materials, and a greater command of innovative style in their artwork.

Prerequisites: IL 4450 - Illustration Marketing

Notes: To be completed in the term prior to IL 4995 - Illustration Graduation Portfolio II

*Course Learning Outcomes:*

- Demonstrate advanced thinking, planning, and storytelling abilities.
- Show improvement in illustration methods and materials.
- Imagine and incorporate an innovative style into finished illustrative work.

## **IL 4995 - Illustration Graduation Portfolio II**

Credits: 3  
Course Type: Studio

In their final Illustration course, senior students finalize their promotional materials, website, and graduation portfolio. Projects and timetables are self-directed in consultation with the instructor and continue the portfolio work created in Illustration Graduation Portfolio I. Upon successful completion of this course, students will promote a professional-level display of new work for their graduation portfolio exhibition, including self-promotional materials.

Prerequisites: IL 4900 - Illustration Graduation Portfolio I

Notes: Senior portfolio review included.  
Must be a senior in their last term.

*Course Learning Outcomes:*

- Organize and present a cohesive portfolio of unique and effective illustration work.
- Maintain a professional web portfolio as part of an effective marketing strategy.
- Promote and display an exhibition of finished illustrative work.

# **Illustrative Design**

## **ILD 1010 - Fundamentals of Illustrative Design**

Credits: 3  
Course Type: Studio

This freshman-level course provides an overview of illustrative design as a creative practice and introduces students to the fundamentals of illustration within graphic design. Students explore the differences between graphic design, illustration, and illustrative design and how illustrative design can elevate a brand. Upon the successful completion of this course, students will demonstrate how to utilize illustration to solve design problems.

Prerequisites: FD 1020 - 2D Design: Elements + Principles

*Course Learning Outcomes:*

- Outline a process for solving visual design problems.
- Demonstrate mastery of the basic use of industry-standard tools.
- Show how type and imagery can work together in a composition.

### **ILD 2000 - Illustrative Design Sophomore Portfolio Review**

Credits: 0  
Course Type: Portfolio Review

Students who have completed 45-60 credit hours are required to participate in a sophomore portfolio review. Students will present original art, design, and illustration work from Foundations courses where faculty evaluate mastery of foundational skills and identify strengths and areas of improvement. Student Foundations' work will illustrate competency in visual elements and principles of design, drawing, color theory, and three-dimensional fundamentals. Upon successful completion of the Sophomore Portfolio Review, students transition into their major course of study.

Prerequisites: Students who have completed 45-60 credit hours are required to participate in a sophomore portfolio review.

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Students demonstrate cultural competencies in describing and responding to audiences and contexts that communication and design solutions must address.
- Students demonstrate cultural competencies in recognizing the physical, cognitive, cultural, and social human factors that shape design decisions.
- Students demonstrate communication competency in the ability to solve communication + design problems.
- Students demonstrate communication competency in their understanding of fundamental business practices, including the ability to organize design projects and to work productively as a member of teams.
- Students demonstrate communication competency in a strong use and proficiency in storytelling & communication.

- Students demonstrate design competencies in understanding: symbolic representation, principles of visual organization/compositional theory and information hierarchy, and the proper use of typography and its various applications.
- Students demonstrate design competencies in understanding art and design history, theory, and criticism.
- Students demonstrate design competencies in a strong use and proficiency in media and digital skills, and mechanical skills such as drawing and the use of value and color.
- Students demonstrate design competencies in the ability to create and develop visual forms in response to communication problems.
- Students demonstrate design competencies in a strong sense of personal style.
- Students demonstrate critical thinking skills in research and information gathering, analysis, and generation of alternative solutions.

### **ILD 3000 - Illustrative Design Junior Portfolio Review**

Credits: 0  
Course Type: Portfolio Review

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

Prerequisites: Completion of 60+ credits

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Students demonstrate cultural competencies in describing and responding to audiences and contexts that communication and design solutions must address.
- Students demonstrate cultural competencies in recognizing the physical, cognitive, cultural, and social human factors that shape design decisions.
- Students demonstrate communication competency in the ability to solve communication + design problems.
- Students demonstrate communication competency in their understanding of fundamental business practices, including the ability to organize design projects and to work productively as a member of teams.
- Students demonstrate communication competency in a strong use and proficiency in storytelling & communication.
- Students demonstrate design competencies in understanding: symbolic representation, principles of visual organization/compositional theory and information hierarchy, and the proper use of typography and its various applications.
- Students demonstrate design competencies in understanding art and design history, theory, and criticism.
- Students demonstrate design competencies in a strong use and proficiency in media and digital

skills, and mechanical skills such as drawing and the use of value and color.

- Students demonstrate design competencies in the ability to create and develop visual forms in response to communication problems.
- Students demonstrate design competencies in a strong sense of personal style.
- Students demonstrate critical thinking skills in research and information gathering, analysis, and generation of alternative solutions.

### **ILD 3601 - Illustrative Design Internship Part I**

Credits: 1.5

Course Type: Internship

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

Prerequisites: Approval of Department Chair or Department Internship Coordinator.

Notes: This is a pass/fail course. *Course Learning Outcomes:*

- Compare and differentiate between desirable and non-desirable clients.
- Show basic business practices, including the ability to organize and work productively as a member of a team.
- Describe the experience and how it advances an understanding of coursework concepts.
- Demonstrate an ability to enter a career in the illustration and design field.

### **ILD 3602 - Illustrative Design Internship Part II**

Credits: 1.5

Course Type: Internship

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

Prerequisites: Approval of Department Chair or Department Internship Coordinator.

Notes: This course is pass/fail. *Course Learning Outcomes:*

- Compare and differentiate between desirable and non-desirable clients.
- Show basic business practices, including the ability to organize and work productively as a member of a team.
- Describe the experience and how it advances an understanding of coursework concepts.
- Demonstrate an ability to enter a career in the illustration and design field.

### **ILD 4980 - Senior Illustrative Design Seminar**

Credits: 3

Course Type: Studio

This is part one of a two-part course that is followed by ILD4990 Illustrative Design Graduation Portfolio. In this course, students investigate and create their professional brand identity as it applies to illustrative design. Topics include discussions about the different career paths available upon graduation, identification of important elements of visual style, and application of visual style to the creation of a portfolio. Upon successful completion of this course, students develop their own brand identity, prepare a working plan for career development, and construct a professional portfolio website.

Prerequisites: ILD 3000 - Illustrative Design Junior Portfolio Review

Notes: This course is open to seniors in their second to last term. *Course Learning Outcomes:*

- Apply branding knowledge to personal professional identity.
- Evaluate potential career paths within the field of illustrative design and prepare a working plan for career development.
- Identify what makes a successful portfolio and construct a portfolio website based on professional standards of the illustrative design field.
- Identify and establish a preferred social media presence for professional purposes as an illustrative designer.

### **ILD 4990 - Illustrative Design Graduation Portfolio**

Credits: 3

Course Type: Studio

This is part two of a two-part class that began with ILD4980 Senior Illustrative Design Seminar. In this course, students will develop a timeline for a personal graduation project, establish project scope, balance illustrative design workflows, and document their work. Students develop a graduation project and see that idea through to their senior portfolio review. Upon successful completion of this

course, students will have created a senior project as part of their final portfolio presentation that demonstrates their process and showcases their personal style.

Prerequisites: ILD 4980 - Senior Illustrative Design Seminar

Notes: This course is open to seniors in their last term.

*Course Learning Outcomes:*

- Exercise crucial time management and critical decision-making skills by planning and implementing a final self-directed graduation project.
- Implement a personal visual style and design philosophy.
- Create a final project that demonstrates the use of effective design skills including illustration, typography, and design technology.
- Present a portfolio that summarizes the process and implementation of the graduation project.

## Mathematics

### MA 1220 - Financial Principles + Practices

Credits: 3

Course Type: Lecture

This freshman-level math course introduces students to the nature and purpose of financial principles. The goal is for students to develop mathematical skills in financial accounting and gain basic knowledge of the principles and practices needed to understand the contemporary business world. Through lecture presentations, demonstrations, practice exercises, case studies, and quizzes, students will demonstrate basic financial concepts and financial statement creation and analysis.

Prerequisites: none

*Course Learning Outcomes:*

- Understands Generally Accepted Accounting Principles (GAAP) to identify the difference between assets, liabilities, and net worth, along with analyzing, recording, and reporting financial information for service organizations using Microsoft Excel.
- Understands the chart of accounts in day-to-day transactions to record general journal transactions, post to the general ledger, and create a trial balance.
- Understands accounting worksheets (incorporating adjustments) based on the company trial balance.
- Understands the difference between an income statement, statement of owner's equity, and balance sheet.
- Understands an income statement, statement of owner's equity, and balance sheet from an adjusted trial balance or worksheet.
- Understands company closing entries to the general journal and general ledger, culminating with a post-closing trial balance.

### MA 1221 - The Art of Math

Credits: 3

Course Type: Lecture

This course will use the mathematical model of inquiry to pose and answer questions relating to art and design, music, nature, and history. The course will progress from ancient Egypt and Greece to the Renaissance and into the twenty-first century. Topics include Algebra, Geometry; ratios; abstract mathematical thinking through sequences, series, and patterns; modular arithmetic; and relations. The material is mathematical. However, its topics, as well as many of the examples and the work students do, will be drawn from the fields of art and design, dance, film, and music. Students will complete a significant project that applies mathematics to their area of interest.

Prerequisites: None

*Course Learning Outcomes:*

- Understand how to apply mathematics logically and critically to analysis.
- Understand mathematical patterns.
- Understand the different branches of mathematics.
- Understand mathematics as a problem-solving tool.
- Understand the importance of mathematics in society, nature, the arts, and design.
- Understand the connection of mathematics to the student's field of study.

## Physical + Natural Science

### NS 2030 - Biology

Credits: 3

Course Type: Lecture

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

Prerequisites: none

*Course Learning Outcomes:*

- Understand the nature of science to critically assess media reports of science, pseudoscience, and non-science.
- Understand the diversity of living things.
- Understand ecological environments local to the student and in a global context.
- Understand the relevance of these ecosystems, as well as the biotic and abiotic components of these ecosystems.
- Understand the structures and purposes of these structures in prokaryotic and eukaryotic cells.

- Understand cell structures to examples of changes in cell function.
- Understand basic structures of living things using concepts of homology.
- Understand the relationship of the structure of living things to their function.
- Understand the observations that lead to the theory of evolution by natural selection.
- Understand different types of selection.

## NS 2040 - Environmental Studies

Credits: 3

Course Type: Lecture

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

Prerequisites: none

*Course Learning Outcomes:*

- Understand the earth's natural environment and its relationships with human activities
- Understand and implement scientific research methods to address environmental issues
- Understand the Earth's major systems and how they function and are affected by human activities

## NS 3050 - Human Ecology

Credits: 3

Course Type: Lecture

Human Ecology examines the relationship of humans to the environment through an analysis of historical and theoretical understandings of the relationship between environment; biology and cultures; and a review of ecological principles and terms. Topics include: disease, sustainability, famine, and pollution at the local and global levels. Upon successful completion of the course, students are able to knowledgeably discuss and write about the key theories in ecological anthropology, including the historical contexts in which they arose and environmental issues within the contexts of politics, economics, culture, and the environment.

Prerequisites: none

*Course Learning Outcomes:*

- Understand human ecology and environmental studies.
- Understand ecosystems and what is meant by human agency in an ecosystem.
- Understand the terminology of environmental studies.

- Understand various cultural practices and beliefs about nature.
- Understand ecosystems at local and global levels and feedback loops.
- Understand Geologic Cycles, Population Biology, and Evolution Theories.
- Understand sustainable and unsustainable human interactions in ecosystems dealing with specific human ecology topics.

## NS 3100 - Acoustics of Music

Credits: 3

Course Type: Lecture

In this junior-level science course, students learn the physical properties of sound waves— how sound travels through a medium, how objects emit and absorb sound, how sound waves are measured, transduced, and represented, and how musical objects and ideas work to shape acoustic reality. The course focuses on developing a physical understanding of musical phenomena, the characteristics of musical instruments, and sound reflection and absorption in rooms and listening spaces. Through lectures, demonstrations, technical exercises, and applied acoustic and digital audio experiments, students learn to describe, manipulate, and predict the behavior of sound waves in both real and computer-modeled environments. Students learn the physical basis of particular acoustic phenomena in music, including resonance, echo, reverberation, complex spectra, filtering, phase cancellation, Doppler effect, and amplification. Students also develop a scientific understanding of key musical concepts, such as tuning, harmony, and instrument design based on acoustic principles. Upon completion of the course, students will understand the basic science that governs musical practice and technology and be able to apply foundational knowledge of acoustics toward the creation of new instruments and sound manipulation tools.

*Course Learning Outcomes:*

- Explain how sound propagates through a medium and how musical instruments work to emit sound.
- Formulate sound absorption plans for different rooms and listening spaces.
- Demonstrate an acoustical understanding of tuning, scales, harmony, and common musical effects.
- Create a musical instrument.

## Photography

### PH 1000 - Survey of Photography

Credits: 3

Course Type: Studio

In this freshman-level course, students will begin to explore the possibilities of the photographic industry. A variety of photographic career paths will be explored through lectures, research, writing, and photographic assignments. Students will begin to discover how each genre of photography might direct their work and affect their lifestyles.

Prerequisites: none.

Notes: *(Can be completed with phone camera, DSLR is ideal)*  
(Formerly CP 1111 - Digital Photography I)

*Course Learning Outcomes:*

- Demonstrate the ability to conduct academic research through the writing of research papers and essays.
- Apply an understanding of the photography industry through the creation of images that fit specific genres.
- Demonstrate the ability to critically evaluate images, and identify their genre and target audience, through written responses.

## **PH 1100 - Photography Principles**

Credits: 3

Course Type: Studio

This freshman-level course introduces students to foundational camera operation techniques including proper exposure, composition, observation, and use of available light. Additionally, students will be introduced to industry-standard software and digital workflow. Upon successful completion of this course, students will have gained technical understanding and insight into the medium through instructional lectures, research, and the completion of photographic assignments.

Prerequisites: None

Notes: DSLR camera required.  
(Formerly CP 1112 - Digital Photography II)

Also previously taken by Graphic Design students GD3010 (PH 1100 equivalent to GD3010).

*Course Learning Outcomes:*

- Use foundational camera settings with intention, including aperture, shutter speed, ISO, lens selection, dynamic range, and color space.
- Apply basic digital workflow, including importing, archiving, processing, and exporting digital files.
- Apply the principles of photographic design to create compelling narratives.

## **PH 1150 - Color Management + Output**

Credits: 3

Course Type: Studio

This freshman-level course covers the calibration of devices to produce consistent, predictable color for the

output of digital files onto physical media. Students will increase proficiency in their digital workflow including; file preparation, resolution selection, print profiling, paper selection, soft-proofing techniques, and creating editions. Upon successful completion of this course, students will have gained a better understanding of how to format files based on client and vendor requirements when print output is required.

Prerequisites: PH 1100 - Photography Principles

*Course Learning Outcomes:*

- Apply color calibration standards across multiple devices and software.
- Demonstrate a working knowledge of ICC profiling and soft-proofing.
- Create photographic prints that illustrate a full range of tones with accurate color balance.

## **PH 1500 - Lighting I: Fundamentals**

Credits: 3

Course Type: Studio

This freshman-level course serves as an introduction to the language of light, its characteristics, the interpretation of ideas, and how light is an integral tool in the making of photographs. Upon successful completion of this course, students will have a clear understanding of the qualities of light and their communicative power.

Prerequisites: PH 1100 - Photography Principles

Notes: (Formerly CP 1720 - Lighting I: Fundamentals)

*Course Learning Outcomes:*

- Apply lighting theory and methods to a variety of subjects.
- Explain the use of various lighting components and their impact on narrative images.
- Demonstrate the ability to intentionally apply the characteristics of light to images.

## **PH 2000 - Photography Sophomore Portfolio Review**

Credits: 0

Course Type: Portfolio Review

Students who have completed 45-60 credit hours are required to participate in a photography sophomore portfolio review. Students will present original art and photography work from their Foundations and early Photography courses where faculty evaluate mastery of foundational skills and identify strengths and areas of improvement. Student work will demonstrate competency in visual elements and principles of design, drawing, color theory, and three-dimensional fundamentals. Upon successful completion of the Sophomore Portfolio Review, students will transition into their junior-level Photography courses.

Prerequisites: Completion of 45+ credit hours.

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Demonstrate the ability to compose a portfolio of art and photography work that meets expectations for the sophomore level.

## PH 2100 - Digital Post Production

Credits: 3  
Course Type: Studio

In this sophomore-level course, students will explore digital post-production and image manipulation techniques. Upon successful completion of this course, students identify and apply industry-standard tools to refine photographic images.

Prerequisites: PH 1100 - Photography Principles

Notes: (Formerly CP 1710 - Digital Post Production)

*Course Learning Outcomes:*

- Critically evaluate photographic images to identify opportunities for enhancement.
- Apply software tools to refine retouch and construct digital images.
- Apply digital tools to refine concepts, visual aesthetics, and narrative.

## PH 2200 - Portraiture

Credits: 3  
Course Type: Studio

This course is an exploration of photographing people, posing, expressions, gestures, and establishing subject rapport. Upon successful completion of this course, students will have used specific learned skills such as posing, lighting, and composition to create compelling portraits.

Prerequisites: PH 1500 - Lighting I: Fundamentals

Notes: (Formerly CP 2321 - Portraiture) *Course Learning Outcomes:*

- Analyze and apply specific learned skills such as lighting, composition, and context, to create a portraiture portfolio.
- Demonstrate directorial skills in the areas of posing, body language, facial expressions, and gestures.
- Apply retouching techniques to modify the portrait image.
- Create photographs that illustrate the photographer's perspective of the subject's narrative.

## PH 2300 - Darkroom I

Credits: 3  
Course Type: Studio

This sophomore-level course explores the craft of traditional black and white film darkroom processes from a historical and contemporary fine-art perspective. Using 35mm SLR cameras, students will learn baseline camera controls and techniques to create narratives that communicate conceptual ideas. The class covers film types,

camera formats, the Zone System of photographic tone control, film development, and silver-based printing. Extensive lab and studio time is provided during the class. Upon successful completion of this course, students will have illustrated, through a portfolio of images, an understanding of the technical, creative, and darkroom components of the medium.

Prerequisites: None.

Notes: Photography students must complete PH 1100 - Photography Principles prior to registering for this course. Campus Only.

(Formerly PH1010 Darkroom I)

*Course Learning Outcomes:*

- Create photographs that demonstrate an understanding of analog film camera functions.
- Chemically develop film-based media and make darkroom prints.
- Use narrative and storytelling to create a portfolio of silver-based prints.

## PH 2350 - Digital Black + White

Credits: 3  
Course Type: Studio

This sophomore-level course will explore the craft of contemporary digital black-and-white image-making. Through a series of projects, students will apply the digital Zone System of photographic tone control, file processing, color tinting, cross-toning, and black and white digital printing. Upon successful completion of this course, students will have investigated the visual language associated with black and white photography and its connection with objective truth and creative expression.

Prerequisites: PH 2100 - Digital Post Production

Notes: *Online Only Course Learning Outcomes:*

- Create a portfolio of monochromatic images that apply visual communication and creative expression and are visually cohesive.
- Evaluate the values of a scene and make the appropriate technical decisions to create images that have a full range of tones.
- Create a digital workflow that produces consistent, predictable results from capture to the final edited image.

## PH 2400 - Video Production + Narrative I

Credits: 3  
Course Type: Studio

This sophomore-level course provides an introduction to the historical and theoretical foundations of film and video production. Students will learn about camera framing and movement techniques, storytelling, editing, and sound design. By the end of the course, students will have a fundamental understanding of video production, including

creating and working with storyboards, scripts, and using post-production editing software. This will be demonstrated through the completion of several short-form video projects.

Prerequisites: PH 1100 - Photography Principles

Notes: Also previously taken GD 3230 by Graphic Design students (GD 3230 equivalent to PH 2400)  
Also previously taken PH 2150 by Photography students (PH 2150 equivalent to PH 2400)

*Course Learning Outcomes:*

- Demonstrate foundational skills in video production, including camera operation, lighting, and post-production software use.
- Demonstrate storytelling techniques through the creation of video narratives.
- Research historical and theoretical reference points in film and video, incorporating accessibility, critical thinking, diversity, and inclusion.

## **PH 2500 - Lighting II: Location**

Credits: 3

Course Type: Studio

Photographers regularly face unique challenges when assigned to make powerful images of individuals in varied locations, often adding light sources and manipulating available light in their creative process. This course will instruct students in the area of creating compelling and clearly communicated photographs while on location assignments. Upon successful completion of this course, students create a portfolio of photographs that communicate a sense of place through their understanding of meaningful composition and effective use of lighting.

Prerequisites: PH 1500 - Lighting I: Fundamentals

Notes: (Formerly CP 2310 - Lighting II: Location) *Course Learning Outcomes:*

- Read and evaluate existing interior light and apply supplemental techniques to create narratives.
- Discuss and debate the advantages of light and its role in creating multi and single-image narratives.
- Demonstrate the ability to balance daylight with electronic flash.
- Evaluate locations for lighting, composition, and visual narrative demonstrated by the creation of detailed location scouting reports.
- Create a portfolio of photographs that communicates a sense of place through meaningful composition and effective use of lighting.

## **PH 3000 - Junior Portfolio Review**

Credits: 0

Course Type: Portfolio Review

All juniors are required to participate in their departmental Junior Portfolio Review, which occurs at the completion of

the junior year. This review enables the department to direct students toward improving certain skills and tasks and helps them to focus on their professional objectives. At the end of this review, students and faculty have identified and discussed strengths and weaknesses in the student portfolios so that the students may address both in their upcoming major coursework.

Prerequisites: Students must have completed a total of at least 60 credit hours, of which 30 credits must be PH studio coursework.

Corequisites: PH 3150 - Professional Practices: Marketing

Notes: This course is Pass/Fail. *Course Learning Outcomes:*

- Students will create well-developed visual aesthetics as they apply to photograph making.
- Students demonstrate competency in photographic craft and storytelling.
- Students demonstrate critical thinking and creative problem-solving skills through research and a body of work.
- Students demonstrate business, communication, and marketing skills while meeting real-world expectations.
- Students evaluate and demonstrate industry ethics.
- Students demonstrate critical thinking through historical references and cultural context.

## **PH 3150 - Professional Practices: Marketing**

Credits: 3

Course Type: Studio

This studio course prepares students with critical knowledge and practical strategies as they begin to identify their brand and work towards a targeted profession in the field of photography, video, or media arts. The central elements of these efforts are the processes of portfolio synthesis and the use of web-based media platforms supplemented by personal interactions with organizations where marketing and photography professionals interact. This course will guide students through a variety of marketing stages including the development of a professional website using templates, targeted social media, effective marketing collateral, and branding. Upon successful completion of this course, students will have created and presented a brand identity package including business cards, a professional website, utilized multiple social media methods, and involved themselves in client-based professional organizations.

Prerequisites: Students must have completed a total of at least 60 credit hours, of which 30 credits must be PH studio coursework.

Corequisites: PH 3000 - Junior Portfolio Review

*Course Learning Outcomes:*

- Create a business brand and image.
- Evaluate and research potential business markets to create a career development path.
- Create collateral material that reinforces an established brand identity.

- Develop an online and social media strategy that effectively markets each student's business to a target audience.
- Demonstrate business professionalism through a portfolio presentation.

## PH 3200 - Lighting III: Studio

Credits: 3  
Course Type: Studio

This course expands students' ability to use studio lighting as it pertains to developing a personal aesthetic through studio lighting-based projects. Students apply industry research to propose and create a series of images that apply intentional lighting strategies in the production of a well-synthesized portfolio. Upon successful completion of this course, students will demonstrate how to create advanced lighting scenarios to produce professional images.

Prerequisites: PH 2500 - Lighting II: Location

Notes: (Formerly CP 3110 Lighting III: Studio) *Course Learning Outcomes:*

- Demonstrate knowledge through research and application of the constructive elements of lighting.
- Apply lighting and compositional elements in the design and completion of photo-based narratives.
- Apply lighting theory and practice as it applies to creating image depth.
- Create imagery that expresses a personal aesthetic through single and multi-image photography-based projects.

## PH 3300 - Darkroom II: Alternative Process

Credits: 3  
Course Type: Studio

This course introduces students to advanced work in the area of Alternative Processes in darkroom-based work from a contemporary perspective. A variety of historic and contemporary processes are explored and serve as important aesthetics in communicating significant, related conceptual narratives. Emphasis is placed on a variety of image-making techniques including photograms, chemigrams, camera obscura, pinhole, plastic camera, and other forms of hand-made photography. Also covered is the production of digital negatives for contact printing. Upon successful completion of this course, students will apply alternative process aesthetics in the creation of a focused body of work. Extensive lab and studio time is provided during the class.

Prerequisites: PH 2300 - Darkroom I

Notes: Campus Only *Course Learning Outcomes:*

- Research historic and contemporary alternative processes in photography and apply them to image-making.
- Create images using digital and hand processes in relation to conceptual narratives.

- Apply technical skills in historic processes to create a portfolio of images that express a concept or narrative.

## PH 3350 - Experimental Photography

Credits: 3  
Course Type: Studio

In this advanced course, students will use a variety of techniques to create images that are non-traditional, reference historic processes, and express a concept or narrative. Upon successful completion of this course, students will demonstrate how to digitally simulate historic print processes as well as manipulate new technology to create unique and creative results. Emphasis will be placed on creating a portfolio of images that use one visual style to express a concept or a narrative.

Prerequisites: PH 2350 - Digital Black+ White

Notes: *Online Only Course Learning Outcomes:*

- Demonstrate how to imitate historic print processes using digital methods.
- Create a portfolio of images using one visual style that expresses a concept or narrative.
- Evaluate new technology to identify opportunities for experimental image making.

## PH 3400 - Video Production + Narrative II

Credits: 3  
Course Type: Studio

Video Production + Narrative II is an advanced course designed to deepen students' understanding of the video production process while focusing on the creation of compelling narratives. This course will guide students through the comprehensive stages of video production: development, pre-production, production, and post-production. Emphasizing contemporary ideas and topics, students will be encouraged to tell complete and engaging stories that resonate with modern audiences. Upon successful completion of this course, students will have produced a comprehensive video project and production binder that demonstrates the application of the video production process.

Prerequisites: PH 2400 - Video Production + Narrative I

Notes: (Previously taken in Graphic Design GD4220 Storytelling + Video II (equivalent). Previously taken in Photography PH 3610 Cinematography II (equivalent).) *Course Learning Outcomes:*

- Research, develop, and navigate a video project exploring contemporary topics and ideas through the four stages of production: development, preproduction, production, and postproduction.
- Apply advanced technical skills to video-based narratives.
- Refine and hone storytelling skills to effectively communicate ideas.

## PH 3450 - Advanced Digital Post Production

Credits: 3  
Course Type: Studio

In this course, the processes of constructive imagery will be emphasized. Students will explore the morphing of still photography into video and vice versa. Upon successful completion of this course, students will have advanced knowledge of industry-specific digital post-production software platforms and use these platforms to create a highly developed portfolio of digital images that express a concept.

Prerequisites: PH 2100 - Digital Post Production

Notes: (Formerly CP 3410 Advanced Digital Imaging)

*Course Learning Outcomes:*

- Understand advanced photographic workflow and apply this to the currently recognized processes of digital post-production in editing by creating a portfolio of images.
- Evaluate and apply digital post-production tools in the creation of complex visual narratives that express a concept.
- Demonstrate the ability to previsualize final composited images by creating sketches and shot lists.

## PH 3500 - Portfolio Development

Credits: 3  
Course Type: Studio

In the development of a clearly styled portfolio of photographs, it is critical that students have an opportunity to write proposals and create a series of photographs that stays true to that proposal. In this course, students will incorporate technical and logistical skills learned from previous classes such as writing, assignment logistics, lighting, and compelling compositions to develop and articulate a clearly defined portfolio based on their career goals. Upon successful completion of this course, students will have gained insight into project development manifested by the creation of a portfolio of photographs.

Prerequisites: PH 3450 - Advanced Digital Imaging

Notes: (Formerly PJ 3350 Environmental Portraiture)

*Course Learning Outcomes:*

- Demonstrate the ability to conduct market research on contemporary photographic industry trends.
- Create visual content that illustrates conceptual narratives and/or client needs.
- Produce a professional portfolio designed to meet industry standards.

## PH 3550 - Advanced Portraiture

Credits: 3  
Course Type: Studio

This course prepares students for critical processes in developing strong narratives and personal aesthetics in advanced portraiture. Through lectures, discussions, and assignments, students gain skills in composition, body

language, posing, lighting, and the importance of reinforcing the narrative of individual subjects. Upon the completion of this course, students will gain insight and skills in the creation of a portrait portfolio that is consistent with industry-based professional practices.

Prerequisites: PH 2500 - Lighting II: Location

*Course Learning Outcomes:*

- Demonstrate skills in directing poses, gestures, facial expressions, and body language to create compelling portraits in the studio and/or on location.
- Apply a process of research and project planning to advance the student's portraiture practice.
- Create an advanced portfolio of portrait projects for editorial purposes.

## PH 3621 - Photography Internship Part I

Credits: 1.5  
Course Type: Internship

As a preparatory process in the transition from an academic environment to a professional one, this course serves as an important conduit for graduating students who will work directly with creative departments in corporations, graphic design firms, and advertising agencies. This hands-on experience will be manifested through the logistical processes of client communication, assignment planning, scheduling + completing photo shoots, and digital post-production. Upon successful completion of this course, students will have created a portfolio of images that reflects their understanding of the many and varied processes of assignment based-work as they apply in actual, real-world contexts.

Prerequisites: PH 3150 - Professional Practices: Marketing

Notes: (Formerly CP 3621 Advanced Projects + Internships Part I, Formerly PH 3621 Advanced Projects + Internships Part I)

This course is Pass/Fail.

*Course Learning Outcomes:*

- Develop a learning experience that provides the application of coursework concepts in a real-world context.
- Practice applying relevant skills in the chosen field.
- Discuss internship experience with an instructor.

## PH 3622 - Photography Internship Part II

Credits: 1.5  
Course Type: Internship

As a preparatory process in the transition from an academic environment to a professional one, this course serves as an important conduit for graduating students who will work directly with creative departments in corporations, graphic design firms, and advertising agencies. This hands-on experience will be manifested through the logistical processes of client communication, assignment planning, scheduling + completing photo shoots, and digital

post-production. Upon successful completion of this course, students will have created a portfolio of images that reflects their understanding of the many and varied processes of assignment based-work as they apply in actual, real-world contexts.

Prerequisites: PH 3150 - Professional Practices: Marketing

Notes: (Formerly CP 3621 Advanced Projects + Internships Part II, Formerly PH 3622 Advanced Projects + Internships Part II)  
This course is Pass/Fail.

*Course Learning Outcomes:*

- Develop a learning experience that provides the application of coursework concepts in a real-world context.
- Practice applying relevant skills in the chosen field.
- Discuss internship experience with an instructor.

## **PH 3725 - Architectural Photography**

Credits: 3

Course Type: Studio

Based on the concept of capturing the built landscape in its most perfect form, architectural and industrial photography is the marriage of photographic skill, technical aptitude, and artistic vision. This course uses contextual lectures, interpretative visioning, and practical experience to guide students through a process of evaluation and understanding of architectural principles. Upon successful completion of this course, students will, through logistical planning and photographic assignments, have a strong understanding of the power of architectural and industrial photographs and how they communicate integrity, credibility, and vibrancy.

Prerequisites: PH 2100 - Digital Post Production

Notes: (Formerly CP 3521 Architectural Photography)  
*Course Learning Outcomes:*

- Create an illustrative portfolio of images of defined architectural design.
- Photograph architectural projects that address the creative interpretation of a structure.
- Analyze and apply theoretical and professional practices of architectural form in the creation of photographs.

## **PH 3750 - Fashion**

Credits: 3

Course Type: Studio

The hallmark of fashion portraiture is the communication of fashion genres within the context of making editorial photographs. In this course, students will acquire expertise in the area of highly visible photographic assignments, reference the context of working within an editorial environment, and research and discuss the development and evolutionary histories of fashion work as it pertains to photographing fashion models in public spaces. Through assignment-based projects, students will have added important logistical components to their skill sets, including

relevant fashion strategies; problem-solving unique situations while photographing models in public spaces, and understanding the magazine and publishing industries' importance in fashion work.

Prerequisites: PH 2500 - Lighting II: Location

Notes: (Formerly CP 3571 Fashion) *Course Learning Outcomes:*

- Research, discuss, and create a logistical plan for a fashion assignment.
- Apply skills in body language and posing as it applies to fashion photography.
- Create and apply fashion narrative concepts.
- Apply skills in communication within the context of fashion and lifestyle magazines.

## **PH 3775 - Night Photography**

Credits: 3

Course Type: Studio

This class will focus on making images at night and in low-light situations through the use of long exposures and image stacking. Students in this course will create elaborate pre-visualized night images incorporating light painting in populated areas, as well as exploring the night sky away from the light pollution of our urban environment. Astrophotography, planning for movement in the night sky, working in teams over large spaces with no visual contact, and specialized equipment are explained in this course.

Prerequisites: PH 3450 - Advanced Digital Imaging

*Course Learning Outcomes:*

- Demonstrate a broader understanding of, and appreciation for, the field of Astronomy and Meteorology through the creation of detailed plans for night photography expeditions.
- Evaluate low-light scenes and make the appropriate technical choices to capture images that contain a full range of tones and low noise levels.
- Demonstrate an understanding of light painting through the creation of images using long exposures in low light.
- Create a portfolio of images using long exposures in low light that express a cohesive concept or narrative using one visual style.

## **PH 3825 - Photojournalism**

Credits: 3

Course Type: Studio

This course is an introduction to the genre of photojournalism from historical and contemporary perspectives. We will address the technical, compositional, ethical, and personal skills required to be a successful photojournalist. Through relevant presentations, videos, discussions, assignments, and critiques, students will be exposed to editorial and documentary image aesthetics and their associated narratives. Upon successful completion, students will create works using still photography, video, and multimedia to create compelling stories.

Prerequisites: PH 2200 - Portraiture

Notes: (Formerly PJ 3130 Fundamentals of Photojournalism) *Course Learning Outcomes:*

- Research ethical, historical, and philosophical issues in photojournalism.
- Apply the principles of effective visual storytelling.
- Demonstrate unique points of view in photojournalism.
- Recognize and capture the salient element of the visual story.

## PH 3850 - Photo Essay

Credits: 3

Course Type: Studio

This course develops advanced technical and problem-solving skills through the creation of photographic essays. Assignments and instructional lectures will emphasize the refinement of techniques in storytelling, content research, and assignment logistics. Upon successful completion of this course, students will have increased their proficiency in documentary skills and in creating narrative content through research and project completion.

Prerequisites: PH 2500 - Lighting II: Location

Notes: (Formerly PJ 3310 Advanced Photojournalism)

*Course Learning Outcomes:*

- Research ethical, historical, and philosophical issues in the area of photo essay development and delivery.
- Develop narrative content for relevant agencies.
- Create an advanced final portfolio of photographs.
- Research content opportunities for photo essays.

## PH 3925 - Audio for Video Production

Credits: 3

Course Type: Studio

Inescapable from the area of creating excellence in the profession of video production is the importance of audio content. The ability to capture sound, create it specifically for film content, and apply it effectively is an enhancing, critical element of compelling video and film narratives, and is the basis for this course. Upon successful completion of this course, having used professional audio equipment and software, students will have captured sounds as they occur in dynamic staged and natural environments, created audio tracks for a short video, and through the use of audio post-production tools, altered sound for both realistic and abstract contexts.

Prerequisites: PH 2400 - Video Production + Narrative I

Notes: (Formerly CP 3450 Audio for Video Production)

*Course Learning Outcomes:*

- Apply software skills in audio tracking and enhancement.

- Apply skills in capturing and blending multiple audio tracks.
- Create an audio track using a foley stage.
- Create a narrative film with a focus on audio skills.

## PH 3950 - Video Field Production

Credits: 3

Course Type: Studio

Working on location is the hallmark of creating compelling and beautiful video-based projects for clients. In that vein, this course offers instruction, professional examples, and assignment-based projects specific to the challenges of location-based video projects. Logistical issues such as permitting, private and public property permissions, and equipment specific to shooting on location, as well as weather protection, the use of generators as power sources, location lighting, and grip equipment are important elements to be discussed and implemented. Upon successful completion of this course, students will have researched and chosen a difficult location for video production, created a logistical plan of action for an assignment, used location-specific equipment, used scripts and storyboards, and completed a selected component for photographing and completing video projects.

Prerequisites: PH 3400 - Video Production + Narrative II

Notes: (Formerly CP 4490 Video Field Production) *Course Learning Outcomes:*

- Synthesize technical skills and apply problem-solving techniques to making videos on location.
- Create a logistical plan that includes research and application of appropriate permits for a defined location.
- Evaluate and choose appropriate technology to accomplish video projects.

## PH 4100 - Professional Practices: Business

Credits: 3

Course Type: Studio

In this senior-level course, students learn to apply the logistics of business operations in the photographic industry. Important components of the course include industry overviews, identifying career paths, design, and negotiation of contracts, client development, and business management. Upon successful completion of this course, students will research photographic industry standards and write a business plan that demonstrates their knowledge of professionalism and its application in the industry.

Prerequisites: PH 3500 - Project Development Portfolio

*Course Learning Outcomes:*

- Identify the four basic business structure formats.
- Identify appropriate professional organizations and creative communities to participate in.
- Create assignment estimates, invoices, and contracts.

- Apply accounting practices to a relevant business model.
- Create a well-developed draft business plan.

## PH 4150 - BFA Senior Portfolio Thesis

Credits: 3  
Course Type: Studio

This senior capstone course focuses on preparing students for the transition from an academic context to one of professional practice in photography. Students will examine goals, objectives, and photographic work as they apply to the Graduation Exhibition and professional practice opportunities. Upon successful completion of this course, students will have produced a body of work that addresses their degree focus as well as preparations for professional practice.

Prerequisites: PH 3500 - Project Development Portfolio

Notes: (Formerly PH 4150 Photography BFA Senior Thesis)

Senior portfolio review is included.

- Must be taken in the final semester of the program.
- Campus students must propose and present a collection of work in the Graduation Exhibition.
- Online students are not required to participate in the Graduation Exhibition but are strongly encouraged to do so.

*Course Learning Outcomes:*

- Create a well-developed body of work that synthesizes students' degree focus.
- Prepare portfolio marketing materials.
- Produce a professional portfolio meeting industry standards.

## PH 4250 - Special Topics in Photo Media

Credits: 3  
Course Type: Studio

Special topics are designed to provide valuable skill sets as students near graduation and professional practice. Focusing on themes, methods, visual frameworks, and assignments that address forward thinking and problem-solving, students expand their aesthetic and theoretical vision as they apply to photography. While topics may vary, examples are blending analog and digital, the use of drones, increasing the dialogue in previous coursework, as well as addressing emerging trends in the industry. Upon successful completion of this course, students possess deeper skills and an understanding of required industry practices.

Prerequisites: Completion of 80+ credit hours

Notes: Chair approval for students with less than 80 credits.  
*Course Learning Outcomes:*

- Demonstrate advanced skills in photographic methods, concepts, or narratives.

## Social + Behavioral Science

### SBS 1110 - Introduction to Anthropology

Credits: 3  
Course Type: Lecture

Anthropology is the study of human beings throughout time and across space. In this course, students explore human evolution; our place in the animal kingdom; our knowledge of others; and our knowledge of ourselves through a focus on specific peoples and cultures. Students also critically evaluate the relationship between the observer and observed culture. Upon successful completion of the course, students will learn about a variety of cultures and grasp and use the principles governing the discipline of anthropology—including its methods of research and writing.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand the study of cultural anthropology and its role within the larger discipline of anthropology.
- Understand the relationship between the observer and those being observed and the impact of observation.
- Understand a variety of cultures.
- Understand anthropological research methods.
- Understand ethical issues confronted by anthropologists.

### SBS 1130 - Introduction to Political Science

Credits: 3  
Course Type: Lecture

The Introduction to Political Science course includes important theories of political concepts, issues, political behavior, processes, comparative politics, public administration, policy, and international relations. Upon successful completion of the course, students have a greater understanding of political systems and political science as a field of study.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand political systems in the U.S. and others across the world.
- Understand important political science theories, concepts, and systems.
- Understand political theories and contemporary issues impacting domestic politics and international relations.
- Understand important political science theories, concepts, and processes.
- Understand strategies for public interaction with the government.

### SBS 1140 - Introduction to Psychology

Credits: 3

Course Type: Lecture

This course provides an introduction to the scientific study of behavior and mental processes. Topics include social, cognitive, developmental, and personality psychology. Upon successful completion of the course, students have a greater understanding of psychology as a field of study.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand the biology of the brain and human systems involved in perception, feelings, and behavior.
- Understand biological, environmental, internal, and external bases for human behaviors.
- Understand the various theories of personality and human behavior such as: behavioral, social, cognitive, humanistic, and biological.
- Understand other influences on human behavior such as motivation, emotion, and social groups. Analyze theoretical texts and case studies.
- Understand theoretical texts and case studies.

### **SBS 1150 - Introduction to Sociology**

Credits: 3

Course Type: Lecture

This course provides an introduction to classical and contemporary views of modern society. Topics include the nature of community, social inequality, class, race, gender, and sexuality. Students engage with theoretical texts and case studies. Upon successful completion of the course, students have a greater understanding of social forces, movements, and issues that highlight sociology as a field of study.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Understand classical and contemporary views of society.
- Understand behavior among social groups and communities.
- Understand how behavior is influenced by social forces, including social inequality, class, race, gender, and sexuality.
- Understand theoretical texts and case studies.
- Understand the impact of social forces on individual behavior, within relationships, and among communities.
- Understand social movements and sociological theories.

### **SBS 3360 - Topics in Culture**

Credits: 3

Course Type: Lecture

"Topics in Culture" works to familiarize students with the interdisciplinary field of Cultural Studies. Topics are diverse in discipline and may examine inequality, politics, history, identity, and other aspects of social life. While informed by varying contexts, all approaches share in the analysis of culture as a durable influencer and vehicle of social norms. Students will critically evaluate culture's relationship to other aspects of society such as individual behaviors, group dynamics, and systemic influences.

Prerequisites: EN 1110 - Composition I

*Course Learning Outcomes:*

- Examine theories of culture related to the course topic.
- Analyze the complex relationships between culture, self, and societal institutions.
- Assess the impact of dynamic cultural norms on human socialization.

# Academic Program Outcomes

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

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

## Institutional Outcomes (ILO)

Institutional Learning Outcomes (ILO) identify Rocky Mountain College of Art + Design's overarching goals and competencies, which include cultural competence, communication competence, design competence, and critical thinking. These outcomes further support and advance RMCAD's Mission Statement. RMCAD's Institutional, Programmatic, and Course-level Learning Outcomes are determined by the Program Review and Assessment Committee, the faculty, and the Program Department Chairs. The Curriculum Committee provides the final approval for all academic learning outcomes.

Cultural Competence:

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

*"Diverse" addresses a wide spectrum including both cultural and intellectual diversity and is supported and advanced through RMCAD's Diversity Statement and Diversity within the Curriculum policy. This institutional learning outcome serves to further foster an inclusive, equitable, and accessible learning environment and cultivate a community that actively embraces and promotes the diversity of its students, faculty, and staff. Cultural competence directly supports RMCAD's Mission Statement by advancing a "community-oriented global learning environment" and "preparing learners to be forces of change in their industries, communities, and the world."*

Communication Competence:

RMCAD ILO: Communication is a prepared, purposeful, written, oral, auditory, or visual presentation designed to increase knowledge, foster understanding, or promote change in the listeners', viewers', and/or participants' attitudes, values, beliefs, or behaviors. Communication occurs through both intrapersonal and interpersonal communication with emphasis placed on professional practice in the realm of critique.

*Communication competence fosters the engaged exchange of ideas through curricular and co-curricular experiences that facilitate and encourage an "innovative, rigorous and community-oriented global learning environment".*

Design Competence:

RMCAD ILO: Design Competence is the application of incorporating theories and concepts, technology, tools, and skills as they relate to art, design, music, aesthetic thinking, and creative problem-solving. It includes the ability to identify, locate, evaluate, and effectively and responsibly apply theories and concepts and integrate the use of technology, tools, and skills for sustainable practice.

*Design Competence remains a key concept driving all of RMCAD's degree offerings. Through the application of technology, tools, and skills in aesthetic thinking and problem-solving, students actively engage in innovative processes beyond traditional analytical and investigative thinking. Design competency serves to prepare "learners to be forces of change in their industries".*

Critical Thinking:

RMCAD ILO: Critical thinking is a practice characterized by the comprehensive exploration of issues, ideas, artifacts, and events in a conceptual, ongoing, and iterative process engaged in the formulation of questions, opinions, and conclusions, before accepting or formulating an opinion or conclusion. Critical thinking includes the ability to challenge assumptions, objectively contextualize information, identify problems, and conceptualize responses through various activities including critique.

*Critical thinking directly supports the preparation of students for positions of influence, leadership, and entrepreneurship by instilling in students reflective and independent thinking. Students learn to engage in ideation through the constant questioning of ideas and assumptions and learn through their course of study how to observe the world more closely sifting through the multitude of complex and layered elements and meanings. This process of observation, analysis, problem-solving, and action*

*provides a learning framework to advance learners' ability "to be forces of change in their industries, communities, and the world".*

## Program Learning Outcomes

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

## Course Learning Outcomes

Course learning outcomes are the broad objectives reached at the conclusion of a course or term-level class. Course learning outcomes directly support program and institutional learning outcomes. These are published on the course syllabus and in the "Course Descriptions" located in the RMCAD catalog.

### Course Numbering Rationale

Course numbering conventions: The first two digits represent the department code (see Table 1 below). The alpha abbreviation indicates the home program. Courses may be shared in cross-disciplinary programs. The following numerical digits represent the course level and the specific course number as assigned by Academic Operations. Some courses may have an additional suffix designator to distinguish among special topics courses or for other administrative designations. If a course is discontinued or the course number is changed, that course number may not be used for a different course for at least 10 years.

### Course Numbering System

Department Code	Level	Number	Designator
Two letter alpha indicating the division that hosts and maintains the course.			

AE - Art Education	1000: freshman-level courses	4 digit number	Optional designator for special topics or administrative purposes.
AH - Art History	2000: sophomore-level courses		
AG - Animation/Game Art	3000: junior-level courses		
AN - Animation	4000: senior-level courses		
AN2D - Animation: 2D	5000: masters-level courses		
AN3D - Animation: 3D			
ART - Fine Arts			
CCT - Communication + Critical Thought			
CW - Creative Writing			
EN - English			
FD - Foundations			
FS - Fashion Design			
GA - Game Art			
GD - Graphic Design			
HU - Humanities			
ID - Interior Design			
IDSD - Interior Design - Sustainable Design			
IL - Illustration			
ILD - Illustrative Design			
MA - Mathematics			
MH - Music History			
MP - Music Production			
NS - Physical + Natural Science			
PH - Photography			
SBS - Social + Behavioral Science			

## Rubrics

RCMAD utilizes rubrics that serve as a scoring tool explicitly describing the criteria, descriptors, and performance levels associated with learning outcomes.

- Program Learning Outcome Rubrics include the criterion for the broad learning achieved at the conclusion of a program. Program Learning Outcome Rubrics are utilized by the department to gauge the overall performance of its graduates in various activities such as portfolio reviews.
- Course Learning Outcome Rubrics include the criteria for course learning outcomes, the descriptors, and definitions identifying the characteristics tied with each criterion, and a rating scale for performance levels that identifies learners' levels of proficiency within each criterion. Course Learning Outcome Rubrics include program and institutional

outcome alignment. Rubrics for Art Education and Interior Design also include programmatic accreditation alignment. Course Learning Outcome Rubrics are utilized by the department in activities related to course-level learning assessment.

- Grading Rubrics serve to provide feedback to students on a multitude of activities such as assignments in the form of papers, projects, and presentations. Grading rubrics distill the course learning outcomes and apply them to specific assignments identifying the criterion for a given assignment, the descriptors, and definitions identifying the characteristics tied with each criterion, and a rating scale for performance levels that identifies learners' levels of proficiency within each criterion as evidenced in the assignment. Grading rubrics provide students with specific elements of criterion with which they may focus on continuous improvement.

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

The Program Review + Assessment Committee (PRAC) oversees all learning outcome assessment activities and Academic Program Review (see the Academic Affairs Handbook for more information). These assessment activities measure the overall achievement of program and course learning outcomes across a multitude of learners whereas individual student grades provide students with particular information about their unique academic progress and achievement.

Learning assessment activities conducted by the Program Review + Assessment Committee (PRAC) inform faculty and departments of the quality and accessibility of the curriculum and instruction. Through these evaluation activities, faculty and departments can identify action steps toward improving overall student learning.

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

Evaluations are anonymous. End-of-Course Surveys address course content, instructional methodology, and student experience, and provide a mechanism for students to engage in curricular and instructional improvement. End-of-Course Surveys serve to apprise faculty and departments of individual and collective student feedback which will inform decision-making and future action steps for improvement.

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

## Learning Outcome Changes

Changes to Institutional, Program, and Course Learning Outcomes must be vetted and approved by the Curriculum Committee before implementation into the curriculum.

# Philosophy of Learning + Teaching

RMCAD uses traditional and innovative teaching methods to engage students in a process of developing strong communication, critical thinking, design and industry competence, and global cultural awareness and sensitivities. Students are guided into active learning spaces that challenge them to use new processes and ideas to explore a variety of methods to communicate within their visual and auditory art and design industries. Students are encouraged to reflect on how their ideas fit into a broad historical and contemporary cultural context, why visual and auditory art and design matter, and how they can contribute to its development in becoming more meaningful and authentic to various audiences. At the core of RMCAD's teaching and learning philosophy is that with motivation, time, dedication, access to appropriate resources, critical thinking and engagement, exceptional faculty, encouragement, and exceptional classroom experiences, students have the potential to succeed in developing the professional and conceptual skills necessary to meaningfully contribute in their chosen professions.

RMCAD faculty are dedicated professional educators, artists, creatives, designers, and scholars who partner with students to guide the development of their conceptual, technical, creative, critical, and expressive abilities to influence and lead their communities and industries in positive ways. Faculty are working creatives and scholars who bring their personal expertise and influence into the classroom, supporting real-life learning for students. Faculty actively engage with student learning through modeling and fostering critical inquiry and creative problem-solving, and facilitating a supportive and committed environment focused on critique and responsive feedback.

RMCAD programs include online learning experiences for all students. In addition, some programs and courses are also offered on campus in a face-to-face teaching and learning experience. Our online offerings allow exceptional learning experiences with the convenience of flexible, asynchronous engagement and participation. All courses, regardless of the method of delivery, offer high-quality teaching and learning experiences. Strong course content, peer and faculty relationships, academic advisors, technical support, tutoring, library, counseling, and accessibility services are available to support students in their educational journey.

RMCAD courses are developed through a collaborative partnership between program leaders, faculty, industry and subject matter experts, and instructional designers to ensure that curricular content is current, relevant, accessible, and engaging. Curricular content is designed to build skills,

connect students to the history and context of art and design, expose students to a variety of viewpoints and cultures, and help them develop their own viewpoints and methods of communicating. These efforts combine to present curricular content that directly advances RMCAD's mission, vision, values, diversity statement, and institutional learning outcomes.

## Teaching Modalities + Chrono-Types

Students must choose a program modality designation of either campus/hybrid or fully online upon admission. Those who enroll under the campus/hybrid modality will be required to take some of their courses online based on enrollment levels, staffing, programmatic needs, and other factors. Online students must receive approval from their Program Chair to take courses on campus.

*Regardless of course modality or delivery method, students are expected to submit all assignments according to the deadlines found in the course syllabus.*

## Online Learning Environment

Online degree programs and select courses in campus programs are delivered utilizing RMCAD's online learning system--a secure web-based platform that employs modern multimedia technologies and is accessible 24 hours a day via the Internet. Online students use this system to view video content, receive and submit project work and assignments, take tests and quizzes, communicate with instructors and classmates, and review grades and course progress. Online courses are delivered in an asynchronous format with specific deadlines for completing discussion posts, assignments, projects, quizzes, exams, and other academically related activities.

On-campus students also use the online learning system for online-only courses, which are noted in their respective degree sections, and for some assignments in their campus-based courses.

Applicants to all degree programs are required to have access to a reliable computer (tablets are not adequate) capable of running multimedia applications and navigating media-rich websites. Applicants are also required to have access to a reliable high-speed Internet connection. See the Program Materials section of the RMCAD website for full details by program.

RMCAD's online help desk, RMCADGO, is available to assist students with logging into classes, posting discussion comments, submitting homework, and addressing any other technical issues.

# Admissions Requirements

Rocky Mountain College of Art + Design seeks applicants who demonstrate a desire to explore new possibilities and excel in their creative pursuits. While meeting all admission requirements is necessary for eligibility, acceptance is not guaranteed. RMCAD evaluates applicants primarily based on their potential as evidenced in their application materials. RMCAD offers multiple entry points throughout the year, providing flexibility for students to begin their studies.

RMCAD reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student whose personal history and background indicate that their presence at the College would endanger the health, safety, welfare, or property of the members of the academic community or interfere with the orderly and effective performance of the College's functions. The College reserves the right to deny, revoke, and alter the academic records, degrees, awards, and other credentials of any applicant, student, or graduate of RMCAD if they are found to violate RMCAD policies, rules, or regulations.

## Declaration of Modality for Admissions

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

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

## Major Declaration for Admissions

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

## Undergraduate Admissions Requirements

### U.S. Applicants

#### Application for Admission

Applicants must submit a completed Application for Admission. Applications must be completed online at [www.rmcad.edu](http://www.rmcad.edu).

#### Artist's Meeting with an Admissions Representative

An Artist's Meeting with an Admissions Representative is required. Through the personal meeting, applicants will gain a better understanding of visual art and design education at Rocky Mountain College of Art + Design. To arrange a meeting time, please contact the Admissions Office at 800.888.2787 or [admissions@rmcad.edu](mailto:admissions@rmcad.edu).

#### High School Graduation or Equivalent

RMCAD requires all applicants to have completed high school and received a standard high school diploma or an equivalent credential. Applicants must provide documentation of high school completion or the equivalent prior to starting a program. The following are acceptable for fulfilling this requirement:

#### High School Transcript

General Educational Development (GED) passing test scores and/or the GED diploma, other equivalent, state-approved diploma examination scores.

Completion of 12 credit hours from an accredited post secondary educational institution recognized by the U.S. Department of Education.

Documentation of the completion of secondary school through homeschooling as defined by applicable state law.

#### *\*Validity of High School Completion Documentation.*

Additional documentation and/or official transcripts may be required if RMCAD has reason to believe that a high school diploma is not valid or was not obtained from an entity that provides secondary school education as required by federal regulations. In all cases, RMCAD retains the sole discretion to determine whether or not the secondary training completed by the applicant is sufficient to satisfy the high school graduation admission requirement.

## **International Applicants - Undergraduate**

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

### **Application for Admission**

Applicants must submit a completed Application for Admission. Online applications must be submitted through the RMCAD website at [www.rmcad.edu](http://www.rmcad.edu).

### **Artist's Meeting with an Admissions Representative**

An interview with an Admissions Representative is required. Through the personal interview, also called an Artist Meeting, applicants will gain a better understanding of visual art and design education at Rocky Mountain College of Art + Design. To arrange an interview time, please contact the Admissions Office at 800.888.2787 or [admissions@rmcad.edu](mailto:admissions@rmcad.edu).

### **High School Graduation or Equivalent**

International applicants must provide original or official copies of all educational transcripts and diplomas including transcripts demonstrating completion of a high school diploma or equivalent. For non-U.S. transcripts or diplomas, Applicant's must provide an English language translation(s) of education transcripts and diplomas, if applicable as well as an evaluation prepared by a professional foreign academic evaluation and translation service to confirm that prior training is equivalent to the prerequisite for admission. Applicants must use a credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) <http://www.naces.org/members.html>.

### **English Language Proficiency**

International applicants may need to provide acceptable TOEFL scores or proof of English language proficiency by way of successful completion of a college-level English Composition course, or ESL equivalent. Please note courses taken to demonstrate English proficiency must be approved by the academic department before TOEFL waiver and acceptance. Because English is the language of instruction at RMCAD, all students are required to be proficient in English. Non-U.S. resident students must submit proof of English proficiency by providing official scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or other proof of English proficiency. TOEFL must reflect a minimum score of 213 on the computerized test, a score of 550 on the written test, a score of 75 on the internet-based test, a score of 6 on IELTS, or successful completion of an English as a Second Language

(ESL) course. Each situation is handled on a case-by-case basis.

### **Official Financial Documents**

International applicants applying for admission to the College, and planning to attend on campus, 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.

### **Immigration Documents**

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

Immigration documents will be issued once RMCAD has received all required documents and the applicant has been accepted. Once the College has accepted the applicant, they will be sent an I-20 form, which is needed to obtain a student visa. The I-20 form can be issued only to regular full-time students admitted into a degree program.

International students transferring to RMCAD from another school in the United States should contact the Admissions Office immediately to determine eligibility to transfer. Immigration documents will only be issued to the applicant, RMCAD does not work with 3rd party sponsors or recruiters. RMCAD only issues F1 student visas.

## **High School Joint Enrollment Program**

RMCAD offers the opportunity for high school juniors and seniors to enroll for college credit while still completing their high school degree. Joint enrollment students may register for one class in an 8-week term and up to 6 credits per semester for a total of 12 credits in an academic year.

\*Financial Aid is not available for joint enrollment and cannot be used to cover the cost of attendance, books, or supplies - although students may receive financial support from their high school.

### **What is the difference between joint and dual enrollment?**

RMCAD offers joint enrollment, giving high school students the opportunity to be enrolled in both college and high school. Students earn college credit, but this credit may not be applied to meet high school graduation requirements. Dual enrollment is an agreement between a college and the student's high school in which the student earns dual credit, which can be applied to a high school graduation requirement.

The College is accredited by the Higher Learning Commission (HLC) and is in good standing. The HLC sets high educational standards that the College abides by, including those that govern dual enrollment programs. Acceptance of transfer credits is the sole discretion of the receiving institution and RMCAD cannot guarantee that credits will transfer to other institutions of higher education.

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

Click the following link for a list of Joint Enrollment Courses. Additional courses may be considered for Joint Enrollment with Program Department Chair approval.

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

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

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

## **Joint Enrollment Requirements**

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

### **Application for Admission**

Applicants must submit a completed Application for Admission. Applications must be completed online at [www.rmcad.edu](http://www.rmcad.edu).

### **Enrollment Verification**

Applicants must submit a copy of their high school transcripts or an enrollment verification document from a high school official.

# Admissions Policies + Procedures

## Submitting a Portfolio

Students are encouraged to submit portfolios for scholarship consideration consisting of a variety of media as applicable to their degree program. Visual artist applicant portfolios must include at least one drawing. Copies of artwork, media, slides, or photographs not produced by the student (including AI generated work) may not be submitted and will be considered plagiarism. See Academic Policies. All Art + Design BFA students will be required to submit a portfolio through designated portfolio review courses as part of their degree program at RMCAD; these reviews and evaluations occur no later than the end of the first half of the degree program.

## Cancellation Policy

New students may cancel their enrollment prior to the start of their first term and receive a 100% refund of tuition and fees (0% tuition and fees charged). Students should provide written notice to the Admissions Department to cancel their enrollment.

## Returning Students: Guidelines for Returning

Students who have been withdrawn from RMCAD for less than 365 days from the withdrawal date may return to the same program and receive the locked tuition rate set forth in their original enrollment agreement. All credits previously earned including, approved transfer credits, will count towards their program completion.

Students who have been withdrawn from RMCAD for 365 days or longer will be subject to the tuition, fees, and program requirements set forth in the catalog in effect for the first semester in which they resume coursework. All credits previously earned including, approved transfer credits, will be evaluated to determine if they can apply towards the program version in effect at the time of their return. Students should know that previously earned credit may not always apply to their new program requirements.

Previously enrolled students who received sanctions for violations of the student code of conduct (including probation, suspension, or expulsion) and/or have a pending investigation for academic or behavioral violations (such as Plagiarism or Title IX) will be required to submit an appeal and receive approval from the Dean of Students to return. Students must also be cleared by the Financial Aid Department including, arrangements for any outstanding student account balance as well as future program charges, before they will be registered for courses.

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

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

## Non-Degree Seeking Students

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

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

## NDS Students Pursuing BFA Courses

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

## NDS Students Pursuing MA Courses

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

## NDS Students Auditing a Class

Auditing a class allows a student to take a class for academic enrichment without the benefit of a grade or credit for the course. Auditing students take 3 credit hours per 8-week term, pay tuition, and complete all

requirements of the coursework. Auditing students do not qualify for financial aid and are not eligible for internships. Auditing courses may be approved on a space-available basis and must be approved by the Department Chair and the Dean of Students.

## Military + Veterans

A variety of military benefits are available based on the student's status. Please note that Chapter 30, 35,1606, and 1607 students (benefits are paid directly to the student) will have their first payment scheduled 30 days after the first day of the semester or the first day of the subsequent month (whichever is earlier) and will be required to make their following scheduled payments. Charges not covered by military benefits are the responsibility of the student. All military benefits requests must be submitted and approved before the start of the term.

### Educational Benefits

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

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

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

(GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill/>.)

### Military Credit

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

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

National Guardsmen on active duty are covered in the same manner.

RMCA accepts transcripts from the following:

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

VA Policy States: The evaluation of previous post secondary education and training is mandatory and required for VA beneficiaries. For students utilizing Veterans benefits who are approved for transfer credit as a result of this evaluation, the institution will grant appropriate credit, reduce the program length proportionately, notify the student and Veterans Affairs in writing of this decision, and adjust invoicing of the VA accordingly.

### Military Satisfactory Academic Progress

All RMCAD students must adhere to the standards for Satisfactory Academic Progress (SAP). For full details please go to the Satisfactory Academic Progress (SAP) section of the catalog.

### Return of Unearned Military Tuition Assistance Funds

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

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

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

The calculation is performed as follows:

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

## Orientation | RMCAD Ready

All RMCAD students are required to complete RMCAD Ready before the first day of class. Additionally, students are expected to attend a new student orientation, either virtually (online students) or in person (campus students). Failure to complete the orientation requirements by the time classes begin may result in a delay of a student's enrollment.

RMCAD Ready provides students the opportunity to tour the online environment; learn how to use the various tools in the classroom; and get to know the administrative areas of the college. New student orientation (virtual or in-person) focuses on connecting new students with faculty, staff, and each other. All orientation information is designed to help prepare students for a successful experience.

## RMCAD Renew Program

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

### Policies:

- Alumni may take courses from within the major from which they graduated and should check the current catalog for program requirements and offerings as specific course prefixes/codes may have been updated.
- RMCAD Renew courses in Foundations and Liberal Arts are available to all BFA alumni based on enrollment availability.
- Alumni may take a Renew course in their home program's areas of specialization, including courses outside their original area of specialization. For example, an Illustration student who specialized in Concept Art may take a course in Children's Book Illustration.

- Art Education alumni may take courses within any undergraduate degree program with met prerequisites.
- Alumni from the Illustrative Design program may take courses from within the required degree listings and elective offerings.
- Alumni may be able to take courses outside of their original major with the permission of their major Department Chair, Director of Career + Alumni Services, and Dean of Students. Requests are considered on a case-by-case basis.
- Alumni are responsible for any tool kit, supplies, books, or software charges.
- Internships are not available for RMCAD Renew participants.
- Auditing courses is subject to enrollment and space availability.
- Alumni must be in good standing with the College, as detailed in the Returning Students section above.
- Alumni may take courses on-campus or online.
- Alumni may not audit courses through Renew to complete work for professional purposes. Renew is for educational advancement only.
- Alumni may audit 1 course per 8-week term through Renew, not to exceed 3 courses in any calendar year.
- Alumni must meet the same course requirements as an enrolled student, and adequate performance in Renew courses is required. Faculty reserve the right to request dismissal through the Department Chair, the Dean of Students, or the Vice President of Academic Affairs if the enrolled Alumnus is not meeting course criteria including attendance and participation.
- Alumni attending on-campus courses must purchase a RMCAD Alumni ID Badge at the current cost. This ID card will have similar but limited access to campus buildings and future events.

### Procedure:

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

# The Departments of Financial Aid + Student Accounts

## Financial Services

### Financial Aid Department

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

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

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

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

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

### Student Accounts Department

Representatives in the Student Accounts Department are responsible for managing the billing of tuition and fees to student accounts throughout the student's program. They also distribute stipends, process refunds, help students with payments, and approve changes to the standard payment plans scheduled by Financial Aid.

## Student Financial Services, Rights, + Responsibilities

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

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

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

- Accurately and honestly complete the Free Application for Federal Student Aid (FAFSA).
- Use financial aid solely for expenses related to attendance at RMCAD.
- Be admitted to a degree-seeking program to receive financial aid.
- Maintain at least half-time enrollment per semester (16 weeks) to receive financial aid.
- Maintain eligibility requirements found on [rmcad.edu](http://rmcad.edu) for renewal of scholarships and grants.
- Keep your address updated with the college.
- Notify your Financial Aid Advisor if you are concurrently attending two or more schools (financial aid cannot be received from multiple schools simultaneously).
- Read and understand the Satisfactory Academic Progress (SAP) policy, the Academic Policies | Registration | Enrollment process, and other general policies related to financial aid.
- Officially withdraw from RMCAD if unable to attend classes.

- Report all scholarships that you receive to the Financial Aid Department. (All scholarships are counted as financial aid and may impact other aid awarded.)
- Pay any balance to RMCAD not covered by financial aid.
- Monitor your RMCAD email account for Financial Aid and Student Accounts Departmental information.
- View your balance due, financial aid award, and other individual student information via the Student Portal.
- Complete an exit interview during your final term before graduation or withdrawal from the College.

## **Tuition + Fees**

### **Tuition Rates 2026-2027**

The tuition rate for students enrolling in the 2026-2027 Academic Year is \$850 per credit hour for all programs except Fashion Design. The tuition rate for Fashion Design is \$875.

#### **Tuition Lock Guarantee**

Students' tuition rates are locked in at the time of their initial start date and will not increase as long as they remain enrolled in their program. Students may refer to their Enrollment Agreement for their locked tuition rate.

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

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

## **Books and Supplies**

Students are responsible for purchasing all textbooks and supplies required for each course (not included in tuition). Students enrolled in the Art Education program will be responsible for purchasing Professional Liability Insurance during their Student Teaching semester in their senior year and may also be required to pay for fingerprint-based background checks at various times during their program.

## **Technology Requirements**

Students are required to have a computer that meets the minimum specifications for their program at the time of enrollment. Students may also be required to purchase software and other equipment based on individual course requirements. The specific requirements for student programs may be found on the RMCAD website under Program Materials.

## **Student Payments**

All RMCAD tuition and fee charges may be paid online through the Student Portal or via the RMCAD website using the following branded debit/credit cards:

- MasterCard
- Visa
- Discover
- American Express

Cash payments may be made in person in the Student Accounts Department; please do NOT send cash in the postal mail. Check or money order payments by mail must be received by the due date. Make checks and money orders payable to Rocky Mountain College of Art + Design and mail to:

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

<http://www.rmcad.edu>

## **Military Benefit Payments**

A variety of military benefits are available based on the student's status. Please note that Chapter 30, 35, 1606 and 1607 students (benefits are paid directly to the student) will have their first payment scheduled 30 days after the first day of the semester or the first day of the subsequent month (whichever is earlier) and will be required to make their following scheduled payments. Charges not covered by military benefits are the responsibility of the student. All military benefits requests must be submitted and approved prior to the start of the term.

## **Billing Notification**

Students will receive electronic bills that are sent to the student's RMCAD email address before the start of the semester. Tuition and fees will be charged to the student's ledger, dated the first day of the semester. Payment in full or the first month's payment plan payment is due on or before the first day of the semester. Changes to the standard payment plan must be approved by Student Accounts before the start of the semester. If payment or payment arrangements have not been made before the start of the semester, students may be administratively dropped from their course(s). Students may also check their account balance through the Student Portal.

## **Payment Requirements**

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

## **Payment Plans**

Automated monthly payment plans are available. Please call the Student Accounts Department to set up automatic payments. Automatic payments must be set up at the start of each semester and are not automatically renewed. The standard payment plan is set up over the four months of the semester to cover the tuition and fees in full or the balance not covered by other financial aid awards or scholarships. The first payment is due on or before the first day of the semester, with the remaining three payments due on the corresponding day of the month for the next three months.

## **Financial Aid**

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

## **Good Financial Standing**

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

- The current semester's payment in full has been received or payments using a payment plan are up to date and current.
- There is no prior semester's balance
- There is no current financial-related hold on the student record
- No outstanding account balance has been referred to a third-party collector

## **Outstanding Account Balances**

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

Students will be offered the option of setting up a payment plan for any past-due balance. Students will not be allowed to register and/or may be removed from future registrations if they have an outstanding balance without a current payment plan on file with the Student Accounts Department.

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

## **Delinquent Student Accounts**

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

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

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

## **Tuition Refund Policy**

RMCAD's Institutional Refund Policy has been established in accordance with current federal and state regulations and applicable accrediting standards. A refund to students or fund sources may result from the application of RMCAD's Institutional Refund Policy.

### **Institutional Refund Policy**

RMCAD has an established add/drop period that is the first week of each 8-week term. All tuition charges for the term will be refunded to students who withdraw during the add/drop period of the term. Students who withdraw after the add/drop period of the term will be charged 100% of the tuition charges for that term (0% refund).

The date from which the refund is calculated is the last date that the student attended a class or participated in an academic activity. Refunds will be made within thirty (30) days of the date that RMCAD determines that the student has withdrawn. The original source from which monies are received dictates the entity to which monies are to be refunded. Refer to the Financial Aid Refund Policy below for additional information.

### **Refunds Due to Enrollment Cancellations**

New students may cancel their enrollment prior to the start of their first term and receive a 100% refund of tuition and fees (0% tuition and fees charged). Students should provide written notice to the Admissions Department to cancel their enrollment.

## **Registration Cancellation**

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

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

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

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

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

## **Federal Financial Aid**

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

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant

- Federal Work-Study
- Federal Direct Loans (Subsidized and Unsubsidized)
- Federal Direct Parent PLUS Loans
- Federal Direct Grad PLUS Loans

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

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

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

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

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

### **Undergraduate Students:**

Full-Time: 12 credit hours per semester

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

Half-Time: 6-8.5 credit hours per Semester

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

## **Cost of Attendance**

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

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

## **Federal Financial Aid Application Steps**

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

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

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

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

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

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

- Not enrolled in a degree-seeking program;
- On Satisfactory Academic Progress (SAP);
- Exceeded Maximum Time Frame (MTF);
- In default on a federal student loan;

- Owe money on a federal student grant and have not made satisfactory arrangements to repay it;
- Ineligible non-citizen or not a permanent resident of the United States;
- Convicted of a drug charge that affects eligibility (contact a Student or Financial Aid Advisor)

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

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

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

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

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

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

The Return of Title IV funds calculation determines the amount of aid the student earned based on the percentage of time the student participated in coursework during the term. If it is determined that the student has not earned the full amount of the financial aid that was disbursed, RMCAD will return the unearned portion of funds to the U.S. Department of Education. This may create a balance of unpaid charges with the college for which the student is responsible. Please see the "Outstanding Account Balances" section for more information.

### **Return of Title IV Funds Policy**

The Return of Title IV funds calculation (R2T4) is performed for all federal financial aid recipients who cease attending all courses in a semester. This calculation determines the amount of financial aid the student earned based on the percentage of the semester the student completed between the first day of the semester and the last day of attendance or the last academically related activity in distance education courses. The student's withdrawal date is always the last day of attendance or academically related activity.

The number of days between the first day of the semester and the last day of attendance is divided by the total days in the semester (minus any scheduled breaks of 5 days or more) to calculate the percentage of the semester completed. For example, if the semester is 100 days long and the last day of attendance is the 30th day, the student completed 30% of the semester. This percentage is applied to the amount of disbursed and pending financial aid funds the student is eligible for during the semester. This proration of funding is applied until 60% of the semester is reached. After the 60% point is reached, the student has earned all of the eligible aid awarded for the semester. If the student has not earned the full amount of the financial aid that was disbursed, RMCAD will return the unearned portion of funds to the U.S. Department of Education. This may create a balance of unpaid charges with the college for which the student is responsible.

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

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

### **Return of Unearned Funds**

Unearned financial aid funds must be returned to the federal government within 45 days of the date of the determination of withdrawal in the following order:

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

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

## Official Withdrawals

Students who withdraw from all courses in the semester are considered "official" withdrawals for financial aid purposes. The student may submit an official withdrawal notice to their Academic Advisor. The withdrawal date for the calculation will be the student's last date of attendance in all courses within the semester per RMCAD's absence policy, and the date the student starts the official withdrawal process is considered the date of the determination of withdrawal. Please see the "Attendance" section for more information.

## Withdrawal for Semester with Modules or Terms

There are special withdrawal rules for a semester that has modules or terms (courses that do not span the entire length of the semester). A student is not considered withdrawn for federal financial aid purposes if as of the last day of attendance the student:

- successfully completes 49% of the days in the semester,
- earned half-time credits (6-semester credits) during the semester, or
- completes all of the program requirements and is considered a graduate.

For days to count toward the 49% requirement, the student must receive a passing grade in at least one course that spans an entire module.

If the student meets any of these conditions, the student is not considered to be withdrawn for Title IV purposes, and all aid received for the term is retained. If grades for the term are not received within 30 days from the date the RMCAD has determined the student ceased participation, the student will be processed as a Title IV withdrawal. If a passing grade is received at a subsequent point, the College will reevaluate the student's withdrawn status and may reverse the Title IV refund calculation and refund payments.

## Unofficial Withdrawal

Students who fail to attend class during the official, seven-day Drop period will be withdrawn from their courses scheduled for that term, and no Title IV Funds will be requested from the U.S. Department of Education. Students who fail to attend any course for 14 days will be considered unofficially withdrawn. Students who are assigned all unearned grades, including a "W" grade and an "FN" grade assigned by the Office of the Registrar according to the attendance policy, will be considered an unofficial withdrawal.

## Return of Title IV Funds Policy

The Return of Title IV funds calculation (R2T4) is performed for all federal financial aid recipients who cease attending all courses in a semester. This calculation determines the amount of financial aid the student earned based on the percentage of the semester the student completed between the first day of the semester and the last day of attendance or the last academically related activity in distance education courses. The student's withdrawal date is always the last day of attendance or academically related activity.

The number of days between the first day of the semester and the last day of attendance is divided by the total days in the semester (minus any scheduled breaks of 5 days or more) to calculate the percentage of the semester completed. For example, if the semester is 100 days long and the last day of attendance is the 30th day, the student completed 30% of the semester.

This percentage is applied to the amount of disbursed and pending financial aid funds the student is eligible for during the semester. This proration of funding is applied until 60% of the semester is reached. After the 60% point is reached, the student has earned all of the eligible aid awarded for the semester. If the student has not earned the full amount of the financial aid that was disbursed, RMCAD will return the unearned portion of funds to the U.S. Department of Education. This may create a balance of unpaid charges with the college for which the student is responsible.

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

## Over payments

If the student received financial aid in excess of institutional charges for living expenses, the College is only required to return the unearned portion of financial aid that was used to pay institutional charges. Any unearned financial aid that is part of the funds the student received will be returned by the student to the appropriate financial aid program. This is called an over payment and the student will be notified if this type of return of funds is required. Loan over payments are generally paid in the normal course of loan repayment. Pell Grant over payments are rare but can occur. These types of over payments can be paid to the College within the first 30 days after notification. However, if no payment is received after the 30-day period has elapsed, the College will refer the over payment to the U.S. Department of Education Student Credit Management Collections, and subsequently, the student will be ineligible for additional financial aid until the over payment is resolved.

#### **Post-Withdrawal Disbursement**

If the calculation results in pending eligible financial aid that was not disbursed before the last day of attendance, the student/parent may be eligible for a post-withdrawal disbursement. Certain funds may not be eligible for disbursement due to other eligibility reasons. If the student is eligible for a Pell Grant post-withdrawal disbursement, it will be disbursed and credited to the student's account within 45 days of withdrawal. If the student is eligible for a Direct Loan and/or a Direct PLUS Loan post-withdrawal disbursement, the borrower will be notified within 30 days of withdrawal and must approve the disbursement within 14 days of receipt of the notice. If a response is not received within 14 days of the notification, the post-withdrawal Direct Loan disbursement will not be disbursed and credited to the student's account. All post-withdrawal disbursements will be applied first to the student's account balance. If the student's account balance is less than the post-withdrawal disbursement, a credit balance may be created when the disbursement is applied. A credit balance resulting from a post-withdrawal disbursement will be refunded to the student as soon as possible and no later than 14 days after the credit balance is created.

### **Federal Financial Aid Disbursements**

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

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

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

### **Financial Aid Credit Balance Payments**

If the student has a Title IV credit balance upon withdrawal, it will not be paid to the student until after the return to Title IV fund calculation is performed to determine if the funds are earned. If the student's account has a credit balance after the completion of the R2T4 calculation, the resulting credit balance will be refunded to the student as soon as possible and no later than 14 days after the completion of the R2T4 calculation.

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

Recipients of Title IV Federal Student Aid have options regarding how their funds are applied to their Student Account by RMCAD, including but not limited to authorizing funds to be utilized for fees. Students must complete the Financial Aid Credit Balance Authorization form to authorize the college to apply these additional Title IV funds to their account. Students may request to rescind or grant these authorizations at any time by submitting a new authorization form or other written notification. For compliance purposes, RMCAD must assume any blank response or failure to submit the form as an implication that authorization has not been granted. Authorizations or changes become effective on the date the written notification is received and cannot be applied retroactively.

### **Satisfactory Academic Progress + Financial Aid Eligibility**

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

### **Impact on Financial Aid**

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

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

## Deferment Requests/National Student Loan Data System Reporting

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

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

## Private + Alternative Loan Programs

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

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

## Scholarships + Grants

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

# The Department of Academic Advising

The Academic Advising Department at Rocky Mountain College of Art + Design plays a vital role throughout each student's academic journey. Our team is committed to student success, striving to provide comprehensive and individualized advising services to support students as they work to achieve their academic and professional goals.

Academic Advisors assist students in understanding degree requirements, program sequencing, college policies and procedures, and important deadlines. They also provide guidance and resources as they advise students in making informed decisions regarding their program choices and elective options.

The Academic Advising Department fosters a collaborative and student-centered environment, working closely with other departments to ensure a seamless and cohesive experience for students.

## **Vision:**

The Academic Advising Department at Rocky Mountain College of Art + Design is to inspire and encourage students to pursue their academic and professional goals through relationship building and collaboration.

## **Mission:**

Guided by RMCAD's Values, The Academic Advising Department's Mission is to provide students with accurate and timely information to help facilitate a collaborative environment through interdepartmental communication to assist students in reaching their educational goals while building lasting connections and relationships. This interdepartmental framework is for the benefit of not only the student but for the university-wide structure to emphasize a student-centric effort throughout a student's entire time at RMCAD.

## **Academic Advising Structure:**

Following admission to RMCAD, each student will be assigned an Academic Advisor based on program major and modality. The Academic Advisors will provide a centralized location and structure to work with all students in a variety of ways regarding their degree programs, including but not limited to:

- Understanding of the overall degree plan
- Requirements of their major

- Course sequencing
- Pre-, post-, and co-requisites of courses

As well as offering guidance and advice in the following areas:

- Attendance-related concerns
- Policy questions
- Appeal forms
- Change of enrollment
- Institutional Requirements
- Referrals for academic support, personal mental health counseling, and learning tutors

## **Where Can I Find My Academic Advisor?**

Academic Advising at RMCAD is available in a variety of different avenues. The team works in a collaborative effort meaning that no matter what advisor a student interacts with, they'll be able to get the resources and answers to their questions, regardless of programmatic assignment. Campus-based students can find an advisor in the Palette on the 1st Floor of the Texas Building in Lakewood, Colorado, or can connect with their advisor via phone call, email, Zoom, or Google Meet. Online students can communicate with an advisor via phone call, email, Zoom, or Google Meet. Students can find their assigned Academic Advisor in the RMCAD Student Portal.

For complete information, students should review policies and information in the following sections and work with an Academic Advisor when there are questions or concerns:

- Academic Calendar
- Academic Policies | Registration | Enrollment
  - Attendance questions or issues
  - Policy appeal forms
  - Change of Major or Modality
  - Provisional Academic Success Strategies (PASS)
  - Initiating add or drop of a course, or schedule change requests
  - Withdrawal from courses or RMCAD
  - Internships
- Satisfactory Academic Progress (SAP)
- Program Requirements
- Student Resources
  - Assistance in connecting with campus services and resources

## **Contact Information:**

advising@rmcad.edu  
303.567.7270

<https://www.rmcad.edu/life-rmcad/student-services/department-services-directory/>

# Academic Policies | Registration | Enrollment

## Academic Policies + Definitions

### Academic Integrity

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 to discovering one's own creative voice and art. Representing the work of others as one's own damages the creative self and inhibits success toward the goal of authenticity. Thus, RMCAD holds in high esteem this Code of Conduct by which each pledged to abide.

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

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

### Definitions of Academic Dishonesty:

- Academic dishonesty occurs when a student "deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (Council of Writing Program Administrators, 2019, <https://creativecommons.org/licenses/by-nd-nc/1.0/legalcode>).
- Academic dishonesty also extends to self-plagiarism, which is the use of one's own previous work in another context without citing that it was previously used. This can be work created in other classes, including previous attempts at the same class, or for outside college activities. Any deviation from this policy must be preapproved by the faculty member in writing.
- Academic dishonesty does not necessarily extend to inadequately cited ideas when a student attempts to identify and credit their source(s). Careless or misused sources may require additional training within or outside the classroom setting.
- 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 a computer or other stored information, violation of any college, state, or federal laws or policies, and any other act or misconduct which may reasonably be deemed to be a part of this heading.
- To commit or assist someone in committing academic dishonesty is grounds for disciplinary action and possible suspension or expulsion from the college. Students who observe or become aware of apparent academic dishonesty should report the matter to faculty or administration.

### Procedures for Addressing Academic Dishonesty

Faculty members are expected to use reasonable and practical means of preventing and detecting academic dishonesty. If a faculty member has evidence that a student has engaged in an act of academic dishonesty, then the faculty member will first address the concern with the student and facilitate a conversation about the situation which may include a request for proof of process or original files. A faculty member may choose to address the concern in class and levy consequences via the assignment grade or through another means.

In addition, the faculty member may report the issue to the Academic Integrity Committee using the Academic Integrity Report Form for record-keeping purposes and/or to request a recommendation from the committee about how to address the student's work. If a pattern is detected or the infraction is significant, then the committee may require additional training for the student on academic integrity or may refer to the Conduct Administrator for further sanctions.

### The Use of Artificial Intelligence

RMCAD recognizes generative artificial intelligence (AI) technologies as evolving forces reshaping the landscape of work and education. We support the considered and ethical implementation of AI as a complementary element in creative processes and

learning. Faculty and students are expected to use AI tools thoughtfully, transparently, and responsibly, upholding academic integrity and human-centered values. RMCAD is committed to employing new technologies to best serve students in the completion of learning outcomes.

## **Academic Advising**

Please see The The Department of Academic Advising for more information.

## **Academic Support**

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

## **Diversity Within the Curriculum**

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

## **Alternative Curriculum**

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

## **Intellectual Property + Copyright**

### **Institution's Marks**

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

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

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

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

### **Perpetual License**

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

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

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

## **Copyright Compliance**

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

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

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

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

## **Accountability**

All courses at RMCA include assessments of student knowledge, capacities, and skills developed in both academic and studio work. Assessment methods and instruments are appropriate for assessing student knowledge, capacities, and skills, and the stated learning outcomes of undergraduate education. The College continually examines and adjusts the content and delivery of the curriculum to correspond with the expectations of the knowledge, capacities, and skills of students. The Curriculum Committee (CC), the Program Review and Assessment Committee (PRAC), the Program Department, and the Program Department Advisory Boards are responsible for this review and revision process. RMCA engages in ongoing self-evaluation and modification, consistent with the nature of the art and design fields. Students have direct access to faculty, Department Chairs, and administration to ensure that student needs are known and addressed. Students entering under the current Catalog are subject to the Policies and Procedures of this catalog regardless of the method of course delivery.

## **RMCA - Distance Learning Definition**

Distance Learning, also called online learning or e-learning, is a form of education in which a course is conducted over the internet using our Learning Management System (LMS) when an instructor and students are physically separated and any portion of a course is not offered in person. The LMS facilitates the regular and substantive interaction between instructors and students to deliver a distance learning course through lectures, assessments, learning activities, submission of assignments, and other communications. Distance learning courses are most often delivered through asynchronous (not live) activities but may include synchronous (live) activities as indicated by the instructor in the course syllabus.

The distance learning course design and delivery must meet the following minimum regular and substantive interaction standards to meet the federal definition of distance education found in 34 C.F.R. § 600.2.

### **Regular Interaction**

Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and

Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed based on such monitoring, or upon request by the student.

## **Substantive Interaction**

Engaging students in teaching, learning, and assessment is consistent with the content under discussion, and also includes at least two of the following—

- Providing direct instruction;
- Assessing or providing feedback on a student's coursework;
- Providing information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency; or
- Other instructional activities approved by the institution's or program's accrediting agency

## **Distance Education Course Design**

Student-instructor or student-student regular and substantive interaction is primarily facilitated via the LMS which allows the parties to interact synchronously and asynchronously from separate physical locations. All distance learning courses at RMCAD must be designed to provide for regular and substantive interaction between instructors and students as defined in this policy and federal regulation. At a minimum, a distance learning course must include two types of substantive activities scheduled at regular intervals throughout the course. This intentionality in the distance learning course design enhances an instructor's ability to engage with students throughout the course of study to provide instruction, support, and supervision of activities. This creates a positive environment in the distance learning classroom which in turn enhances student learning and engagement.

## **Definition of Credit Hour**

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

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

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

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

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

## **Program Types + Course Types Definitions**

### **Program Types + Elements**

**Major:** A Major consists of a sequence of related courses that serve as the student's primary field of academic focus. The Bachelor of Fine Arts (BFA) focuses on developing students' cultural, communication, design, and critical thinking competencies. Each BFA degree is comprised of coursework from Foundations, Liberal Arts, and major-specific studio coursework, which allows students to develop professional skills in their chosen art and design field. Some majors require the completion of an emphasis or a concentration. In these cases, this designation is listed under the BFA Degree Requirements found within the Academic Catalog.

**Double Major | Dual Degree:** A Double Major is defined as a single degree earned in two academic disciplines. At this time RMCAD curriculum design does not facilitate the completion of double majors as major requirements in all programs exceed what could be completed in the allowable elective credits within the primary major. A Dual Degree is defined as the completion of two separate degree credentials while concurrently enrolled. Dual degree programs must be predefined and determined by the granting institution. RMCAD does not currently have programs defined to support or facilitate the completion of two degrees concurrently. Students may be enrolled in only one degree program at a time. Highly motivated students who wish to complete a second degree may be eligible to do so upon completion of the first degree and successful admission to a second degree program.

**Minor:** A Minor consists of a sequence of related courses that serve as an overview of a specific discipline secondary to the major course requirements. A minor would consist of a minimum of 12% of the total semester credit hours (15-24 semester credits) required to complete a degree. RMCAD does not currently offer minors-see Emphasis instead.

**Emphasis:** Emphasis refers to a sequence of related courses that serve as a specialized field of academic focus within the Bachelor of Fine Arts (BFA). An emphasis must comprise a minimum of 10% of the total semester credit hours required to complete the degree, approximately 12-24 semester credit hours. Some majors, such as Art Education, require the completion of an emphasis. Emphasis course requirements are listed under the BFA Degree Requirements found within the Academic Catalog.

**Concentration:** Concentration or Specialization refers to a sequence of courses for a total of 6 to 12 credits that serve to provide students with expertise in a focused subject matter supporting the Bachelor of Fine Arts (BFA). A concentration or specialization is comprised of less than 10% of the total semester credit hours required to complete the degree requirements.

**RMCAD Certificate Programs:** RMCAD certificates are designed to offer credentials for professionals or students seeking specialized art and design career training or to enhance skills to advance in a specific art and design career.

RMCAD not-for-credit certificates are designed for professionals who wish to pursue continuing education credit (CEU) to develop or enhance specific industry or professional skills. Not-for-credit certificates are largely self-paced with or without faculty mentoring or oversight. Participants in not-for-credit certificates are not eligible for financial aid. Upon successful completion of the requirements, participants will receive a certification.

Credit-bearing certificates may be completed as stand-alone credentials with the potential for credit applied toward a degree. Participants will be engaged in courses with degree-seeking students. Credit-bearing certificate students may be eligible for financial aid. Those wishing to pursue a certificate program for credit must have a cumulative GPA of 2.5 for all college credits attempted, have obtained a high school diploma or equivalent, and must submit a portfolio, or otherwise provide evidence, to demonstrate that they possess a strong sense of commitment, strong artistic sensibilities and possess the requisite talent to develop high-level competencies as a practitioner upon completion of the credential. Refer to the Admissions Requirements section of the catalog for policies and procedures related to the submission of transcripts. Upon completion of the certificate, students will receive a certification credential. Campus-based international students on an F-1 Student Visa are not eligible to participate in certificate programs.

## Course Types

**Lecture:** A Lecture is a method of instruction in which students are taught a topic by a faculty subject matter expert (see the "Contact Hours" section of the RMCAD Catalog for credit hour requirements).

**Studio:** A Studio is a hands-on workshop. Studio courses include lectures, mentorship, and research; however, the primary method of instruction occurs with students' direct practice and production (see the "Contact Hours" section of the RMCAD Catalog for credit hour requirements).

**Independent Study:** Undergraduate Independent Study courses are intended to give exceptional upper-level 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 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).

**Internship:** An internship is a structured practical experience in a professional program, supervised by a professional practitioner approved by the Program Department Chair, the Director of Career and Alumni Services, and/or a faculty member. An internship is conducted off-campus at a professional location (see the "Contact Hours" section of the RMCAD Catalog for credit hour requirements).

**Lab:** A Lab provides a workshop or specific, supplemental resource information to a course. Labs present content with a higher degree of autonomy (see the "Contact Hours" section of the RMCAD Catalog for credit hour requirements).

**Portfolio Review:** A Portfolio Review is an evaluation of a student's professional proficiencies and competencies in the programmatic outcomes (see the "Contact Hours" section of the RMCAD Catalog for credit hour requirements).

## Classroom Disruptions

If a classroom disruption is due to specific student behaviors, faculty have the right to dismiss the student(s) from the class session. If the student(s) refuse to leave upon request, RMCAD Security or the Dean of Students will be called to escort them from the classroom. Instructors are not authorized, however, to remove a student from the course entirely. Student dismissals

from a class session will be treated as absences by faculty. The faculty has the authority to enforce consequences for the student's absence(s), in accordance with the class syllabus. This does not, however, limit the ability of the instructor or a fellow student from reporting or filing formal complaints concerning disruptive behavior occurring within the classroom.

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

## **Liberal Arts Policy**

### **First-Time Freshman**

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

### **Transfer Students**

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

## **Portfolio Reviews**

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

**Freshman/Sophomore Portfolio Review** The first portfolio review is managed by the program department before the student has earned 60 credits. Transfer students must complete the Freshman/Sophomore Portfolio Review before the completion of their second semester. Transfer students will be required to complete a Portfolio Review regardless of the number of transfer credits awarded. The Freshman/Sophomore Portfolio Review has been established in compliance with NASAD accreditation requirements to ensure that RMCAD art and design students demonstrate strong potential for professional success. The sophomore portfolio reviews may be included within required major courses or as stand-alone courses. Students prepare and present a portfolio demonstrating foundational art and design skills. Successful completion of the review is required for students to continue with the course requirements in their degree program. The Freshman/Sophomore portfolio review must be successfully completed before the completion of 60 credits unless an exception is approved by the Program Department Chair.

Students who fail the Freshman/Sophomore Portfolio Review must schedule and retake the portfolio review the next time it is available. Students who fail will be notified by their Instructor and Program Department Chair regarding issues and required areas of improvement and will be required to complete a Retake Plan to prepare for the successful completion of the second attempt. Retake planning will be guided by the Program Department Chair with support from Academic Advisors, Financial Aid Advisors, and registration Schedulers. The Retake Plan is a tool for supporting student success and may include requirements to redo work, complete specified courses, and engage with tutors or other activities to assist the student in preparing for success. Students who fail a second attempt must register for the portfolio review in the next semester and will not be allowed to advance into upper-level coursework in the major until they pass.

**Junior + Senior Portfolio Reviews** All BFA students are generally required to complete a second and third, major-specific portfolio review during the student's junior and senior years. Junior and Senior portfolio reviews may be included within required major courses or as stand-alone courses. When included within a course there is a notation in the course description in the Academic Catalog. Please see the major-specific course descriptions.

Students who fail the junior and/or senior portfolio will be required to retake the course when it is next available and complete it successfully to fulfill graduation requirements. Students who fail will be notified by their Instructor and Program Department Chair regarding issues and required areas of improvement and will be required to complete a Retake Plan to prepare for the successful completion of the second attempt. Retake planning will be guided by the Program Department Chair with support from Academic Advisors, Financial Aid Advisors, and registration Schedulers. The Retake Plan is a tool for supporting student

success and may include requirements to redo work, complete specified courses, and engage with tutors or other activities to assist the student in preparing for success.

## Grading + Student Progress

### Grading + Evaluating Student Progress

#### Cumulative Grade Point Averages

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

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

#### Grading Policies

The policies on late submission of assignments and grading criteria vary by the 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), PASS, FAIL, R (repeated course), or W (withdraw) is posted.

#### Grading Scale Point Distribution + Percentages

Students are graded based on prompt and satisfactory completion of assignments, attitude, attendance, and individual progress as outlined within the course syllabus and Learning Management System (LMS). Students are expected to have the materials and supplies necessary for the successful completion of assignments.

Exceptional: Extremely dedicated effort, superior results, and progress.

A+	100-97
A	96.99-93
A-	92.99-90

Above Average: Dedicated effort, creditable results, progress, strong participation, generally focused and on time.

B+	89.99-87
B	86.99-83
B-	82.99-80

Average: Average effort and results, fulfillment of all requirements, little participation, or inattentiveness.

C+	79.99-77
C	76.99-73
C-	72.99-70

Marginal: Little to no evidence of effort, participation, achievement; or evidence of cheating.

D+	69.99-67
D	66.99-63
D-	62.99-60

Failure / Fail: No evidence of effort, participation, achievement; or evidence of cheating.

F	(59 or below)= no credit
FAIL	0
FN (Fail Non-Attendance)	0
AU (Audit)	0

I (Incomplete)	0
P (Pass)	(60/100)= credit awarded*
TR (Transfer/Portfolio)	0
W (Withdraw)	0

\* Credits not used to calculate GPA but counted toward graduation.

## Pass/Fail Grades

No grades are given in a Pass/Fail course; instead, students will either receive a "P" for passing the class (a 60% equivalent or above) or an "F" for failing the class (a 59% equivalent or below). "P" (passing) grades are not available as an option for grade substitutions and are used only for courses approved to be offered on a Pass/Fail basis (indicated in course descriptions).

## Repeating Courses

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

Students wishing to retake courses with a D or above may do so. All course repeats are subject to the requirements outlined in the Satisfactory Academic Progress policy regarding both the maximum time frame and completion rate.

## Receiving Grades

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

## Grade Appeal Procedure

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

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

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

- A grading decision was made on some basis other than performance and other than as a penalty for academic dishonesty.
- A grading decision was based on standards unreasonably different from those which were applied to other students.
- A grading decision was based on a substantial, unreasonable, or unannounced departure from the course objectives and assignments.

Grade appeal petitions will only be considered for the final cumulative grade awarded for the course. Grade appeals will not be considered for individual assignments within courses.

Grade appeal petitions may result in a lower grade than initially awarded by the individual instructor.

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

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

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

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

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

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

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

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

## **Incomplete Grades**

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

All "I" grades require an Incomplete Grade Petition specifying the remaining coursework required for completion and the 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. Instructors should post the earned numerical grade for the course at the time they submit the Incomplete Grade Petition. If the coursework is not completed within the prescribed time frame, the "I" will change to the earned grade in the course, including the outstanding coursework. The maximum time in which students must complete all coursework is no later than the Friday of week four of the next term. Students cannot have more than one outstanding "I" before enrolling in the next session.

## **Eligibility Requirements**

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

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

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

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

## **Procedures**

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

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

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

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

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

## **Policy Appeal**

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

## **Graduation Requirements**

### **Undergraduate**

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

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

### **Graduation Honors**

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

Cum Laude: 3.5 – 3.6 Cumulative GPA

Magna Cum Laude: 3.61 – 3.79 Cumulative GPA

Summa Cum Laude: 3.80 – 4.0 Cumulative GPA

Passed with Distinction: 4.0 GPA

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

### **Valedictorian**

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

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

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

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

## **Honor Roll**

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

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

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

# **Registration | Enrollment**

## **Transfer Credit**

### **Transferability of RMCAD Credit**

The transferability of credit from RMCAD to another institution is at the discretion of the accepting institution and RMCAD makes no statements or claims regarding the transferability of its credits. It is the students' responsibility to confirm the acceptance of credits by another college. RMCAD also does not guarantee the transferability of academic credit earned at another institution to RMCAD. RMCAD evaluates and awards transfer credit on an individual student basis. This includes credits earned under any consortium or articulation agreement between RMCAD and any other education provider.

### **Articulation Agreements**

Information about current articulation agreements is available on RMCAD's website at:  
<https://www.rmcad.edu/admissions/admissions-info/transfer-students/>.

### **Evaluation of Credit**

Applicants who have earned prior college credit may request that they have their credits evaluated for transferability to RMCAD. RMCAD may provide an unofficial evaluation based on a review of unofficial transcripts, but official college transcripts are required before any transfer credit will be accepted towards a RMCAD degree. Students must provide official transcripts from the institution(s) awarding the prior credit.

New students must provide official college transcripts and test scores to RMCAD prior to the end of their first semester. Any transfer credit awarded from an unofficial copy is done so conditionally until official transcripts are received and reviewed. If official transcripts are not received prior to the end of a student's first semester, the student will not receive transfer credit for those courses. Transfer credit will not be awarded for any courses a student has already started at RMCAD.

International students with previously completed college credits outside of the United States will need to submit official transcripts along with a course-by-course evaluation. Students must use a credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) [www.naces.org/members.html](http://www.naces.org/members.html).

Students using Veterans Affairs Benefits are required to submit all previous college documentation for review.

The maximum transfer limit for a combination of all sources is 75% of a program or certificate's credit hours.

Grades for transfer credit are not calculated into the RMCAD cumulative grade point average.

### *Approved Institutional Accreditors*

Previously earned post-secondary credits may be considered for transfer if they were earned at an institution accredited by an organization recognized by the U.S. Department of Education.

### **Criteria for Acceptance of Credit**

The following criteria are applied to the evaluation of all transfer credit:

1. Course Equivalency: Courses must be substantially equivalent in content and learning outcomes to courses required in their program of enrollment at RMCAD; Students may be required to submit a course syllabus or portfolio to demonstrate course equivalency.
2. Grade Requirements: Courses must have a minimum grade of D; grades of credit, pass, or satisfactory may also be accepted.
3. College-level Coursework: Remedial courses, or courses not offered at the college level, are not transferable.
4. Time Limitations: There is no time limitation on credits that will be accepted towards the fulfillment of Liberal Arts credit requirements. All other credits must have been earned within 10 years of the date of admission.
5. Semester Credit Hours. RMCAD uses a semester credit hour system. Students transferring from a college on the quarter system will receive two-thirds of a semester credit for every quarter unit rounded to the nearest semester credit.

### **Prior Degrees**

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

### **International Credit**

RMCAD may accept undergraduate credit that has been earned at non-U.S. institutions if the coursework is consistent in level and content with courses offered at an approved institutionally accredited U.S. institution. Transcripts must be reviewed by an approved evaluation service in order to be considered for transfer. Official transcript evaluations must be sent directly from the evaluation service to RMCAD. Approved evaluation services are listed at <http://www.naces.org>. A course-by-course evaluation is required and must demonstrate a U.S. equivalent to the institution, accreditation, the degree type, and cumulative GPA.

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

Advanced Placement gives students the chance to complete college-level work in high school. Students who earn a minimum qualifying grade of 3 on an AP examination will be awarded 3 credits towards the equivalent RMCAD course. Students must submit an official transcript from the College Board ([www.collegeboard.org](http://www.collegeboard.org)).

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

RMCAD will accept credit for test scores that meet established benchmarks for the College Level Examination Program (CLEP) and DANTEs Subject Standardized Tests (DSST). Students must submit an official score report showing they earned scores at or above established benchmarks. CLEP and DSST scores that are documented on a Joint Services Transcript (JST) will be considered official and credit will be awarded based on an official evaluation of the JST.

### **Experiential Credit**

RMCAD does not provide credit for experiential learning.

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

Students who successfully complete the IB program and/or examinations may be eligible to receive credit. Credit will be reviewed upon submission of official transcripts.

### **Military Credit**

RMCAD will accept credits for military service that have been evaluated according to American Council on Education guidelines. Students must submit an official Joint Services Transcript for evaluation.

### **Appeal Process**

Students who wish to appeal for additional credit after their initial transfer credit review should contact the Registrar's Office within 30 days after the completion of their initial degree evaluation. Students should include course syllabi or other

documentation that may assist in reviewing their appeal. The Registrar's Office will review the appeal, confer with the appropriate program leader(s), and notify the student in writing of the decision, including the rationale. If a student disputes the decision, the student may submit an appeal to the Provost. The Provost or their designee will review the appeal and notify the student in writing of the decision.

## **Adding/Dropping or Withdrawing from a Course**

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

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

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

## **Credit Overload Policy**

### **Undergraduate**

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

Students wishing to request a credit hour overload must have completed 30 or more credit hours at RMCAD, have a 3.0 cumulative GPA, and submit a Policy Appeal.

## **Planning a Schedule + Registering**

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

### **Waitlisting**

RMCAD waitlists are primarily used by the Office of the Registrar and Academic Operations as an administrative process to manage section enrollments and provide an opportunity for students to be enrolled in a full course if a seat becomes available. Students who may be waitlisted will be added to sections based on who was enrolled on the list first once seats become available. Waitlist status does not count as enrollment, and does not count toward any type of financial aid enrollment status. RMCAD works to ensure that enrollment in courses is as accurate as possible so that we can adequately staff sections and ensure strong enrollment for an excellent student experience. RMCAD works with students to ensure that they can fulfill requirements and make progress toward graduation. RMCAD staff are not able to enroll students in alternate courses while they are waiting to see if a waitlisted course becomes available. RMCAD uses a variety of strategies to manage administrative waitlists to ensure that students are enrolled in courses before billing periods for each term. Waitlists are cleared three weeks before the start of each term.

### **Degree Sequences**

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

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

## **Registration + Financial Aid**

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

## **Audit Students**

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

## **Change of Program or Modality**

A change in program or modality may only be processed at the end of a financial aid academic year. Courses completed, that are not included in the new program, cannot be credited toward that degree. Some courses may be used to fulfill the elective requirements. To change their program or modality, students must meet with an Academic Advisor and complete a Change of Enrollment form. In some cases, academic advisors may require students to meet with their current Department Chair and/or their new Chair. A change in program or modality will not change a student's locked tuition rate as long as the student has been continuously enrolled at RMCAD. However, a change in program or modality may result in a change in their total program costs and estimated graduation date.

## **Undeclared Policy**

Undeclared Students must declare a major by the end of their first academic year, or two semesters, and before earning 30 credits. Earned credit hours include those from RMCAD as well as all applied transfer credit from other institutions and college credit received in high schools such as Advanced Placement or International Baccalaureate. Undeclared students in the BFA track may take a maximum of six studio electives which must be approved by the Manager of Advising and a combination of liberal arts and foundations courses. It is recommended that elective credits pertain to students' major(s) of interest. Credits earned are not guaranteed to apply to the student's declared major. A registration hold will remain on the student enrollment record until a major has been applied to the student's permanent record. Change of major policies will apply to declaring a major.

## **Elective Credit Hours**

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

## **Merging + Changing Classes**

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

## **Enrollment Status**

### **Undergraduate**

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

### **Continuous Enrollment**

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

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

## **Attendance**

Due to Federal Financial Aid Guidelines, attendance and participation in academically related activities is required and must be recorded for all students. Attendance for campus classes will be entered by instructors for each scheduled class on the same day that the course is held. Attendance in online courses is automatically recorded by the Learning Management System (LMS) based on student participation in academically related activities.

Students must attend at least one scheduled class meeting during the first seven (7) calendar days of a term (Add/Drop Deadline) or they will be withdrawn from their course. For an online course, students must participate in at least one academically related activity during the Add/Drop Deadline or they will be withdrawn from their course. If students are withdrawn from all courses in a term, they will be administratively withdrawn from the college.

After the Add/Drop Deadline, students will be withdrawn from their course(s) if they fail to attend scheduled class meetings for a campus course or fail to engage in an academically related activity in an online course for a period of 14 consecutive days. If students are withdrawn from all courses in a term, they will be administratively withdrawn from the college.

Students should also review their course syllabi for additional attendance requirements.

### **Campus Attendance Requirements**

Campus students are considered present when they arrive at the physical or online synchronous class on time (no greater than 15 minutes late) and remain engaged in interaction related to lectures, active learning, assignment completion, discussion, exams, or other academic interactions for the duration of the course period, including prompt return from breaks.

### **Online Course Academic Engagement Requirements**

RMCAD's online courses are composed of academically related activities that are designed to fulfill specific educational objectives. Students are required to regularly engage in academically related activities as defined below. Simply logging into the LMS is not considered an academic-related activity.

For purposes of this policy, academically related activities in online courses include, but are not limited to, the following types of activities:

- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- participating in a course online discussion board; or
- communicating with a faculty member regarding the course.

### **Last Day of Attendance**

The last day of attendance is the last day that a student completes an attendance activity in any course, as marked by his or her instructor. If the last day of attendance occurs in a distance learning course, this date must be supportable by an attendance activity contained in the LMS system.

## **Student-Initiated Withdrawal from RMCAD**

A student-initiated withdrawal from RMCAD may be initiated when a student cannot take classes in a particular term, or terms. Students who wish to initiate a withdrawal from RMCAD must contact the Office of Academic Advising and submit a completed RMCAD Withdrawal Form. Upon completion of the form, the student will be unregistered from all future courses and, if requested, dropped from any current course(s) (see Add/Dropping or Withdrawing From a Course).

Students should consult with the Department of Financial Aid and Student Accounts prior to withdrawing to discuss potential financial implications, payments, balances, refunds, and return of funds.

Withdrawing from RMCAD may have the following implications:

- Return of Federal funds resulting in an account balance
- Impact on GPA, Completion Rate, and Maximum Time Frame (see Financial Aid Policies and SAP)
- Loss of eligibility for institutional scholarships that are contingent upon GPA, credit load, and/or continuous enrollment
- A delay in the graduation date
- Impacts on course sequencing and class availability

- Account suspension (i.e. Adobe, Email, LMS, etc.) if not registered for more than 90 days

All withdrawal requests must come from the student directly and not a third-party representative, including FERPA contacts, except in cases of extreme circumstances. Review of exceptions will be at the discretion of the Director of Student Services.

## **Medical Withdrawal**

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

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

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

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

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

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

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

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

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

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

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

## **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 teaching and learning occur outside of a formal classroom setting. A junior or senior-level student with a GPA of 3.5 or higher may petition to take one three-credit Independent Study course as part of the degree program. The Independent Study Proposal Form must be accompanied by a syllabus created by the instructor and student, including a course description, calendar, rationale, goals, and objectives. The course number for all Independent Study courses is 3990; and the prefix reflects the program of study under which the course is instructed (e.g., AN 3990, FA 3990).

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

## **Internships in Undergraduate Degree Programs**

### **Internships for Academic Credit**

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

Students must obtain the Internship Learning Agreement packet from the Office of Career + Alumni Services and complete an Internship Information seminar.

### **Internship Eligibility and Process**

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

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

### **International Eligibility**

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

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

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

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

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

### **Transcripts + Diplomas**

Transcripts and Diplomas are kept as permanent student records and may be obtained from the Office of the Registrar by request. Students request transcripts via the National Student Clearinghouse. The website is located at [www.rmcad.edu](http://www.rmcad.edu), under "Request Transcript." Six to eight weeks are required for processing for recent graduates.

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

# Satisfactory Academic Progress (SAP)

## Satisfactory Academic Progress(SAP)

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

### Financial Aid Satisfactory Academic Progress

#### Impact on Financial Aid

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

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

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

### SAP Requirements

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

Qualitative: Cumulative Grade Point Average (GPA)

Undergraduate students must maintain a cumulative GPA of 2.00.

Quantitative: Completion Rate (CR) and Maximum Time frame (MTF)

Completion Rate (CR)

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

## Maximum Time frame (MTF)

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

## Guidelines

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

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

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

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

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

## Appeal Process

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

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

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

## Professional Judgment Policy

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

## Academic Satisfactory Academic Progress (SAP) Requirements

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

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

## Guidelines

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

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

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

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

For students who change degree programs, all credits attempted and earned, regardless of program, count in CR and cumulative GPA.

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

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

### **Academic Warning**

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

### **Academic Probation**

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

Students who are on academic probation may not apply for an "Incomplete" grade in any course during the probationary period. Art Education departmental probation is handled in the same manner as students placed on institutional academic probation. Students will be given one semester to raise their cumulative GPA to 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. Students will be required to complete an academic success plan with their Academic Advisor and participate in tutoring sessions with our Student Learning Center (SLC).

### **Academic Suspension**

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

### **Academic Suspension Appeals**

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

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

Undergraduate students enrolled in the Provisional Academic Success Strategies (PASS) program who do not attain the cumulative grade point average of 2.0 at the end of the semester fall under the Satisfactory Academic Progress (SAP) policy.

### **Readmittance Following Suspension**

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

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

# Student Resources

## Student Support Services

### Palette

Palette is the RMCAD one-stop campus resource center providing students with on-the-spot access to Financial Aid and Academic Advising services. The Palette is staffed from 8:00 am to 5:00 pm, giving students the opportunity to have all of their financial aid, academic, and schedule-related questions answered.

### Learning Commons

RMCAD's Learning Commons is situated in the center of the Triboro building on campus and includes the Hugh Thurlow Memorial Library and the Student Learning Center (SLC).

### Library

The Library provides a variety of resources to both on-campus and online students, striving to successfully support the academic needs and scholarly endeavors of the RMCAD community.

Our growing and specialized resources consist of:

- More than 10,000 book titles in a highly focused collection, specifically tailored to our College's curriculum needs;
- Several art and general education-related print magazines and journals, archived for five years;
- More than 2.5 million high-resolution images of Art and Design through the ArtStor Database;
- More than 700 carefully selected curriculum-supporting animated and feature film DVDs;
- A reserve area for classroom textbooks.

The acquisitions of our Library Collection are primarily based on feedback from faculty and students to support the current curriculum. Our knowledgeable staff is happy to help you locate information and provide the 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.

The student portal offers 24/7 access to the Library catalog, subscription databases, digital images, and hundreds of helpful web links.

Other resources include instructional library usage tutorials, writing and research tips, citation/bibliography guides in various styles, grammar guidelines, and important information regarding copyright laws and plagiarism.

### Student Learning Center

The Student Learning Center is a professionally certified, student-oriented academic support resource that offers Academic Mentoring and tutoring support for all online and campus courses. Trained peer tutors are available for both walk-in and scheduled appointments at the SLC or online through screen share. The SLC assists students with writing, math, studio classes, academic success strategies (note-taking strategies, time management, etc.), and software (Photoshop, Illustrator, etc.). The SLC also helps create the content for the Provisional Academic Success Strategies (PASS) program. There is no charge to RMCAD students for any of the services.

In addition, students can take advantage of LinkedIn Learning, a subscription site providing thousands of computer program tutorials on everything from Microsoft Word and Google Mail to Adobe InDesign and DreamWeaver—and much more. Tutorials are available 24 hours a day.

### Student Early Alert | ANCHOR

RMCAD faculty and staff utilize early alert activities in the College's Student Information System to help promote the academic and personal success of RMCAD students. The main goal for using these early alert activities is to identify concerns regarding student progress and behavior early on and provide the student with supportive, helping resources before the concern impedes the student's ability to be successful at RMCAD. Concerns raised via ANCHOR are wide-ranging and include, but are not limited to: academics, personal health and well-being, conduct and behavior, careers, and student dissatisfaction. ANCHOR activities have been configured intentionally with regard to student privacy laws (FERPA), so information in these activities is only shared with other faculty and staff who have a "legitimate educational interest" in the given concern.

Although ANCHOR activities help faculty and staff to ensure that each and every student is getting the help they need, the ultimate responsibility lies with the students to take advantage of the resources and help being offered to them.

### Counseling

Personal and mental health counseling services provided by a licensed professional counselor are available for currently enrolled students on campus and online. Counseling is confidential, private, and free of charge. Counselors can refer students to external mental health facilities when necessary and appropriate. Students should email [counselor@rmcad.edu](mailto:counselor@rmcad.edu) for appointments.

## Accessibility Services

In compliance with the Americans with Disabilities Act (ADA), and Section 504 of The Rehabilitation Act, the College affirms its commitment to seek to achieve reasonable accommodations for students who have documented disabilities. Prior to admission acceptance, the College will provide general information upon request.

Once enrolled, students are responsible for initiating a request for accommodations by disclosing their disability to the office of Student Accessibility Services (sas@rmcad.edu) and providing the required supporting documentation. The office of Student Accessibility Services will provide additional information to students requesting accommodations, such as standards for required documentation and specific policies regarding the use of accommodations. An individual's needs must be communicated to the Director of Student Accessibility Services (sas@rmcad.edu) before accommodations will be made.

## The Spectrum Store

The on-campus store, Spectrum, carries the majority of supplies and class kits necessary for classes at competitive prices.

RMCAcad apparel and other collegiate merchandise, such as water bottles, earbuds, sketchbooks, and portfolio cases are available. Online shopping is also available at <https://spectrum-the-rmcad-store.shoplightspeed.com/> where a variety of merchandise and supplies may be ordered and shipped to online students, friends and family, and alumni.

Spectrum's knowledgeable team will gladly assist students with any questions regarding art supplies. Some art supply items not carried in the store may be special ordered. A 75% deposit is required for all special orders. The Spectrum team takes into consideration frequently requested items and may begin to carry an item based on such requests. Email the Spectrum store at [spectrum@rmcad.edu](mailto:spectrum@rmcad.edu) to inquire about the items you would like to be considered for store inventory.

Please keep in mind that not all items carried in the store are visible; simply ask store associates if there is an item that cannot be found. Additional print account funds and large-format prints can be paid for at Spectrum.

Spectrum accepts the following forms of payment: cash; MasterCard, Visa, Discover, or American Express; and Tap Pay.

Most supplies required for the first day of class can be found at Spectrum. Instructors will inform students of additional materials needed for projects or assignments and labs. The hours of operation are posted on the doors of Spectrum. Spectrum is on the second floor in the Texas building by the Student Lounge.

Spectrum accepts returns on all clothing and merchandise purchased at Spectrum within 30 days of the purchase date. Merchandise must be unopened and, in original condition,

if applicable. Spectrum reserves the right to decline returns on items that do not have seals or are not easily discernible if the product has been used. Refunds will be given in the original form of payment.

All students are responsible to purchase required textbooks for their applicable courses through the retailer of their choice as Spectrum does not carry textbooks.

## THE MINE: Student Supply Banks

### Food Bank

The College operates a food bank for all enrolled students. Students may select up to five items a week. Food items are free, and the service is confidential. Students must provide their student ID number and a list of the items they have selected before leaving THE MINE. Students needing access to the Mine's food bank can discretely contact the Director of Student Life (303-753-6046 ext. 22050) or a Student Ambassador.

### Supply Bank

The College operates a supply bank for enrolled students in the local area. Students may exchange art supplies and materials for projects and assignments. Art supplies and materials are free and confidential. Students must provide their student ID number and a list of the items they have selected before leaving THE MINE. Students needing access to the Mine's supply bank can discretely contact the Director of Student Life (303-753-6046 ext 22050) or a Student Ambassador.

## Student Life

### Transportation

All campus students are provided with a pass to use on Denver's public transportation system, the Regional Transportation District (RTD Just Ride). Students will receive an email during their first week of school with instructions on how to gain access to the JustRide application.

RMCAcad operates a private shuttle service between the college's campus and select locations including Assembly Student Living, and specific RTD light rail stops. A copy of the current shuttle schedule is available on RMCAcad's website.

### Housing

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

Office. More information is also available on the RMCAD Mobile App.

## **Voter Registration**

Voter registration information and materials are available through the Office of Student Life, online, and are distributed annually to the student body.

## **Student Activities**

The Office of Student Life actively pursues the development of a positive, supportive, and inclusive sense of campus community at RMCAD. Through programs, events, activities, and organizations, the Office of Student Life strives to meet the social, intellectual, and cultural needs of current students. To meet this goal, activities offered provide a diverse range of experiences that help students develop essential life skills that complement their academics. Students are highly encouraged to get involved and share their ideas for programs and activities. Students interested in providing input or planning activities should speak with the Director of Student Life.

RMCAD provides a number of interesting and entertaining activities during the year. Activities include visiting artists and designers, videos, films, and lectures presented by featured artists and designers exhibiting in the galleries. Lectures and workshops are usually held during the lunch break or after school and are always free of charge.

The Student Life Office, Student Ambassadors, and Student Leadership Alliance (SLA) sponsor social, recreational, and educational events on and off campus each term. These include movies, sports events, plays, festivals, lectures, concerts, and gallery tours. Organized outdoor activities take place throughout the year and may include hiking, biking, whitewater rafting, skiing, and snowboarding.

## **Student Organizations**

RMCAD student organizations must be established for purposes that are legal, consistent with the educational aims and mission of the College, and in accordance with the regulations, guidelines, and policies of RMCAD. Recognition of a student organization does not, however, imply College endorsement of the organization's purposes, nor does the College assume sponsorship of any of the group's activities on or off College property. Please contact the Director of Student Life for the specific policies governing student organizations.

## **Alumni**

Alumni wishing to participate in a RMCAD club or organization's event or activity must seek approval from a representative from the Office of Student Life or Career + Alumni Services prior to the event. Alumni will only be considered for approval providing they are in possession of a valid Alumni ID and are in good standing with the college.

## **Guest Speakers**

Guest speakers and educators may only be permitted to attend a club or organization's event, or meeting, on two conditions;

If they are approved prior to the event by the Office of Student Life, and

Providing they are hired from a certified outside resource and serve a specific purpose in the education of the group or organization.

## **Resources**

RMCAD is able to provide a communication and organization platform for clubs and groups within the RMCAD Mobile application.

## **Student Ambassadors Program**

Student Ambassadors are current undergraduate, full-time, students hired to serve as peer mentors to new students during Orientation and throughout the first year. They work to create community among the diverse group of artists and designers at RMCAD by planning events for the entire student body, as well as within each academic department. Additionally, the Student Ambassadors plan and execute several civic engagement projects throughout the school year to support and give back to the surrounding community. Students interested in learning more about the Student Ambassador program, or who would like information about the application process, should speak to a representative from the Office of Student Life.

## **Student Leadership Alliance**

The Student Leadership Alliance (SLA) is composed of leaders of student clubs and organizations at RMCAD. The Student Leadership Alliance works to support and improve the social and co-curricular experience for the student body. The Student Leadership Alliance encourages all current RMCAD students to attend open meetings and to bring ideas and concerns to the attention of the SLA. Students interested in obtaining information about SLA meeting times and locations, or who have other questions should contact the a representative from the Office of Student Life.

## **Civic Engagement**

Service to the surrounding community is important to RMCAD at many levels. Students are encouraged to participate in volunteer work that appeals to their specific interests and passions. Volunteer work is an excellent way to become involved with the College as well as the community outside of our college. Volunteer work is an extremely rewarding experience that often leads to strong personal and professional connections. The Office of Student Life serves as a resource for students who have an interest in participating in community service projects. The Office of Student Life provides information about a variety of service projects and sponsors group trips to local agencies that serve the Denver Metro community. These trips are designed to expose students to a diverse range of

volunteer possibilities. Interested students should look for information about such projects via campus communication or inquire with the Office of Student Life.

## Career + Alumni Services

The Career + Alumni Services Office is a resource for students and alumni that provides information, strategies, skills, guidance, and support that will assist them in successfully meeting their career objectives.

The office also collaborates with employers developing mutually beneficial relationships resulting in internships and employment opportunities (part-time and full-time) for students and alumni. In addition, the office maintains a student's connection with RMCAD after graduation through Alumni Association services, programs, and events.

### Ongoing Career Resources

The following is an overview of just some of the lifetime services offered to RMCAD students and graduates free of charge.

- Career assessment and personalized one-on-one career coaching.
- Assistance with creating and updating professional documents (resume, cover letters, and email etiquette and correspondence)
- Portfolio assistance and review.
- Interview assistance tips and evaluations.
- Access to online job board, networking, and career development software tools included in RMCAD's Career Service Portal- PASSPORT. (<https://rmcad.csm.symplicity.com>) Please contact Career + Alumni Services for instruction on account access and activation.
- Employment search resources, strategy, and planning.
- Assistance with Internship opportunities.
- Networking events, Career Fairs, Employer information sessions, and guest speakers
- Career-related programming and workshops.
- Graduate and special program information.

Please contact Career + Alumni Services to set up an appointment at [careerservices@rmcad.edu](mailto:careerservices@rmcad.edu).

## Alumni Association

Graduates of RMCAD automatically join the RMCAD Alumni Association upon successful completion of their degree program. The Alumni Association offers graduates a variety of benefits.

### Benefits Include:

- Lifetime access to resources and services offered by the Office of Career + Alumni Services which includes career coaching and access to career and professional development technology tools.
- Discounts at the RMCAD Supply Store and Bookstore.

- RMCAD Renew Program - the ability to audit (not for credit) RMCAD courses in your major with no tuition fees. (Restrictions apply; please contact Career + Alumni Services for details).
- Access to RMCAD Research Library (some exclusions apply).
- RMCAD email address (use of rmcad.edu email address allows for access and/or discounts on various software programs and services).
- Alumni Student Portal access for alumni-specific resources and information.
- Continued or new access to RMCAD's Career Services Portal- PASSPORT. Please contact Career + Alumni Services for instructions on account activation.
- Participation in alumni social media pages.
- Opportunity to exhibit work in the alumni gallery.
- TECHBAR services include 3D Printing + Wide-format Printing.

Limited access to RMCAD computer labs and facilities for portfolio development. Access is only available during regular RMCAD business hours and a RMCAD Alumni ID (\$10 one-time fee) is required. Campus access and obtainment of the Alumni ID must be coordinated through the Office of Career + Alumni Services. Please note: No work can be done on campus for commercial purposes, financial gain, or professional outcomes; and alumni are not able to check out any equipment from the TECHBAR. Fine Art Alumni are permitted to work in the wood shop and ceramic studios during hours posted with a designated supervisor/staff member in attendance. Alumni (with the exception of Fine Art) are not permitted to work in the wood shops, ceramics studios, (including use of the kilns), and printmaking studios. RMCAD is working to create partnerships with local companies so our Alumni will have those resources available again in the future.

## Professional Organizations

RMCAD students have the opportunity to belong to a variety of professional organizations. Students are encouraged to be involved with the following groups, as applicable to the individual program of study. Many of these organizations visit campus at the beginning of the fall term as part of the annual resource fair, or throughout the academic year.

- Association Internationale du Film d'Animation
- American Institute of Graphic Arts
- American Society of Interior Designers
- American Society of Media Photographers
- Art Directors Club of Denver
- Colorado Alliance of Illustrators
- Colorado Art Education Association
- Colorado Business Committee for the Arts
- Colorado Council of the Arts and Humanities International
- Colorado Photographic Arts Center
- International Interior Design Association
- Museum of Contemporary Arts
- Denver Art Museum

# Art + Design Resources

## Visiting Artist, Scholar, + Designer Program

The Visiting Artist, Scholar, and Designer (VASD) Program explores critical, diverse, and creative inquiry. This interdisciplinary initiative enriches the academic experience at RMCAD and serves the greater Denver-metro community. The VASD Program fosters passionate curiosity and innovation by bringing leading national and international artists, scholars, and designers to RMCAD. The Program is structured around a year-long theme. Past VASD Program series themes include Humor, The Senses, Collapsing Time, and Patterns. Stay connected with the VASD website for current and future program details.

The VASD Program provides RMCAD students with unique opportunities and direct access to creative thinkers from a variety of disciplines, regions, and ethnic backgrounds, and creates a forum for diverse and challenging artistic visions. While visiting, the Program's artists, scholars, and designers present a public artist talk or performance. Visiting artists also engage with RMCAD students in private events such as workshops, studio visits/portfolio reviews, small group discussions, critiques, on-site installations, and more. A variety of other events such as the Program's "Next Day Q+A Lunch" and off-campus film screenings are also offered.

The VASD Program enhances all academic departments at RMCAD and is integrated into the classroom whenever possible. Past Program guests include John Waters, Lucy Lippard, Golan Levin, Will Vinton, Judy Chicago, Lynda Barry, Ian Bogost, Miranda July, Sondra Perry, Andrea Zittel, Kevin Young, Paul Pfieffer, and Robin Hunicke. Learn more and see past lectures and Program archives at [rmcad.edu/arts-events/vasd/](http://rmcad.edu/arts-events/vasd/)

## Visiting Artist, Scholar, + Designer Learning Outcomes

- Students recognize the value of diverse perspectives, experiences, and creative methods.
- Students identify conceptual approaches within art, design, and culture.
- Students connect art and design to broader social, political, and cultural contexts.
- Students relate the content to their own studio practice and professional development.
- Students demonstrate a critical interrogation of the visiting artists' content.

## Wayfinding Series

The Wayfinding Series connects RMCAD students to creative professionals with a focus on career development through presentations, panel discussions, workshops, and more. With equal parts inspiration and honesty, creative professionals share their path towards a successful creative life and all of the twists and turns involved in that journey. Addressing career-focused issues such as industry trends,

relevant skills, making connections, and professional fulfillment, these guests highlight that there is no one way to achieve a successful, creative career. Wayfinding guests represent a variety of creative employment opportunities, connect to multiple academic departments, and reveal that professional creatives are found in diverse and sometimes surprising fields. Speakers include local artists and designers working in creative fields, RMCAD faculty and staff, and accomplished RMCAD alumni.

The Wayfinding series is co-presented by RMCAD's Career and Alumni Services Department and the VASD Program.

## Studio, Shop and Lab Resources

Detailed information on 3D studios and full safety requirements and documentation is available on the Google site.

### 3D Studios

The Fine Arts + Foundations 3D Studios are comprised of the Z-Space (Digital Fabrication Laboratory in Texas), Nth-Dimension (Digital Fabrication Laboratory Annex in Neusteter), the Wood shops (Carpenter and Neusteter), Metal shop, Ceramics Studio, Documentation Room, and Critique Space. The studios in the Fine Arts + Foundations department provide workshop environments where the curious and creative can bring their ideas to life. More detailed information for each studio can be found in the Fine Arts + Foundations - Studio Policies and Procedures.

### Z-Space (Fablab)

RMCAD's Z-Space (FabLab) is a digital fabrication laboratory and creative hub located on the second floor of the Texas building. Z-Space contains a variety of technology fostering creativity and experimentation so that you can create, experiment, and bring your artworks to life through laser cutting and engraving, vinyl cutting, 3D printing, and more. The FabLab provides a welcoming environment to transform the digital and conceptual into the physical by exploring technological, contemporary, and traditional means of fabricating art + design. The FabLab serves students from all programs/majors, as well as faculty, staff, and even alumni. Z-Space (FabLab) is always a helpful space, with someone present to assist you with your project and make sure it is a success. FabLab appointments can be made using the RMCAD App or by contacting the FabLab Coordinator.

### Nth Dimension (FABLAB Annex)

The Nth-Dimension is located in the basement of Neusteter. It is a growing studio utilized by many departments that is equipped with the following machines: Shapeoko XXL CNC Router machines, 3D Potterbot 10XL ceramic 3D printer, Ceramic Decal Printer, and Wazer waterjet cutter. All students, faculty, and staff who have completed appropriate training and demonstrated competence in independent operating are able to utilize the space under supervision during supervised appointment hours.

## **Carpenter Wood shop**

The Carpenter Wood shop is located on the northwest side of campus and is primarily utilized by Foundations for 3D Design courses. It hosts a full complement of stationary and portable power tools, as well as a variety of hand tools and other equipment for woodworking and sculpting. All RMCAD on-ground students are given proper safety and usage instructions for wood shop tools and equipment during their 3D Design course in Foundations. Students are required to pass a safety test in order to utilize campus wood shops during and after their 3D Design course. The space is regularly available to all students, alumni, faculty, and staff during normal campus hours when classes and events are not scheduled to meet in the space. However, equipment and tools are only available for use during supervised appointment hours.

## **Neusteter Wood shop**

The Neusteter Wood shop is located at the southeast end of campus and is mainly dedicated to Fine Arts for Sculpture courses. It hosts a full complement of stationary and portable power tools, as well as a variety of hand tools and other equipment for woodworking and sculpting. All RMCAD on-ground students are given proper safety and usage instructions for wood shop tools and equipment during their 3D Design course in Foundations. Students are required to pass a safety test in order to utilize campus wood shops during and after their 3D Design course. The space is regularly available to all students, alumni, faculty, and staff during normal campus hours when classes and events are not scheduled to meet in the space. However, equipment and tools are only available for use during supervised appointment hours.

## **Ceramics Studio**

The Ceramics Studio, located in the Neusteter building, is outfitted with pottery wheels for wheel throwing, workbenches and equipment for hand building, a full glaze mixing studio with many commonly used glaze materials and several kilns (electric, gas and raku). Only Fine Arts Majors who have completed appropriate training and students currently enrolled in Ceramics classes can regularly utilize the ceramics studio. Non-majors, staff, and faculty can participate in Clay Club for access to the studio during meeting times.

## **Metal shop**

The Neusteter Metal shop is located on the patio of the building, designated for metalworking and welding. Neusteter currently houses two MIG welding machines, a TIG welder, a metal chop saw, and a metal bandsaw. Additionally, there is a metal brake, metal shear, and pneumatic planishing hammer stored in surplus that can be accessed if needed. Only Fine Arts Majors who have completed appropriate training and students currently enrolled in Sculpture I can regularly utilize the metal shop.

## **Documentation Room**

The Neusteter Documentation Room is located in the basement of the building or the "Nth Dimension". The space is equipped with backdrops, lighting equipment, and a tripod. All students, faculty, staff, and alumni will be

allowed access to utilize the space and equipment through scheduling appointments or otherwise communicating with the 3D Studios Coordinator and Assistant Coordinator.

## **Critique Space**

The Neusteter Critique Space is located in the basement of the building. The space is equipped with various sizes of pedestals and plinths. All students, faculty, staff, and alumni will be allowed access to utilize the space and equipment through scheduling appointments or otherwise communicating with the 3D Studios Coordinator and Assistant Coordinator.

## **RMCAD Galleries**

The RMCAD campus is home to multiple galleries featuring dynamic and innovative work from contemporary artists and designers, RMCAD alumni, current students, and faculty. Open to the public, these galleries serve as a place to foster critical discourse around art and design for the RMCAD and broader communities by presenting exhibitions of challenging, educational, and significant work and projects. Through direct interaction with original artworks in a professional venue, along with a staff of knowledgeable gallerists, RMCAD Exhibitions enhance the learning experience and professional development of all RMCAD students.

## **The Philip J. Steele Gallery**

Named in honor of RMCAD's founder, the Philip J. Steele Gallery is the largest and most prestigious exhibition space on campus. Exhibitions include semesterly Graduation Exhibitions, Biannual Faculty + Staff Exhibitions, the Annual Student Exhibition, and a variety of nationally renowned visiting artists and designers.

## **Rotunda Gallery**

The Rotunda Gallery focuses on exhibitions featuring work by the RMCAD faculty, alumni, and local artists and designers in one of the college's most unique buildings.

## **Rude Gallery**

The Rude Gallery showcases work and projects proposed by RMCAD students and features the Annual Student Symposium Exhibition. This intimate gallery offers close interactions with works and encourages experimental projects and installations.

## **Epic Project Space**

The Epic Project Space is a flexible space coordinated by academic departments and RMCAD gallery staff on an as-needed basis to display current RMCAD student work and projects. Graphic Design, Illustration, and Illustrative Design classes utilize this space for class project displays. Please contact your department chair about proposing artwork for this space.

The Gallery Director and Creative Programming Coordinator are also available to provide additional information about any of the College's gallery spaces or to answer questions.

In addition to exhibitions in our galleries, students have the opportunity to display their work on campus temporarily for critiques. Students must apply to display work in public spaces on campus by reviewing the **Student Display Application Policies + Procedures** and completing the Student Display Application Form located in the RMCAD Portal. Installation in a public space is not permitted until the Student Display Committee approves your proposal. Public spaces include outdoor areas, hallways, administrative spaces, and/or any other space that is not a designated critique space. Approvals may take up to one week. Be sure to coordinate your efforts to meet classroom deadlines. Designated critique space in hallways outside of most classrooms may be used for temporary display without Student Display Committee approval if the artwork complies with building and fire codes, Americans with Disabilities Act, and student handbook codes. Always check with your faculty first before installing in a designated critique space to verify locations and proper use. Stairwells and elevators may not be used for displaying due to the risk of injury.

### **Graduation Exhibitions**

Each term, all students graduating with a Bachelor of Fine Arts degree have the opportunity to participate in an on-campus exhibit. This group exhibition is open to all of the college's program departments. The Graduation Exhibition is a college tradition and a privilege that brings all students, faculty, staff, and community together for a celebration of the talent and hard work of the students graduating with a BFA.

The graduation exhibition opens with a reception that is free and open to the public. The exhibition is open to the public for approximately two weeks.

Students must RSVP to participate and turn in an exhibition proposal by assigned deadlines to participate. The forms to sign up and propose an exhibit are released through the gallery email at [pjsgallery@rmcad.edu](mailto:pjsgallery@rmcad.edu). Please contact the Gallery Director or Creative Programming Coordinator or your Department Chair for the BFA Graduation Exhibition Handbook and/or additional information.

### **The Annual Student Exhibition**

The Annual Student Exhibition brings all students, faculty, staff, and departments together once a year for a celebration of the talent and hard work of our students. The Annual Student Exhibition is a College tradition that has taken place since the College was founded in 1963.

All students who are enrolled are eligible and strongly encouraged to submit work. It is our largest exhibition of the year, consisting of work representing a wide diversity of media, content, and scale.

The exhibition is a juried competition; student work is juried in categories against other work of the same level. Department Chairs with their respective faculty identify a panel of jurors and select the Best of Department Awards. Professionals working in the field who are not immediately affiliated with the College select the award winners, along with the Gallery Director's Award and top prize of the RMCAD Award for Creativity chosen by the Dean of

Students. After the work is selected, the gallery staff curates the exhibit within the space.

Information about the process of participating in the exhibition is emailed to the Student Body through the Philip J. Steele Gallery ([pjsgallery@rmcad.edu](mailto:pjsgallery@rmcad.edu)). Please keep an eye on your inbox for details.

### **Spivak Student Studios**

The Spivak Studio building is a creative center at the heart of Rocky Mountain College of Art + Design. A longtime tradition of the college, this building serves as a studio space and gallery for Spivakians- the loving nickname dubbed to our student resident artists. Each studio can allow 1 to 3 students and is an amazing chance to create alongside peers, have studio visits with professional artists, and develop a strong studio and gallery practice.

Each semester, an application is sent out requiring an artist statement, portfolio of work, a minimum cumulative GPA of 2.5 with preference given to those with 3.0 or higher, and a minimum of 45 completed credit hours with preference given to those with 60 completed credit hours or higher. This is a competitive process, and students of all majors are encouraged to apply for this privilege. Please contact the Studio Manager at [pjsgallery@rmcad.edu](mailto:pjsgallery@rmcad.edu) with any inquiries.

### **The RMCAD Student Expression Wall**

The Expression Wall serves as a perpetual collaborative art piece for the student body. Students may create works of art on the wall using spray paint, paint markers, wheat pasting, and more.

Students must adhere to the RMCAD Student Code of Conduct and respect the work of fellow students. The material must be non-toxic and environmentally safe. Work must be two-dimensional and rest flat against the surface of the Expression Wall. The RMCAD Student Expression Wall may not be damaged or dismantled.

### **Technology Resources**

#### **Student Communication**

All enrolled students receive an assigned RMCAD email account ([rmcad.edu](mailto:rmcad.edu)) before the start of the term. All official communications from the business office, financial aid, academic advising, faculty, and other RMCAD departments will be sent to students' RMCAD email accounts. RMCAD news and important updates will also be sent to this email address.

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

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

## Hardware + Software Requirements for Courses

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

Students are charged a technology fee, which includes access to specific applicable software for their degree. The school does not provide some of the program-specific software; students are required to purchase this software on their own. New students are given access to provided software during the week after the term's add/ drop period has ended. An email will be sent to new students with instructions on downloading their software.

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

### Software Support:

*RMCAD's online help desk, RMCADGO*

Students in online/hybrid programs must have a computer that allows for access to our Learning Management System (LMS) and corresponding materials, and with sufficient memory and hard drive capacity to upload and download multimedia files. Students must also have regular access to a high-speed Internet connection. The most current technology requirements by degree program are listed in the Program Materials section on our website. Please use these requirements as a guide when purchasing the hardware for your degree program.

New students are given access to College-provided software during the week after the term's add/ drop period has ended. An email will be sent to new students with instructions on downloading their software.

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

## PHOTOGRAPHY EQUIPMENT

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

### Entry-Level DSLR/MILC Model Recommendations

- Canon EOS Rebel Series with 18-55mm (T7i)
- Canon M50 with 18-45 Kit Lens (Mirrorless)
- Nikon DXXXX with 16-55mm (ie. 3200, 7200, etc.)

- Sony Alpha (A) Series with 16-50mm Lens (Mirrorless a73, a6000)
- FujiFilm X-T2 or X-T3.

### Lighting Kit Brand Recommendations

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

## FASHION DESIGN EQUIPMENT: Online + Campus

Students enrolled in the Fashion BFA Program are required to have the appropriate technical equipment, which is included in program tuition. Please see Tuition and Fees for further information.

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

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

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

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

## Online Learning Resources + Support

In addition, students can take advantage of LinkedIn Learning, a subscription site providing thousands of computer program tutorials on everything from Microsoft Word and Google Mail to Adobe InDesign and DreamWeaver—and much more. Tutorials are available 24 hours a day.

## RMCADGO/TECHBAR/Technology Support

Students have access to multiple methods of technology support.

All students have access to the RMCADGO support network. RMCADGO supports RMCAD's learning management system (LMS), as well as providing support for laptops and front-end applications. They can be

contacted by calling 888-RMCADGO (888.762.2346) or by email at [RMCADGO@rmcad.edu](mailto:RMCADGO@rmcad.edu).

Students enrolled in campus-based classes can utilize the TECHBAR for all non-Learning Management System (LMS) issues. The TECHBAR is designed to be the first point of contact for campus students requiring technical assistance with digital technology, software questions, wireless connectivity, email, student portal access, printing, and any other technical needs. The TECHBAR is staffed during campus hours. Technical support is available by calling 303.225.8529, by email at [TECHBAR@rmcad.edu](mailto:TECHBAR@rmcad.edu), or on the web at: [support.rmcad.edu](http://support.rmcad.edu).

The TECHBAR also provides items such as digital cameras and digital video cameras on loan for on-campus student checkout on a first-come, first-served basis and does not offer reservations. A current student ID must be shown. Students may be charged fees to late return or damage to equipment.

## Technology Policies + Procedures

The following technology policies are to be followed by ALL students, faculty, staff, alumni, and guests of RMCAD. You will be held accountable for following these policies, so it is important that you read and understand our policies regarding technology.

### Emergency Notification

All campus emergency notifications are sent via SMS Text, mobile app notification, email, and broadcasted over the phone system, and displayed on lab computer screens across the campus.

Students and Faculty may have text messages sent to their cell phones by requesting the service feature with a "Yes," or "Y," sent to the number 67587. You can update your emergency contact information by updating your mobile phone number inside the student portal. To do this Navigate through the sidebar menu using: MY PROFILE > MY INFORMATION > and then click "Request Change" in the lower right corner of the window.

### Computer Labs

There are many computers on campus for student use. If a class is scheduled to be in the lab and there are extra workstations, students must request permission from the instructor to utilize one of the vacant workstation. It is up to the instructor's discretion whether to grant the request.

- Shore Annex: Recommended for Illustration and Fine Arts Majors (Mac)
- Rude Garden Level: Recommended for Photography Majors (Mac)
- Animation Lab (TX006, TX004): Recommended for Animation Students (Windows)
- Game Art Lab (TX107): Recommended for Game Art Students (Windows)
- Interior Design Lab (TX108): Recommended for Interior Design Students (Windows)
- Sewing Lab (TX104): Restricted to Fashion Design Majors

- Graphic Design Labs (TX204, TX205, TX222, TX223): Recommended for Graphic Design Majors (Mac) and Foundations students
- CAD lab (TX108) Restricted to Interior Design Majors
- EPiC Cintiq lab (EPiC205): Recommended for Illustration, Graphic Design, Fine Arts, and Art Ed Majors (Windows)

Personal projects or belongings are collected from labs at the end of each week and either discarded or placed in "Lost and Found" located at the Campus Resource Center.

### Computer Lab Files

All classroom computers wipe data stored on the desktop and other folders upon computer restart. Students must ensure they copy files to an external hard drive or to their Google Drive services to avoid losing any generated content.

### Computer Lab Software

Some software is specific to coursework so students should check with the TECHBAR to find a lab that has the software required for their specific program.

Installing any external software or uninstalling existing software on lab computers is strictly prohibited. RMCAD does not permit booting a machine using any personal media from a CD, USB device, or external hard drive.

### Computer Lab + Campus Guidelines

RMCAD computers and equipment may only be used for lawful and academic-related purposes, and any unlawful activities or use in violation of the Student Code of Conduct will be subject to sanctions thereunder. Using school equipment for gaming is prohibited unless it is during a scheduled class or official event sponsored by the College.

Food and Drinks are not allowed inside computer labs except at designated tables.

### Equipment Checkout

The TECHBAR offers many digital devices for on-campus student checkout, including digital video cameras, digital SLRs, audio recording devices, lighting kits, tripods, and more. Game Art and Photography equipment is only checked out to select students with the appropriate department head or department chair's approval.

Students must have a Student ID and current term TECHBAR sticker and have less than \$30 in late fines from the TECHBAR. By checking out any device, students assume replacement/repair costs if the device is damaged, lost, stolen, or missing any components. Items that are not returned within 15 days after their due date will incur a full retail replacement charge plus a service fee. Fines are \$5 dollars a day each day beyond checkout duration. The TECHBAR does not offer equipment reservation as a service, equipment is available on a first-come, first-served basis.

Alumni actively enrolled in the RMCAD Renew Program are eligible to check out TECHBAR equipment with a RMCAD Alumni ID.

#### **Printing:**

Printers are located throughout the campus and in computer labs; maps are located at each printer as well as within RMCAD's Mobile application. RMCAD-provided printing is considered an "at-cost" printing solution. Initially, all students are given \$1.00 for printing.

Printing allotments carry over to the next semester. Additional money for printing can be added at the SPECTRUM Supply Store. Students are required to enter a username and password to print.

RMCAD does not currently support color accuracy for color printing on any of the printers offered on campus. Students should take this into account when designing and preparing final projects.

The TECHBAR offers 42" wide-format color printing and 36" wide-format color printing on Canvas. We require 72 business hours for all orders. Students may pick up a printing form at the TECHBAR.

The TECHBAR offers 3D Printing services. We require 7 business days for all orders. Models are reviewed to meet 3D printing standards and are accepted/rejected based on said standards. Students may pick up a 3D Printing form at the TECHBAR.

#### **Holodeck Sound Recording and VR Studio and Studio 1 & 2 Spaces:**

The Holodeck Sound Recording and VR Studio and Studio 1 & 2 Spaces are specialized studio spaces that can only be utilized by making an appointment through TECHBAR. Keep in mind that some of these spaces are reserved in advance for scheduled class sessions per term. Students who wish to use either location outside of scheduled classes must complete the TECHBAR's training requirements.

#### **Personal Equipment:**

All laptops must include current antivirus software and/or current security software updates to access RMCAD's network.

Laptops may be used in labs but not at computer workstations during class time. Some classrooms have appropriate provisions for their use.

Students may not use equipment or cables from a lab workstation for their laptops. The TECHBAR can answer questions regarding proper laptop etiquette.

RMCAD is not responsible for the theft, loss, or damage to personal equipment. We recommend that students purchase anti-theft / recovery software to protect their investment.

#### **Wireless Internet:**

The entire campus is set up with Wi-Fi or Wireless Access. Students and Faculty who own a laptop can visit the

TECHBAR to get configured to access the wireless network.

Family, friends, and non-RMCAD students are not authorized to use school equipment.

#### **Alumni, Family, Friends + Co-Workers Usage:**

Alumni Association members have limited access to computers when not enrolled in the Renew Program. Contact Alumni Services for details: 303.225.8569.

Family, friends, and non-RMCAD co-workers are not authorized to use school equipment. Visitors and Students may be asked to show a valid student ID at any time.

Failure to follow the RMCAD technology policies and procedures outlined above will result in fines and disciplinary action as defined in the RMCAD catalog, Employee Handbook, and school policies. Software, hardware, or equipment theft is enforced by RMCAD, the Jefferson County Sheriff's Department, and the Lakewood Police Department.

## **Email**

All students are assigned a RMCAD Google Suite user account, which includes an email for the student. Official college communication is conducted via the RMCAD email system, and students are required to check and use their RMCAD email accounts regularly. RMCAD email is accessible at [gmail.rmcad.edu](mailto:gmail.rmcad.edu), or from [gmail.com](mailto:gmail.com) with the full username and domain included.

Each student is included in the appropriate email groups to get modality and degree program-specific correspondence. Email addresses are the first name, a period, and the complete last name up to 20 characters in total. The only exception to this would be in cases that would result in duplication. Students should not correspond with faculty or administration using email accounts other than RMCAD's [@rmcad.edu](mailto:@rmcad.edu) account.

Students should not ever give out a username or password via email. The RMCAD IT Department will never ask for this information via email. Students who are unable to use or are not receiving RMCAD email should contact the RMCADGO or TECHBAR support teams immediately (contact information can be found under College Resources). RMCAD reserves the right to monitor emails for troubleshooting and violations of College policy and by request from law enforcement.

## **Student Identification**

### **On-Campus Student Identification**

All enrolled on-campus students are issued a RMCAD student identification (ID) card. To maintain a safe and secure campus environment, students should carry their RMCAD IDs at all times and may be requested to show their ID by College Personnel. On-campus students will be charged a \$10 replacement fee for new ID cards, which may be ordered through the TECHBAR. A valid student ID card is necessary to access campus buildings, check out

technology materials from the TECHBAR, and check out books or other materials from the Library/Resource Center.

## Online Student Identification

RMCAD students enrolled in an online program may request a student ID card at [rmcadgo@rmcad.edu](mailto:rmcadgo@rmcad.edu) or by phone at 1-888-RMCAD-GO (1-888-762-2346). The request must include the submission of a recent photo clearly showing the student's face, as well as a current mailing address to receive the card once it's printed.

## Verification of Student Identity in Online Learning

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

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

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

Any online student work, assessments, or activities that are graded or contribute to a student's grade must be submitted via a system that verifies the student's identity as noted above. Students submit their work via the College's secure Learning Management System (LMS).

Please note: There is currently no fee associated with the verification of student identity. Any future fees will be indicated in the Catalog or Addendum and in the Tuition and Fees section of this catalog.

### Secure Login + Password

Each RMCAD student is assigned a unique username and password to log into the College's learning management system. Students are responsible for providing their complete and true identity information in any identification verification process.

Students are required to use their individual username and password to access the LMS and must protect the confidentiality of their username and password. Students are responsible for all transactions that occur under their username. Students are prohibited by College policy from the following activities:

- Soliciting login information or accessing someone else's account on the LMS

- Signing into the LMS using anything other than their own official RMCAD credentials
- Providing their log-on information to any other individual, or allowing any other individual to post to the site under the student's log-in

As technology and personal accountability are not absolute in determining a student's identity, the responsibility of maintaining integrity is shared across several departments. Faculty teaching courses through distance education methods are responsible for using assignments and evaluations that support academic integrity and requiring students to submit assignments using the college's secure LMS. The IT department holds responsibility for providing industry-standard mechanisms for assigning usernames and password systems, maintaining systems security, and investigating unusual user activity. All faculty and staff are responsible for reporting any suspected infractions to the Department Chair, IT Director, Dean of Students, or Senior VP of Academic Affairs.

### Enforcement

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

## The Student Portal

Initial registration is required. Students are responsible for reviewing the information stored in the student portal. Students can view and print many portions of their student records.

The following is a list of information currently available to all students, including applicants who have not yet started classes:

- Account Information
- Payment Information
- Financial Aid Links
- Document Center

The following is a list of information currently available to all students once they've registered for courses:

- Academic Forms
- Class Schedule (view/print only)
- Grades (current and past terms; midterm and final grades)
- Billing Information (current and past terms)
- Account Holds
- Academic and Financial Aid Advisor Assignments
- Financial Aid Award Letter
- RMCAD Unofficial Transcripts

## **RMCAD Mobile App**

The RMCAD mobile app is meant to enhance the student experience, whether it's on-campus, online, or both! This

app gives students information about what's happening in the RMCAD community and helps connect them to other students, faculty, and staff.

# Campus Community Policies

## Campus + Facilities Access Policies

The Standard Operating Hours for RMCAD's campus and facilities are 7:30AM-10:00PM Monday through Friday and 10:00AM-5:00PM on Saturday and Sunday.

### Students Enrolled in a Campus Program

Students enrolled in an on campus program may access RMCAD's campus facilities during standard operating hours except for the Robinson Building, which is only open from 7:30am to 5:00 PM, Monday through Friday. Operating hours may be adjusted or limited due to holidays, staffing needs, and/or exigent circumstances such as weather, power outage, or other safety concerns.

### Students Enrolled in Online Degree Programs

Students enrolled in online programs may also access RMCAD's campus and facilities during standard operating hours, except for the Robinson Building, which is only open from 7:30am to 5:00 PM Monday through Friday. Operating hours may be adjusted or limited due to holidays, staffing needs, and/or exigent circumstances such as weather, power outage, or other safety concerns. Although Online students have access to the campus and facilities, online students may not use campus printers and must have prior approval from a faculty member or their Department Chair to utilize equipment in classrooms or labs.

Online Students must check-in with the front desk staff of the Texas Building to receive a visitor pass for their vehicle. Online Students should park in student parking lots.

### Withdrawn Students

Withdrawn Students are not allowed on RMCAD's campus except as permitted under RMCAD's Guest policy (see below).

### Prospective Students

Prospective students are encouraged to tour RMCAD's campus and facilities prior to enrolling. Prospective students should contact the Admissions department to schedule a campus tour. Upon arrival, prospective students must check in with the front desk staff of the Texas building. Prospective students must be accompanied by a RMCAD staff or faculty member at all times while on campus.

### Graduates

Graduates who wish to use RMCAD facilities, audit courses under the Renew Program, and/or visit campus, should obtain an alumni pass from the Department of

Alumni and Career Services. Graduates must be in good financial and conduct standing with the College to be eligible for an alumni pass. Alumni are expected to abide by the Student Code of Conduct and all institutional policies while on campus.

### Faculty & Staff

RMCAD full-time faculty and adjunct faculty who are teaching in the current term and staff members are allowed on campus anytime during standard operating hours unless their position specifies non-standard work hours such as overnight janitorial or security staff. Certain areas may be restricted due to safety concerns. If access is required to such areas, faculty and staff should seek authorization from the Director of Facilities.

### Children

Children who are not enrolled students are not permitted in college classrooms, laboratories, studios, or other instructional spaces during scheduled class times. In rare cases (such as family emergencies), a faculty member may authorize a one-time exception for a child to be present in a non-hazardous classroom setting as long as the child does not disrupt the class. Such exceptions must be pre-approved by the department chair.

**Alternative Arrangements:** Students facing childcare challenges are encouraged to seek support services or flexible arrangements through the Dean of Students Office.

### Guests and Visitors

All guests and visitors must be escorted by an employee at all times while on campus unless otherwise authorized by an appropriate authority. Guests and visitors should check in at the reception desk in the Texas building to receive a pass to park in the Visitor Lot, located near the north entrance to the Texas building.

Guests attending an event hosted on RMCAD's campus should follow the check-in procedures established for the event by the event organizer.

## Emergency Closings | Class Cancellations

Emergency closings may include the following:

- Physical campus closures (including late starts, early departures, and full-day closures); classes and administrative operations continue online without interruption.
- Emergency campus closures

Notices of physical campus closures will be placed on the College's website, the mobile app, and sent via text and voice mail. For most physical campus closures, courses and classroom operations will continue in the online format facilitated through the Learning Management System (LMS). In the case of a class cancellation, all course

requirements listed in the syllabus must still be met and the instructor will facilitate class through zoom or work with their Chair to ensure that appropriate coursework is assigned in the LMS to fulfill the Definition of Credit Hour policy.

Students should consult their email for instructions from their instructors and/or Department Chairs for course meeting times via Zoom, make-up sessions, and/or remote assignments and work. Attendance will be recorded during physical campus closures that migrate to online formats (see Attendance policies for details) and administrative support will continue to operate online without interruption.

#### *Time frames for closure communications*

- Morning Classes (8 AM start) Communicated by 6:00 AM
- Afternoon classes (12:45 start) Communicated by 10:45 AM
- Afternoon classes (1:30 start) Communicated by 11:30 AM
- Evening classes (5:00 or later) Communicated by 3:00 PM
- Events and Non-Class Related Activities (Times Variable) Communicated at least two hours prior to event start

Any visitors or deliveries will not be permitted after campus closure. Closures will further be indicated with security signage.

## **Parking**

RMCAD provides free student parking in three designated lots. All student vehicles must display a valid RMCAD student parking pass hanging from the rear-view mirror.

Students can obtain a parking permit at the Reception Desk in the Texas Building. Students may register up to two vehicles and should update their registration form if they change vehicles.

Temporary, visitor passes are available for RMCAD guests. RMCAD visitors should pick up and display a visitor parking pass from the Reception Desk in the Texas Building.

Students may not park in areas designated as "reserved," "faculty/staff," or "visitors," or they will be ticketed. Any vehicle parked in the fire lanes or in handicapped spaces not displaying a handicapped placard will be towed at the owner's expense.

## **Bicycles + Other Modes of Transportation**

Without RMCAD prior approval, bicycles, skateboards, scooters, and other modes of transportation with an outside use purpose are not permitted inside College buildings. The College encourages those who bring these items to campus to lock them on the racks provided. The College is not responsible for lost and/or stolen bicycles, skateboards,

scooters, or other modes of transportation. Individuals with mobility restrictions or concerns that require the use of such modes of transportation in College buildings are required to self-identify as a person with a disability and request accommodations through the Office of Student Accessibility Services (sas@rmcad.edu).

## **Student Attire Policy**

Students must wear shoes and clothing that provides adequate coverage appropriate for a public learning environment at all times. Attire featuring hate speech, profanity, or imagery that promotes discrimination or violence is strictly prohibited.

When working in workshops, labs, or studios (e.g., woodshop, metal shop, fashion labs, or printmaking), the following rules apply:

- Footwear: Closed-toe shoes are required in all shop areas and labs. Sandals or flip-flops are strictly prohibited in these zones.
- Loose Clothing: Extremely baggy sleeves, long scarves, or dangling jewelry must be removed or secured when operating machinery to prevent entanglement.
- Hair: Long hair must be tied back when working near power tools, open flames, or chemicals.
- Personal Protective Equipment (PPE): Students must wear provided PPE (safety glasses, ear protection, respirators, or gloves) as instructed by faculty.

## **Figure Models Utilized or Photographed on Campus**

Figure models being utilized or photographed on campus, including use in classrooms, and/or studios must be 18 years of age or older and are required to complete a RMCAD Model Release Form prior to the campus event, session, or photo shoot. All models must have a government-issued ID on them at all times. This policy also applies to RMCAD student models. For models under 18, the parent or guardian must complete the release form and must be present for the duration of the model's utilization on campus.

Figure models provide a valuable arts education service to the RMCAD community. In order to ensure a professional environment for models, faculty, and students, the following model standards and practices are to be followed.

## **Artist Code of Conduct + Classroom Expectations:**

1. The instructor is responsible for all classroom participation and behavior and must be present, and in charge, at all times to ensure appropriate behavior. If an instructor must leave the room, there will be a break and the model will re-robe until the instructor returns.

2. Classroom doors must be closed and locked during modeling sessions.
3. For sensitive material (such as nudity) a " Model in session. Do Not Enter" sign must be displayed on the exterior of the studio door.
4. Silence cell phones and put them away when a model is unrobed to ensure the confidence of privacy.
5. There should be no conversation with the model or between students during a pose. If communication with the model is needed, this should be communicated via the instructor. Requests for adjustments to the pose should be conveyed via the instructor.
6. If you arrive late or leave early, coordinate timing with breaks to minimize disruption for the model and students.
7. Never photograph a model without first asking permission. Any approved photographs are for the use of the individual student for reference and may not be shared in any way.
8. Images supplied for online classes in the Figure Model Library are for in-class, student reference, and use only. Under no circumstances are the images supplied in the Figure Model Library, or otherwise, to be shared outside of the classroom environment or externally through online portfolios or social media.
9. Never touch a model.
10. Only faculty, students, and authorized guests participating in a scheduled modeling session are to be present while a model is posing.
11. Only working artists should be in the room; if the instructor wants the students to have one-on-one drawing experiences with the model, the other students should be sent out to another room.
12. If using more than one model, instructors should have models maintain distance to the comfort level of the models.

#### **Figure Model Code of Conduct:**

1. RMCAD strives to maintain a professional working environment for our models. Models should be able to:
2. Work in clean, safe, and temperature-controlled conditions.
3. Be treated respectfully.
4. Take 5-minute breaks every 20 minutes.
5. End the session at the agreed time.
6. Not allow photographs unless agreed upon with the model before the session.
7. Utilize a private dressing/ undressing area.
8. Expect privacy from public view.
9. Decline permission to be touched.

## **Policy Regarding Service Animals for People with Disabilities**

In accordance with federal and state law, it is RMCAD's policy is to afford students with disabilities who require the assistance of a service animal with equal opportunity to access all school property, courses, programs, and

activities. RMCAD does not allow Emotional Support Animals on campus.

#### **Policies and Procedures**

1. Service animals are defined as dogs and miniature horses (ranging from 24-34 inches measured from the shoulder and generally weighing between 70-100 pounds) that are trained to do work or perform tasks for people who have disabilities.
2. The school shall not ask about the nature or extent of a student's disability but may make two inquiries to determine whether an animal qualifies as a service animal:
  - a. The school may ask if the animal is required because of a disability; and
  - b. What work or task the animal has been trained to perform.
3. The school shall not require supporting documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the school may not make inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., a dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
4. Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of the school's facilities where students, faculty, members of the public, and participants in services, programs, or activities, or invitees, as relevant, are allowed to go.
5. The school shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people not accompanied by pets. If the school normally charges individuals for any damage they cause, then an individual with a disability may be charged for damage caused by his or her service animal.
6. The school may ask an individual with a disability to remove a service animal from the premises if: the animal is out of control and the handler does not take effective action to control it; or the animal is not housebroken.
7. If an Animal Is Properly Excluded. If the school properly excludes a service animal, it shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises.
8. A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether unless the handler is unable because of a disability to use a harness, leash, or other tether or because the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks. In such cases that a handler is unable to use

a harness, leash, or other tether due to a disability, the service animal must be otherwise under the handler's control (e.g., by means of voice commands, signals, or other effective means).

9. Care or Supervision. The school is not responsible for the care or supervision of service animals.
10. Pursuant to Colorado law, service animals in training are allowed in or on any areas of the campus that are open to the public.

## Alcohol + Drug Use Policies

### ALCOHOL/DRUG USE POLICIES

RCMCAD has established rules and regulations on the use and abuse of drugs and alcohol on college property and at college events. RCMCAD has adopted the Drug-Free Schools and Campuses Policy, which is in compliance with the Drug-Free Schools and Communities Act regulations as contained in 34 C.F.R. Part 86.

The unlawful manufacture, distribution, dispensation, possession, or use of drugs, including marijuana, as well as the abuse of alcohol, including but not limited to participating in or facilitating underage drinking, are prohibited in and on RCMCAD-owned or controlled property and as a part of any activities. Students may not be on campus or attend class while under the influence of drugs or alcohol.

Any person found to be in possession of or under the influence of drugs or alcohol on campus or at any college-sponsored event is subject to immediate suspension and possible expulsion.

Upon request, the Dean of Students Office or the Human Resources department will make available a list of drug – alcohol rehabilitation and counseling resources available in the community.

The enforcement of federal, state, and local laws pertaining to underage drinking, possession, use, and sale of drugs, or any other criminal occurrences, shall be referred to the law enforcement agency possessing such jurisdiction dependent on the particular circumstance.

The distribution or sale of alcoholic beverages by an individual or recognized college organization is strictly prohibited on campus or at college-sponsored events off-campus.

### COLLEGE SPONSORED EVENTS HELD OFF-CAMPUS WHERE ALCOHOL MAY BE SERVED

RCMCAD sponsors social, cultural, and educational programs for students as well as curricular and extracurricular field trips to events where alcohol may be served legally by the venue (community events, galleries, entertainment venues, etc.). RCMCAD requires students to adhere to College policies and state, local, and federal law. Behavior at these events which is irresponsible, or which poses a threat to the health or safety of the student or others will be subject to disciplinary action and addressed through RCMCAD's conduct process. Additionally, faculty or staff

chaperons have the authority to require students to refrain from use while participating in the event.

### DISCIPLINARY SANCTIONS RELATED TO ALCOHOL OR OTHER DRUGS

RCMCAD will impose disciplinary sanctions on students who violate its policy relating to alcohol, marijuana, and/or controlled substances. Violations will be addressed through the Student Code of Conduct process. Sanctions may include but are not limited to: warning, probation, fines, loss of privileges, suspension, expulsion, or referral for prosecution. The College may require completion of a rehabilitation program as part of a disciplinary sanction.

### PARENT/GUARDIAN NOTIFICATION

Federal law permits a student's parent(s) or legal guardian(s) to be informed regarding the student's use or possession of alcohol or a controlled substance if there has been a determination by RCMCAD that the student's use or possession of alcohol or a controlled substance constitutes a violation of RCMCAD rule or regulation and the student is under 21 at the time of the disclosure to the parent(s) or legal guardian(s).

### HEALTH RISKS ASSOCIATED WITH USE OF CONTROLLED SUBSTANCES

Alcohol abuse and drug use problems have become a national health concern. Both alcohol and drugs are chemicals, and potentially harmful to a person. Some of the health risks associated with alcohol and drugs are specified in the list below. In order to obtain additional information about health risks associated with the use of controlled substances, you may contact the Director of Student Life, the Counseling Center, or community, state, and federal agencies and organizations. Risks include:

- Slowing down of brain function, judgment, alertness, coordination, and reflexes.
- Attitude and/or behavioral changes such as uncharacteristic hostility, or increased risk-taking such as driving recklessly.
- Alcohol taken with other drugs can intensify the drug's effects; alter the desired effect of the drug; and cause nausea, sweating, severe headache, and convulsions.
- Addiction or chemical dependency.
- Memory blackout.

### RESOURCES + PROGRAMS

The problems associated with the abuse of alcohol and drugs are preventable and treatable. The College is concerned about students' physical and mental health and welfare. Treatment settings may vary from an individual outpatient setting to a therapeutic inpatient community. Medical attention may be necessary to address acute and chronic, mild and/or potentially fatal complications of substance abuse. In order to assist students with alcohol and drug counseling, treatment, and assistance, the College provides information on available resources through the Student Life Division and the Counseling Office. Students are also encouraged to make an appointment with the

Counseling Office to discuss treatment and additional community resources.

## **Smoking**

Smoking is prohibited in RMCAD buildings, this includes e-cigarettes and vape pens. Smoking on campus is only permitted in the one designated smoking spot next to the Synagogue building, East of the student parking lot. Smoking on campus anywhere outside of the designated smoking area is prohibited. Smoking is also permitted in personal vehicles; however, no cigarette butts may be thrown on the ground in parking lots or any other part of RMCAD property. Please be sure to always dispose of all cigarette remains in an appropriate waste area.

## **Personal Property**

The College is not responsible for the loss, theft, damage, or misplacement of student artwork, supplies, or personal property. The Department of Safety and Security maintains a Lost and Found system within their office in the Texas Building, room 125. RMCAD community members should check for missing items there and may also utilize the Lost and Found channel in the RMCAD mobile app.

## **Promotional Photography**

The College photographs campus activities throughout the year for publication and public relations purposes. Photographs are included in RMCAD's definition of directory information. Students who do not wish to have their photographs published must notify the Office of the Registrar in writing.

Students furthermore agree to grant RMCAD the right to use their likeness and/or voice in RMCAD advertising or promotional pieces. Students who do not wish to have their likeness and/or voice in RMCAD advertising or promotional pieces must submit an advanced written request to the Office of Registrar located at: 1600 Pierce Street - Robinson Building, Lakewood, CO 80214.

## **Publicity, Posting, + Literature Distribution**

All publicity, posting, and literature distribution, both on campus and through officially sponsored RMCAD digital communication platforms, must have approval from the Director of Student Life and meet the requirements of the Student Affairs department policies. Materials posted or distributed without approval will be removed.

## **Invitations to Public Figures Policy**

Students and employees desiring to invite an individual, considered to be a public figure, to campus should first seek approval from the Dean's Office by submitting an Invitation to Public Figure Request Form. A public figure is

a well-known person such as a politician, celebrity, social media personality, or business leader with demonstrated, or desired, influence on society.

## **Invitations to Public Figures Procedure**

- Upon receipt of the request form, or notification of a public figure by event form process submission, the Dean's Office makes a recommendation to the College President.
- If approval is granted by the President, the RMCAD executive team is made aware.
- The Dean's Office informs the student or employee of the decision and of any related conditions for the visit within 48 hours of the receipt of the request form.

## **Solicitation**

No solicitation is allowed on campus without the written permission of the Director of Student Life.

## **Student Expression**

RMCAD values and upholds the principle of freedom of speech as an essential component of artistic expression. We recognize that artistic works can serve as powerful tools for communication, exploration, and commentary on various social, political, and cultural issues. As such, we strive to create an environment that encourages open dialogue, diverse perspectives, and the exploration of challenging ideas through creative work.

While we embrace the freedom of speech, we also recognize the importance of maintaining an inclusive and respectful community. Therefore, at RMCAD, we emphasize the importance of artistic expressions that invite participation by others both within and outside the RMCAD community. This means that while artists are encouraged to explore and challenge societal norms, they should do so in a manner that respects the rights and dignity of others.

Consistent with this policy, RMCAD (such as chairs, faculty, committee members of exhibitions, and gallery directors) may remove any artwork or posters containing hate speech, discriminatory language, defamation, obscene material, material that instigates violence, copyrighted material, or material that encourages illegal activities.

## **Demonstrations**

RMCAD, as an educational institution, strongly supports the tenets of free speech by all members of the College community. Students are free to express opinions publicly and privately so long as the expression does not disrupt classes, special events, or other normal functions of the College and surrounding community. RMCAD strives to promote intellectual and artistic inquiry and exchange in a respectful and civil manner. The safety of all demonstration participants, College community members, and other involved persons is of the utmost importance.

Students may not demonstrate during any special events, including but not limited to Student Activities, On Campus Exhibitions, Student Organization Events, and other College Community or Academic Events. Demonstrators may not threaten or inflict harm or violence to themselves or others; may not make personal physical, verbal, or emotional attacks on members of the RMCAD community; and may not conceal their identity. Demonstrations may not inflict damage to College or personal property. Participation is limited only to current members of the RMCAD community.

When expected participation exceeds 20 people, the demonstration organizers are responsible for notifying the Dean of Students in advance so that appropriate safety precautions can be taken.

## **Art, Installations, + Performance**

### **Art in Public Space**

All interior and exterior installations that are not part of an official RMCAD course or exhibit and approved by the instructor must be approved by the Student Installation Committee via the Student Installation Application process.

The instructor or Committee may require the work to be displayed with a placard that alerts community members of potentially sensitive content so that viewers can make an informed decision as to whether they engage with the work.

Student Installation Application Process:

- All proposed installations must have a faculty sponsor. Students will discuss the project with a faculty member that would agree to be a point person involved that potentially can help with logistics, troubleshooting, and installation.
- As part of the application form, a complete application must include an image or sketch. Students must allow for up to two weeks to process their display application.
- Evaluation of the applications includes health issues, safety issues, the potential for property or environmental damage, building, fire, ADA, catalog codes, and any other relevant local, state, or federal law or regulation.
- The piece must be removed by the date approved. The space is to be restored in as good, or better condition than you found it. Pieces left after the indicated end date may be considered abandoned and discarded by maintenance and the student may be billed for time and materials.

## **RMCAD Campus External Events and Activities Policies + Procedures**

### **RMCAD Events and Activities**

A RMCAD Department or Recognized Student Organization must sponsor all events and activities.

Requests must be submitted, using the RMCAD Event Form and Agreement, at least 14 days before the start of the event so that appropriate offices can be informed. Unless the Event Form is approved and the event appears on the RMCAD calendar, the event is considered unapproved.

Event organizers must be present for the duration of the event. All banners, tables, signs, and trash generated by the event must be removed when the event concludes.

### **Non-affiliated Group Events and Sponsorship**

RMCAD departments or offices may sponsor non-affiliated organizations seeking to hold events at RMCAD. Nonprofit community organizations, public and civic organizations, political organizations, and governmental organizations must be approved in advance by members of the Executive Team, who, upon approval, will notify the Manager of Campus Security.

Non-affiliated groups must submit requests at least 30 days in advance of the event.

In order for a non-affiliated organization to gain access to RMCAD facilities, there should be a significant College interest in hosting the event. There should also be a strong nexus between the event the non-affiliated organization wishes to hold at RMCAD and the educational mission of the College or its standing as a member of the community.

In addition, the non-affiliated organization must agree to comply with all of the College's standard terms and conditions including the RMCAD Alcohol Policy.

A non-affiliated event sponsor is the primary planner or contact for the event and accepts full responsibility for all stages of planning and execution of the event. In addition, the sponsoring department/office must have a strong presence at the event and, when necessary, take fiscal responsibility for event costs.

The sponsoring department or office is expected to approve all advertising for the event. Event sponsors may not transfer a reservation to another organization, nor may space reserved for an approved program be used for another purpose.

### **Insurance**

Prior to the event, the sponsored organization shall provide the college with evidence of insurance as required by the RMCAD Event Request Form and Agreement. This evidence should include workers' compensation coverage for a performer or vendor's employees (if any) to the extent required by law and general liability insurance.

The performer or vendor's general liability insurance should cover claims for property damage and/or bodily injury that may arise from the performer or sponsored organization's operations in connection with the event, including injuries to spectators and participants at the event, and shall name the sponsoring club/related entity, college, university. If the performer or sponsored organization does not have insurance, the college may waive insurance as set forth in the Insurance Waivers section, below.

The amount of liability insurance required depends on the risks involved. A lecture expected to attract under 50 people is low risk and \$500,000 may be sufficient. An outdoor event, with vendor-provided attractions, has a much higher risk and limits in the \$2,000,000 (two million dollars) to \$5,000,000 (five million dollars) range may be appropriate.

For most lectures, performances, music recitals, etc., \$1,000,000 (one million dollars) per occurrence and \$2,000,000 (two million dollars) aggregate is usually adequate. All external vendors are required to maintain \$500,000 in worker's compensation/employer's liability coverage at a minimum.

This policy also does not cover the use of surveillance cameras/equipment and software by authorized campus personnel. Surveillance cameras/equipment and software may be placed on campus by authorized campus personnel in accordance with applicable law to prevent or deter crimes, protect public safety, and facilitate official investigations into criminal activity or violations of campus policy.

## **RMCAD Call Monitoring Statement**

RMCAD strives to maintain the highest quality of customer service while fielding calls to provide assistance to the College community. During the course of ordinary business, calls on customer service lines may be monitored or recorded for staff training purposes. In addition, call recordings may be used in the resolution of disputes and for safety and security matters.

## **RMCAD Class + Event Recording Policy**

Recordings can serve many legitimate academic and workplace purposes. However, it is expected that faculty, students, and staff will respect the privacy of other individuals in the workplace and educational setting. Consequently, the secret recording (audio or video) of classes, meetings, or other conversations is prohibited. Students who violate this policy will be subject to the Code of Conduct policy.

Classes may be recorded only by the professor. Professors must notify students prior to making such recordings. This notification should be made verbally at the beginning of a class, meeting, or event before the recording begins, and if possible, repeated when the recording starts so there is a record of the notification in the recording itself.

Students with an approved disability accommodation may record their classes. Professors should notify the class that it is being recorded, but should not identify the student who has obtained such accommodation, as it is essential to protect individual privacy.

Students are also prohibited from recording educational activities outside the classroom unless specifically agreed to by all participants.

Please note that this policy does not supersede the recording policies that may be in effect at public events (such as speakers, concerts, sporting events, musical, artistic, or dramatic events). Such events may have their own policies on the use of audio or video recording (including photography).

# Code of Conduct

The general principles governing community life at Rocky Mountain College of Art + Design are shaped by the Mission Statement of the College and the College's core values. The Code of Conduct and subsequent conduct process are designed to create a responsible intellectual community; to promote the respect of the College and individual property; to treat all members of the community with respect and dignity; and to sustain an environment that facilitates personal, intellectual, artistic and creative growth and development.

The RMCAD community, including faculty, staff, students, and authorized FERPA contacts, are included in this Code of Conduct, whether they are on college property, at a college-authorized event, or are communicating with the college by other means (phone call, web conference, etc.).

When a student enrolls at the College, they assume the responsibility of observing the policies outlined in the Code of Conduct. A "student" includes all individuals taking courses at the College, either full-time or part-time, both on-campus and online, and includes those individuals who are not seeking a degree. Students who withdraw from the College after allegedly violating the Code of Conduct, who are not officially enrolled for a particular term but who have a continuing relationship with the College, or who have been notified of their acceptance for admission, are considered students.

The Conduct Administrator is charged with upholding the tenets detailed in the Code of Conduct, and state and federal laws.

## General Principles of The Code of Conduct

### Personal Integrity

RMCAD is committed to creating a learning community in which all members participate in the free pursuit of truth and honesty. The College has established an atmosphere of mutual trust in which members of the community abide by ethical standards in conduct and the exercise of responsibilities.

### Respect for the Rights + Concerns of Others

All members of the College community are entitled to and responsible for maintaining an environment of civility that is free from disparagement, intimidation, harassment, and violence of any kind. Students, faculty, and staff are expected to treat each other with mutual respect, sensitivity to differences, and fair and just interactions with one another at all times.

### Respect for Property

College community members are expected to respect College property, the property of other members of the College community, and the property of the global community in which we live.

### Respect for the Law + College Policies

RMCAD operates within the boundaries of federal and state laws, in addition to governing itself. Members of the College community are expected to demonstrate respect for the laws of the State of Colorado, federal laws and regulations, as well as respect for College policies, regulations, procedures, and their administration.

## Code of Conduct - Standards of Conduct

The Conduct Administrator is responsible for administering the Code of Conduct and will represent the College in conduct-related matters. Violations of the Standards of Conduct may result in disciplinary action. Likewise, assisting or encouraging another person to engage in violating the Standards of Conduct is grounds for disciplinary action. Failure to report a violation when one has direct or indirect knowledge of circumstances may be considered an endorsement of misconduct and may also be subject to disciplinary action. The following definitions are not designed to be an exhaustive list and must not be interpreted to include all potential violations.

### College Policies

The violation of published College policies, rules, or regulations is prohibited.

### Abuse of the Student Conduct Process

Abuse of the student conduct process includes, but is not limited to, failure to obey the notice to appear for a meeting or a hearing; falsification, distortion, or misrepresentation of information; disruption or interference with the orderly conduct of a hearing; failure to comply with any requirements or sanctions agreed to in disciplinary action; harassment or intimidation of any person involved in a conduct proceeding; the unauthorized release or disclosure of information related to a student conduct proceeding.

### Interference, Obstruction, or Disruption

Interference, obstruction, and disruption include behavior that interferes with, obstructs, or disrupts any normal College activity such as teaching, recreation, meetings, public events, disciplinary proceedings, the freedom of expression, and movement of students or other members of the College community and their guests.

Participation in activities that threaten the safety of the College community and/or infringe on the rights of its members is prohibited.

## **Failure to Comply**

Failure to comply or cooperate with RMCAD officials or law enforcement officers acting in their official capacity within established guidelines (provided that no students shall be required to furnish information that would be self-incriminating), including to provide identification when asked or to surrender, upon request, one's RMCAD identification card until an incident is resolved.

## **Abuse**

All forms of physical, emotional, and mental abuse are prohibited.

## **Disorderly Conduct**

Disorderly conduct is defined as any act or summary of actions that are disruptive, lewd, indecent, or otherwise breaches the peace; regardless of intent. Disorderly conduct includes, but is not limited to yelling, shouting, or cursing when such conduct is disruptive to others. In addition, such conduct shall include, obstruction or disruption of teaching, research, administration, hearing procedures, or RMCAD activities or other authorized activities, including studying, learning, and emergency services.

## **Harassment + Discrimination**

Harassment is behavior or conduct that objectifies a personal attribute, including race or ethnic origin; gender; physical or mental disability; age; religion; economic class; and sexual orientation, singling it out for ridicule, attack, or disparagement. Conduct indicative of harassment includes, but is not limited to, conduct that would place a reasonable person in fear of their personal safety through words or actions, physical contact, written or verbal comments, or suggestions expressed through email, posting, or other mediums, hostile or threatening gestures or other forms of degradation.

## **Hazing**

Hazing is any action taken or situated created, whether on or off RMCAD property, to produce physical or mental discomfort, embarrassment, harassment, or ridicule for initiation into, affiliation with, or admission to, or as a condition for continued membership in, a group, team, club, or other organization.

## **Physical Aggression**

Members of the community must not inflict, or encourage others to inflict bodily harm on another person.

## **Threatening Behavior**

RMCAD forbids and will not tolerate or condone any threatening, intimidating, coercive, or reckless conduct by members of the RMCAD community.

## **Willful Harm to the Psychological Well-being of Another**

Willful or reckless infliction of emotional or mental anguish; any willful or threatened act that results in the physical, mental, or emotional injury of another; including but not limited to bullying, harassment, threats, intimidation, belittling, and/or disparagement.

## **Violation of the Law**

Violation of any federal, state, or local law is prohibited.

## **Failure to Report Arrests**

In addition to accurately reporting prior offenses on their admissions application, students are required to report any arrests that occur while enrolled at RMCAD to the Conduct Administrator via [conduct@rmcad.edu](mailto:conduct@rmcad.edu).

## **Firearms, Explosives, Weapons, Dangerous Substances + Devices**

Possession and/or use of firearms, explosives, illegal weapons, as defined under state law, air or pellet guns, paintball guns, slingshots, firecrackers, fireworks, or any other object, chemical, or weapon designed or intended to inflict a wound or cause injury (or imitations or replicas of any such item), is prohibited on RMCAD property, including parking lots. This includes concealed weapons for which a permit has been obtained.

## **Sexual Misconduct**

For Sexual Misconduct policies and procedures please see the Title IX: Sexual Misconduct and Non-Discrimination Policy.

## **Theft/Damage**

Theft, attempted theft of, or unauthorized use or possession of property, services, or software owned or controlled by the College or an individual is prohibited. Theft or attempted theft from the college supply store is subject to disciplinary sanctions detailed herein. Law enforcement may also be called, in which case the college reserves the right to pursue prosecution to the fullest extent applicable.

Damage includes but is not limited to vandalism and graffiti to property of the College; property that belongs to a member of the College community; or other personal or public property.

## Digital + Virtual Communication

### College Computer, Network, + Telecommunications

The unauthorized use of facilities, services, equipment, account numbers, or files is prohibited. Additionally, it shall be a violation of this Code for any student to read, copy, change, delete, tamper with, or destroy any other user's files, software, programs, and accounts without the permission of the owner.

### Discussion Boards

Students should only post messages to the class discussion forums that are germane to the topic of the class. Students are prohibited from posting criticism of RMCAD faculty, staff, policies, procedures, or other subjects not related to the class in the discussion forums.

Faculty have the right to censor students' posts to the discussion forum if they feel the post violates the policies in this handbook or is otherwise inappropriate for class. Properly cited, outside sources such as current articles and stories about the topic are welcome but may be censored by the faculty member at their discretion. Students can contest a censored or deleted post with the faculty member in private communication realizing that the instructor makes the final decision.

### Online Conduct + Written Communication

All written communication between members of the community must be professional, respectful, and urbane. Individuals should avoid using sarcasm and jokes as interpretation may vary based on the recipient/viewer. Emails to faculty and staff must adhere to basic grammatical tenets and be free of spelling errors. Students may not use crass language and abbreviated spelling in a collegiate email. Words and sentences written in all caps (e.g. LIKE THIS) will be considered aggressive and as such are inappropriate in written communication.

Students should neither post nor reply to written communication designed to incite angry responses. This type of intentional provocation will be considered a violation of the Code of Conduct.

### Social Media

Social media include but are not limited to, LinkedIn, Twitter, Facebook, YouTube, Instagram, TikTok, Snapchat, BeReal, and Discord. Students must follow the same behavioral standards on social media as they would in other forms of communication abiding by laws, ethical rules, and professional expectations.

#### Copyright

Recognize and respect others' intellectual property rights, including copyrights. Never use more than short excerpts from others' work, and always attribute content to its original source.

### RMCAD Image

Do not use RMCAD's logos or any other university images on personal social media sites. Do not use RMCAD's name to promote a product, cause, political party, or candidate.

### RMCAD Affiliation

If you identify yourself as a member of the RMCAD community on any site, either directly or by implication, do not state or imply that you speak for the College unless you have been given express permission to do so. In any communications in which your affiliation with the College is apparent, you must state explicitly that any views you express are your own and do not represent the views of the College.

### RMCAD Property

College computers are considered a college resource; any posts you create, including posts on personal or pages unrelated to the College and/or accounts, using college property or while on College grounds must adhere to the College Code of Conduct.

### Objectionable or Inflammatory Posts

Do not post anything profane, obscene, threatening, harassing, discriminatory, abusive, hateful, or embarrassing to another person or entity. Such conduct is subject to RMCAD's Code of Conduct and anti-discrimination and anti-harassment policies.

### Non-Disparagement

Do not make false, misleading, or defamatory statements about RMCAD, its faculty, staff, students, or competitors.

### Disclosure of Private Matters

Do not disclose private facts about RMCAD or its faculty, staff, or students. This includes conversations or statements the parties intended as private, and disclosure of internal management, operational, and personnel discussions communicated to limited audiences in the course of operating the College.

## Substance Abuse

In compliance with the federal Drug-Free Schools and Campuses regulations, RMCAD prohibits the unlawful manufacture, possession, use, or distribution of a controlled substance (illicit drugs and alcohol) of any kind and any amount by students and employees. These prohibitions cover any individual's actions that are part of any RMCAD activities, including those occurring while on RMCAD property or in the conduct of RMCAD business away from the campus. More specifically, the following is prohibited:

- The unlawful possession, manufacture, distribution, sale, purchase, or use (or misuse) of alcohol by those under the age of 21.
- The unlawful manufacture, distribution, sale, or purchase of alcohol by those over the age of 21.
- The possession, manufacture, distribution, sale, purchase, or use (or misuse) of marijuana of any kind, in any amount.

- The unlawful possession, unauthorized manufacture, distribution, sale, purchase, or use (or misuse) of a controlled substance.
- Verbal threats or disruptive, disorderly, or threatening behavior while under the influence of alcohol or drugs.
- Being in an intoxicated condition.
- Under local law, the following are prohibited:
  - Carrying or consuming alcoholic beverages in open containers while operating a motor vehicle, regardless of age.
  - Driving under the influence of alcohol, illegal drugs, or legal drugs if they impair the ability to operate a motor vehicle is illegal.

## Academic Integrity

Academic dishonesty occurs when a student "deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (Council of Writing Program Administrators, 2019, <https://creativecommons.org/licenses/by-nd-nc/1.0/legalcode>).

Academic integrity also extends to self-plagiarism, which is the use of one's own previous work in another context without citing that it was previously used. This can be work created in other classes, including previous attempts at the same class, or for outside college activities. Any deviation from this policy must be preapproved by the faculty member in writing.

Other forms of inappropriate academically dishonest behavior include falsifying records or data, forgery, lying, unauthorized copying, tampering, abusing, or otherwise unethically using a computer or other stored information.

## Campus

### Failure to Clean Up + Remove Belongings

Any belongings abandoned in campus buildings or grounds for over 7 days will become the property of the Rocky Mountain College of Art + Design and may be discarded.

### Guests + Visitors

Community members are responsible for the behavior of their guests. Any violation of the Code of Conduct or College policies by a guest may result in a complaint and sanction against the hosting student or employee. See the Visitors section of the catalog for more information.

### Models in the Classroom

RMCAD hires models to pose for studio classes, and in many instances, the models work nude. As per the course syllabus, instructor direction, and the Code of Conduct, students are required to treat models professionally and respectfully. Students under the age of 18 will be required to submit written permission from their parent or guardian through the Parental Request Form, allowing them to attend classes in which nude models are utilized. For the complete policy click [here](#).

## Unauthorized Use of or Entry to RMCAD Facilities

Accessing, entering, or using RMCAD facilities, property, systems, or services without authorization is prohibited.

## Conduct Process

### Progressive Sanctions

RMCAD is concerned with the individual and will consider all of the circumstances in a particular case when assigning sanctions. The college's primary focus in addressing violations of the code of conduct is to stop the behavior, prevent future violations, and remedy the situation. This includes past disciplinary records, the nature of the violation, and the severity of the damage, injury, or harm. Sanctions are intended to be progressive and educational in nature, to prevent future violations from occurring. One or more of the following sanctions may be imposed for violating the Student Code of Conduct policy.

#### No Action

It may be found that the accusations against the student are unsubstantiated and no action will be taken.

#### Notification/Warning

A notification and/or warning is written or oral communication that further misconduct may result in more severe disciplinary action.

#### Grading Penalty

When a student is found responsible for engaging in academic dishonesty, the faculty member may impose a grading penalty, which could include failure for the assignment in question, a reduction in grade, or failure in the class. If in the process of a plagiarism investigation, plagiarism in prior classes is identified, grades for prior classes may have a reduction in grade applied, including failure.

#### Discretionary Sanctions

Discretionary sanctions include but are not limited to, alcohol or drug education, a recommendation for counseling, required mental health assessment, or a special educational project designed to assist the student in better understanding the overall impact of their conduct. Students may also be referred to the Counselor for evaluation or restricted from certain College buildings.

#### Restitution or Fines

Fines or restitution may be imposed as a sanction to offset the damage caused or potentially caused by misconduct. The student is required to make payment, either in money or services, to the College or to other persons, groups, or organizations that may be affected by the misconduct.

#### **Loss of Privileges**

The student may be denied specific privileges for a specific period. Privileges may include but are not limited to, guests, computer use, or participation in activities.

#### **Disciplinary Probation**

Disciplinary probation is a specific period allotted for a student in which to show changes in behavior. Violations of the terms of probation or subsequent misconduct are grounds for further disciplinary action, including suspension or expulsion.

#### **Suspension**

Suspension is the separation of the student from the College for a defined period, after which the student is eligible to re-enroll or re-apply for admission.

Re-admission or re-enrollment is not guaranteed. Specific criteria may be imposed during the conduct process as conditions for re-enrollment or re-admission. During a period of suspension, the student may lose access to student resources including College-sponsored email, applications, and software, and be barred from visiting campus or participating in College-sponsored events and programs off-campus.

#### **Expulsion**

In the case of expulsion, the student is required to permanently leave the College and will be denied future access to the College campus. All expulsions recommended by the Conduct Administrator, Dean of Students, or the Hearing Board must be approved by the College President.

#### **Refund Policy**

In the event of suspension, expulsion, or removal from enrollment at the College for cause, tuition is forfeited.

### **The Student Conduct Hearing Process**

The College views the conduct process as an experience that can result in growth and a personal understanding of one's responsibilities and privileges within the College community. It is not intended to be a substitute for civil or criminal legal proceedings, so therefore outside legal representation of a student by counsel is not permitted.

This process is designed to provide a fair evaluation of whether or not a student has violated College policies. Formal rules of evidence do not apply in the College's conduct process. The College uses the preponderance of evidence when determining responsibility for alleged violations of the Code of Conduct. A preponderance of evidence means that what is alleged to have happened is, more likely than not, what happened. This shall be the standard of proof used in all conduct proceedings under this code.

In an emergency, the College reserves the right to take administrative action, apart from the student conduct process. Such action may be taken when conduct poses an unreasonable threat to the student(s) engaged in the conduct, other individuals, or the College. The Dean of Students or Conduct Administrator must approve all such administrative actions.

In every case, the judgments made by the Conduct Administrator, Dean of Students, or the Hearing Board are made based upon a preponderance of the evidence.

#### **Notice of Charges**

Students accused of a Student Code of Conduct violation resulting in expulsion will be given written notice of charges. The notice will describe the alleged conduct violations and will inform the student of the expulsion decision.

### **Administrative Conference with Hearing Officer**

The next recommended step in the process is an administrative conference between the Conduct Administrator and the accused. The following may occur during an administrative conference:

- An explanation of the discipline process
- A review of the allegations with the student
- The student will be allowed to respond to the charges, either during the meeting or within a specified time frame
- The student must submit the information requested by the Conduct Administrator within five business days; failure to respond within the aforementioned time frame will result in the College deciding on the alleged code of conduct violation.

#### **Appeal Process**

A student may appeal, in writing to the Dean of Students, a decision reached by the Conduct Administrator within five business days of the date of the decision letter or the administrative conference.

The basis for appeal is limited to a significant procedural error to the rights of the student; compelling new evidence not available at the time of the decision, which when considered, may alter the decision; or the imposition of a sanction that was arbitrary and capricious.

The possible outcomes of an appeal are:

- Denial of the appeal
- Remand the case back to the Dean of Students to reconsider the new information and/or sanction
- Hear the case and uphold, modify, or reverse the original sanction

#### **Record of Discipline**

Student disciplinary records will be maintained in keeping with the Federal Family Educational Rights and Privacy Act of 1974 (FERPA) and subsequent amendments and the guidelines for implementation. The record of disciplinary actions will be kept on file in the Office of the Dean of Students. Disciplinary records are maintained for seven years from the date of the last decision. Information regarding a student's disciplinary record is available to persons or offices internal to the College, who have a demonstrated need to know.

# Student Rights + Responsibilities

## Address Change

It is the student's responsibility to update any change of name, address, telephone number, or billing address by notifying the Office of the Registrar as soon as possible. Students may also submit these change requests via the student portal.

RMCAD requires a current address on file for every student, including those students participating in distance education enrolled exclusively online. Addresses are used for a variety of confidential institutional purposes including determining geographic locations of the student body and sending official college mail.

It is the student's responsibility to notify the College within 30 days if their address changes. Students may change their address of record in the Student Portal, by contacting their Academic Advisor, or using this Contact Information form.

## Name Changes

### Legal Name Changes

A student's legal name can only be changed by completing a Legal Name Change Form through the Office of Academic Advising. Students will be required to submit proof of their former and new legal names, which may include, but is not limited to, a driver's license, marriage or divorce certificate, court order, passport, or social security card.

Upon approval of a legal name change request, RMCAD will update the student's official record, the RMCAD LMS, Student Portal account, and the student's RMCAD email address. Students should also expect to receive new student login credentials from the technical support department after their request has been completed.

RMCAD Alumni that would like to change their legal name may do so by completing the Legal Name Change Form through the Registrar's Office. The graduate may also request a new diploma through the Registrar's Office.

### First Name Changes

RMCAD recognizes that many of its students use a preferred name other than their legal name. As long as the use of a preferred name is not for the purpose of misrepresentation, the College acknowledges that a preferred first name will be used whenever possible.

A student's first name can only be changed by completing a First Name Change Form through the Office of the Registrar. First name changes will be reflected in the RMCAD LMS and the student's RMCAD email address but not the student's official record, which includes all financial and academic information. Students should also

expect to receive new student login credentials from the technical support department after their request has been completed.

## The Family Educational Rights + Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") sets forth requirements designed to afford students certain rights with respect to their education records. In addition, it limits information the college may disclose to third parties without receiving prior written consent from the student.

### Procedure to Obtain Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review their records should submit a written request to the Student Records Department. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The college may require the presence of a college official during the inspection and review of a student's records.

The term "education record" does not include certain types of records such as, records of instructional, supervisory or administrative actions, or records generated by certain educational personnel that are in the sole possession of the maker thereof and are not accessible or revealed publicly. When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to them personally.

### Disclosure of Educational Records

The college generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student.

Personally identifiable information from a student's records may be disclosed to the following individuals or institutions or under the following circumstances without the student's prior written consent:

1. To college officials who have legitimate educational interests in the records. A college official is:
  - a. A person employed by the college in an administrative, supervisory, academic, research or support staff position including Human Resources and Accounting Staff; or
  - b. A person employed by or under contract with the college to perform specific tasks, such as an auditor, consultant, attorney, or student assisting another college official. Any college official who needs information about a

student in the course of performing instructional, supervisory, or administrative duties has a legitimate educational interest.

2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
3. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
4. To organizations conducting certain studies for or on behalf of the college.
5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To an alleged victim of a crime of violence or a non-forcible sexual offense, the final results of the disciplinary proceedings conducted by the college against the alleged perpetrator of that crime or offense with respect to that crime or offense.
10. To persons in addition to the victim of a crime of violence or non-forcible sexual offense, the final results of the disciplinary proceedings described in paragraph 9 above but only if the college has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the college's rules or policies. In such instances, the college may only disclose the name of the perpetrator — not the name of any other student, including a victim or witness — without the prior written consent of the other student(s). Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.
11. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the college governing the use or possession of alcohol or a controlled substance if the college determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
12. Directory information (see below).

## Record of Requests for Disclosure

Except with respect to those requests made by the student himself, those disclosures made with the written consent of the student, requests by or disclosures to college officials with legitimate educational interests, and disclosures of directory information (or other exceptions described in the applicable regulations), the college will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information.

This record may be inspected by the student.

## Directory Information

The college designates the following information as directory information. Directory information is personally identifiable information that may be disclosed without the student's consent:

- Student's name
- Address: Local, email, and website
- Telephone number (local)
- Date and place of birth
- Program of study
- Participation in officially recognized activities
- Dates of attendance
- Degrees and certificates awarded
- Most recent previously attended college
- Photograph of the student, if available
- Enrollment status (i.e., enrolled, continuing, future enrolled student, re-entry, leave of absence, etc.)
- Student honors and awards received

Notice of these categories and of the right of an individual in attendance at the college to request that their directory information be kept confidential will be given to the student annually.

Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Student Records Department, RMCAD, 1600 Pierce St., Lakewood, CO 80214.

## Correction of Educational Records

Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights.

The following are the procedures for the correction of records:

1. A student must ask the Senior Vice President of Enrollment Management to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
2. The college may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of

its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.

3. Upon request, the college will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of the college. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records.
4. The college will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.
5. If, as a result of the hearing, the college decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will:
  - a. amend the record accordingly, and
  - b. inform the student of the amendment in writing.
6. If, as a result of the hearing, the college decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the college.
7. If a statement is placed in the education records of a student under paragraph 6 above, the college will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

### **Student Right to File Complaint**

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

The name and address of the governmental office that administers FERPA is:

Family Policy Compliance Office, United States  
Department of Education  
400 Maryland Avenue, S.W., Washington, DC 20202-4605

### **Compliance Week**

Compliance Week serves to recognize, raise awareness, and reinforce the importance of compliance and ethics with RMCAD students, faculty, and staff. The Offices of Institutional Effectiveness + Title IX and Student Affairs administer a planned, annual Compliance Week each Fall A Term.

The information shared during Compliance Week provides an overview of various topics related to student rights and responsibilities, reiterates the importance of compliance and ethics, shares information about how to detect and report violations, and provides internal and external resources to the community. Topics include the Family Educational Rights + Privacy Act (FERPA), Title IX (Sexual Misconduct and Non-Discrimination Policy), RMCAD Alcohol and Drug Policy and Prevention, RMCAD Code of Conduct, general policy updates, and other required federal notifications.

### **Student Feedback**

RMCAD is dedicated to continuous improvement institutionally, especially in the student experience. Students are encouraged to share their thoughts, opinions, ideas, and experiences with administrators in a variety of ways including:

- Student Forums (semesterly)
- End-of-Course Evaluations (every term)
- Department Meetings (semesterly)
- Student Satisfaction Surveys (annually)
- RMCAD Resolve (ongoing)

### **Conflict Resolution**

RMCAD is committed to providing the best possible educational environment for its students. We encourage an open and frank atmosphere in which any conflict, complaint, suggestion, or question receives a timely response from RMCAD staff and/or faculty. RMCAD strives to ensure fair, honest, and equal treatment of students. Students, faculty, and staff are expected to treat each other with mutual respect at all times. When students have issues of concern that do not fall under the discrimination or harassment policies or the grade appeal procedure in the catalog, they should follow the Conflict Resolution procedure to resolve any other issues that occur between them and the faculty or staff of the College.

### **CONFLICT RESOLUTION PROCEDURE**

If a situation occurs when a student believes they have been treated unfairly or a decision affecting them is unjust or inequitable, they are encouraged to do the following:

The student should review the course syllabi or Academic Catalog for any policies or expectations relevant to the concern.

The student presents the concern to the faculty or staff member with whom they have a concern after the incident occurs.

If the current concern persists after connecting with the individuals involved, or when a connection is not possible or appropriate, the student can escalate the concern to the Dean's Office by filing an official complaint in RMCAD Resolve.

## **OFFICIAL STUDENT-INITIATED COMPLAINT**

Students may submit a formal complaint when they have been unable to satisfactorily resolve a complaint with the faculty, staff, students, or others involved.

The Student Initiated Complaint link is located on the College's website; complaints may also be submitted directly to the Dean of Students.

Complaints may not be submitted anonymously but will remain confidential; for more information, please see Investigation + Confidentiality below.

Student-Initiated Complaints should be submitted at <http://resolve.rmcad.edu/>.

If the issue of concern is with a faculty member, then the Dean's Office will bring the issue to the Academic Affairs leadership team comprised of the Department Chair, Dean of Faculty, and Provost. The Academic Affairs leadership team will work with the faculty member, student, and Dean's Office as needed to resolve the issue.

If the issue of concern is with a staff member, then the Dean's Office will bring the issue to the staff member's supervisor and, when necessary, the Human Resources Department to resolve the issue.

If the issue concerns college policy or procedure and/or other issues/complaints regarding any aspect of the college it will be addressed by appropriate administrators overseeing relevant departments in concert with the Dean's Office.

## **GRIEVANCE**

In the case that a student is dissatisfied with the resolution, they may submit the grievance in writing, including all relevant documentation/evidence as applicable or requested by the committee, to the Registrar, who Chairs the Grievance Committee.

The committee reviews all documentation and renders a decision to the student in writing. If the student is dissatisfied with the resolution, they have one opportunity to appeal the decision. The Registrar submits the grievance or petition to the Executive Committee for review. This decision is final and binding.

Not every conflict can be resolved to everyone's total satisfaction, but only through understanding, open communication, and discussion of mutual conflicts can students, faculty, and staff develop confidence in each other. This confidence is important to the operation of an efficient and harmonious educational environment. The student, where appropriate, will be notified of the conclusion of the conflict resolution process.

## **COMPLAINTS TO EXTERNAL AGENCIES**

Several external agencies are also available to students who have exhausted all other opportunities for complaint resolution.

The Colorado Department of Higher Education regulates Colorado institutions of higher education. Their complaint policy may be found here:

<https://highered.colorado.gov/academics/complaints/ComplaintPrivateInst.html>

Complaints regarding the institution's ongoing ability to meet the criteria of institutional accreditation may be directed to the Higher Learning Commission. Their complaint policy may be found here:

<https://www.hlcommission.org/Student-Resources/complaints.html>

Additional complaint resources by state may be found here: <https://www.rmcad.edu/wp-content/uploads/2023/06/Student-Complaints-by-State-1.pdf>

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<https://www.hlcommission.org/Student-Resources/complaints.html>

## **Discrimination + Harassment**

RCMAD does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, or any other protected class recognized by local, state, or federal law in matters of admission, employment, or services or in the educational programs or activities it operates.

Harassment, whether verbal, physical, or visual, that is based on any of these characteristics is a form of discrimination. This includes harassing conduct affecting tangible job benefits, interfering unreasonably with an individual's academic or work performance, or creating

what a reasonable person would perceive as an intimidating, hostile, or offensive environment. Prohibited sex discrimination includes sexual harassment and sexual violence.

Examples of discrimination may include:

- Refusing to hire or promote someone because of the person's protected status
- Demoting or terminating someone because of the person's protected status
- Teasing or practical jokes directed at a person based on their protected status
- Displaying or circulating written materials or pictures that degrade a person or group
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group of individuals in a protected group

## **Investigation + Confidentiality**

All reports describing conduct that is inconsistent with these policies will be promptly and thoroughly investigated. Complaints about violations of these policies will be handled discreetly, with facts made available only to those who need to know to investigate and resolve the matter.

## **Retaliation**

RMCAD prohibits retaliation against someone for registering a complaint pursuant to these policies, assisting another in making a complaint, or participating in an investigation under these policies. Anyone experiencing any conduct that they believe to be retaliatory should immediately report it to the individuals listed below.

## **Resolution**

If a complaint of harassment, discrimination, or sexual harassment is found to be substantiated, appropriate corrective action will follow, up to and including the separation of the offending party from RMCAD, consistent with RMCAD procedure.

## **Your Responsibility**

All members of RMCAD community are responsible for creating a working, learning, and living environment that is free of discrimination and harassment, including sexual harassment. It is important to contact one of the individuals listed below if any of the following occurs:

- You believe you have been subjected to conduct or comments that may violate these policies;
- You believe you have been retaliated against in violation of these policies; or
- You hold a supervisory, management, or teaching position and have been told about or witnessed conduct that may violate these policies.

## **Vendors, Contractors, + Third Parties**

RMCAD's policies on discrimination, harassment, and sexual harassment apply to the conduct of vendors, contractors, and third parties. If a member of the RMCAD community believes that they have been subjected to conduct by a vendor, contractor, or third party that violates these policies, the community member should contact one of the individuals listed below.

## **Sexual Harassment | Sexual Discrimination | Title IX**

RMCAD prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at [www.rmcad.edu/policies-and-guidelines/title-ix/](http://www.rmcad.edu/policies-and-guidelines/title-ix/).

RMCAD has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations. The full Sex-Based Harassment Policy and Grievance Procedures may be found on RMCAD's website at [www.rmcad.edu/policies-and-guidelines/title-ix/](http://www.rmcad.edu/policies-and-guidelines/title-ix/).

# Safety

## Safety Escort

The Department of Safety and Security provides safety escorts for the RMCAD community. To take advantage of this service, students should contact the Reception Desk at 303.753.6046 or Campus Security at 303.567.7271 to arrange for an escort to a vehicle parked on campus, another campus building, or the RTD bus stop located at the corner of Pierce and Colfax.

## Safety Reporting

Upon observing suspicious or potentially dangerous behavior or persons, any member of the College community should call the authorities. Likewise, a report should also be made immediately to the Reception Desk or Campus Security.

The victim or observers should formally report all crime or safety-related incidents to the College. Students should contact the Campus Security Department to file an Incident Report. The College's Safety Committee reviews the Incident Reports.

The victim or observers should formally report all crime or safety-related incidents to the College. Students should contact the Campus Security Department to file an Incident Report.

## Threats

Students who are the victims of threats, or who observe threatening behavior, should contact the police by calling 911. In addition, students should make a report immediately to the Reception Desk or Campus Security.

Threats will be referred to the C.A.R.E. team, which will assess the situation and make recommendations regarding the safety concerns present. Consultation may also be sought from legal, health, and safety professionals on a case-by-case basis.

## RMCAD CARE Team

### Mission and Purpose

The mission of the RMCAD CARE (Communication, Assessment, Response, and Evaluation) Team is awareness and proactive intervention of issues relating to the safety, physical and mental health, and well-being of campus communities.

The CARE Team has adopted a caring and confidential program of identification, intervention, and response in order to provide students and staff with the greatest opportunity for success and the RMCAD community with the greatest level of protection.

The CARE Team will:

- Receive and gather information regarding potentially harmful or disruptive behavior with regard to the safety and rights of others and minimize the disruption to the RMCAD community.
- Collaboratively recommend preventative and purposeful individualized interventions to ensure a safe environment where learning, personal growth, and professional development can occur.
- Follow up to determine if further intervention is needed, evaluate the effectiveness of intervention strategies, and make further recommendations as warranted.

### Frequently Asked Questions

#### What types of behavior should be referred to the CARE Team?

Please refer only serious concerns regarding online or campus student behavior that indicate the student may harm him/herself or others in the community but not immediate emergencies or life-threatening situations.

Note: For all immediate emergencies, including the following, PLEASE CALL 911 IMMEDIATELY:

- A current danger to life or property
- A serious medical emergency (chest pains, seizures, bleeding, etc.)
- Fire (building, vehicle, brush, etc.)
- Crime in progress (robbery, bullying, fights, etc.)
- Any other life-threatening situations (traffic accident with injuries, active suicidal speech, etc.)

#### Can I refer misconduct and academic integrity violations to the CARE Team?

Yes, you may refer these student issues to the CARE Team if the issue also includes a lower-level behavioral concern. The concern will then be evaluated and documented by the CARE team and communicated to the appropriate stakeholders.

#### How do I make a referral to the CARE Team?

Referrals may be made through the RMCAD's website by using the Student of Concern Referral Form or in person by contacting the Office of Student Affairs or Mental Health Counseling.

#### Will the person be informed of who made the referral?

The intention of the CARE Team is to maintain the highest possible level of confidentiality.

#### Is my referral confidential?

Yes. Any information that you submit will be handled confidentially with the purpose of assisting the student you have referred.

### **Who can make a CARE Team referral?**

Anyone can make a CARE Team referral. Please refer only serious concerns regarding online or campus student behavior that indicate the student may harm him/herself or others in the community but not immediate emergencies or life-threatening situations.

### **What happens to the person who is being referred?**

If the CARE Team determines that the student's behavior merits intervention, the CARE Team will contact the person to discuss his/her behavior and the team's recommended intervention.

### **How will I know the situation has been addressed?**

The CARE Team will address every report brought to the committee. However, you may not be privy to the outcome of an investigation based on the factors involved and students' privacy.

## **Student Success + Outreach Committee**

The Student Success and Outreach Committee (SSOC) is comprised of a small group of faculty and staff from across the College who are committed to the academic and personal success of RMCAD students. The SSOC meets weekly to confidentially discuss student concerns and collaborative outreach strategies, to proactively reach out to students with low attendance, and to contact students with strategies for low grades at midterm.

## **Emergencies**

Any member of the RMCAD community encountering an emergency situation should call the appropriate authorities immediately. Dial 5-911 from any campus phone for police, paramedics, fire, or other emergency service referrals. Also, contact the Reception Desk to apprise staff of the nature of the emergency situation. For all other emergencies or for an escort to your vehicle, please call our security team directly at 303.567.7271 or the Reception Desk (303.753.6046) during posted business hours.

## **Emergency Response Procedures**

In the event of an unforeseen emergency situation or disaster, it is imperative that all persons adhere to guidelines and instructions for the safest response. All RMCAD classrooms and administrative buildings are equipped with instructions on how to proceed in a variety of emergency situations. Faculty, who are acting on behalf of the College, serve as the authority on response action within a classroom setting until the appropriate community emergency response unit has arrived on the scene. In the interest of safety, all students are expected to comply with instructions given by faculty, College staff, or emergency response units.

## **Transportation by Ambulance**

Any student, staff, faculty member, or campus visitor may call for an ambulance to respond to an emergency situation by calling 911.

The Reception Desk (303.753.6046) or Campus Security (303.567.7271) should also be notified when a call for an ambulance is made, or to assist in calling for an emergency vehicle.

Sometimes it is necessary for the officers of a group, RMCAD faculty, or staff to seek assistance from emergency officials. The College reserves the right to initiate a call for an ambulance on the campus or at College events held off-campus.

Individuals refusing ambulance transportation to a medical facility will be responsible for their decision. The College does not assume responsibility for consequences resulting from the refusal of ambulance transportation.

Individuals refusing ambulance transportation are responsible for their own transportation to a medical facility.

The College may require individuals refusing ambulance transportation to vacate the premises until appropriate medical treatment is sought.

The College will not assume payment for ambulance transportation.

## **RMCAD Crisis Intervention Protocol for Mental Health Emergencies**

Rocky Mountain College of Art & Design (RMCAD) has policies and procedures in place to assist any student who has posed a threat of harm/danger to self/others (e.g., self-mutilation, suicide attempt, evidence of psychosis, etc.). For any questions related to this protocol please see Campus Security, the Campus Mental Health Counselor, or the Dean of Students.

Students in need of clinician services for consultation may contact the Metro Crisis Line at 888.885.1222

## **Facility Safety**

Detailed information on 3D studios and full safety requirements and documentation is available on the Google site.

CARPENTER AND NEUSTETER:

All RMCAD on-ground students are given proper safety and usage instructions for wood shop tools and equipment

during their 3D Design course in Foundations. Students are required to pass a safety test in order to utilize campus wood shops during and after their 3D Design course. If a student has passed 3D Design but did not pass or did not take the safety tests, they will be asked to complete and pass applicable safety tests before being allowed to work in the wood shops. Students taking vital medications, which may affect their ability to use shop tools and machines safely, are strongly encouraged to volunteer a list of these medications. To ensure privacy, students are asked to place and seal the list in an envelope with their name written on the outside. Students may give the envelope directly to the shop coordinator or course instructor. The information in this envelope will be revealed only to a first responder/paramedic and faculty and/or shop manager in the case of a medical emergency.

#### NEUSTETER CERAMICS STUDIO

Only Fine Arts Majors who have completed appropriate training and students currently enrolled in Ceramics classes can regularly utilize the Ceramics Studio. Non-majors, staff, and faculty may participate in Clay Club for access to the studio during meeting times.

#### NEUSTETER METAL SHOP

Only Fine Arts majors who have completed appropriate training and students currently enrolled in Sculpture I may regularly use the metal shop.

#### Z-SPACE (FABLAB), Nth DIMENSION (FABLAB ANNEX), NEUSTETER DOCUMENTATION ROOM, NEUSTETER CRITIQUE SPACE, HOLODECK, PHOTOGRAPHY STUDIOS:

Students may only use facilities when a dedicated staff member is present or proper checkout has occurred. Any unauthorized use of the facilities will result in loss of privileges.

### Health Hazards in the Arts

Health hazards are inherent in some art-making processes. Students should be aware of the health hazards involved in the use of certain art materials and take measures to protect themselves from hazardous materials. Studio coordinators maintain and update Material Safety Data Sheets (MSDS) for substances and materials that the Health Department provides. For all other substances, students must provide the Instructor with an MSDS for any material or substance that the student brings on campus. These sheets describe the health hazards as well as recommended safety precautions for each substance. Material Safety Data Sheets (MSDS) may be requested from the Campus Operations.

### Overnight Field Trips

A field trip is an activity sanctioned by RMCAD and held under the direction of an authorized College employee. This policy sets out the procedures under which field trips - that require an overnight stay or stays - may be organized as a part of RMCAD programs or classes.

### Procedure

1. Faculty or staff intending to incorporate a field trip into their classes or program must complete the Field Trip Authorization form and submit the form for the review/approval of their Program Chair and the Provost.
2. The Field Trip Authorization form must be submitted by the sponsor two weeks in advance of the prospective field trip.
3. The Field Trip Authorization form must be approved before including any field trip in a course syllabus or otherwise announcing the field trip to students.

### Personal Liability + Responsibility

- Faculty and staff have no special duty to protect adult students from their own voluntary actions. All applicable College policies, including those relating to student conduct, will be enforced during the trip.
- Faculty and staff are personally liable for their own personal activities and may be liable for actions that are manifestly outside the scope of employment, or which are conducted with malicious purpose, in bad faith, or in a wanton or reckless manner.
- Faculty and staff should consider the proximity of personal, social, and instructional activities in the field trip situation. They should be aware of how the situation, the setting, and their own personal conduct may be perceived by students, and they should act accordingly.
- Do not leave personal items alone or in plain sight in unattended vehicles. Personal items are not covered under the College insurance policy and are the responsibility of the owner.

### Transportation of Students

#### A. Approved Events

Transportation of students for field trips or other scheduled activities will be conducted by a RMCAD-approved driver on the College's insurance policy in an authorized vehicle owned by RMCAD.

#### B. Emergencies

If a student must be transported to a hospital, urgent care, or mental health facility, a minimum of two RMCAD employees must accompany the student in a RMCAD-approved vehicle. One of these employees should be either the Dean of Students or the Director of Health + Wellness.

In circumstances when an approved RMCAD vehicle is not available, a ride-share service may be utilized. One RMCAD employee should accompany the student and another employee should follow in a personal vehicle ensuring the student reaches the destination.

Following any transportation for a student emergency, a detailed report will be sent to the Dean of Students and Director of Security.

Any deviation from this policy must be approved by the Dean of Students prior to any transportation off-campus.

**C. Use of Student Vehicles**

A RMCAD faculty or staff member should not utilize a RMCAD student's personal vehicle under any circumstance.