Welcome to Rocky Mountain College of Art + Design!

Rocky Mountain College of Art + Design (RMCAD) was established in 1963 by Philip J. Steele, who had a vision to provide students with a quality education in art and design, and related fields. RMCAD has grown a great deal since its comparatively modest beginnings and now thrives on a lush, historic campus including over 24 acres of land and 16 buildings.

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

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

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

Warmest Regards,
Dr. Maria Puzziferro
President + Provost
**ACADEMIC CALENDAR 2010-2011**

**Fall Term 2010 (15 weeks)**
- September 7th: First day of classes for 15 week term
- October 29th: First day of classes for 7 1/2 week session
- November 25th - 26th: Thanksgiving Break
- December 14th: Last day of classes for M W, T Th classes
- December 15th: NOTE: Last Day for Friday classes (this is a Wednesday).
- December 17th: Graduation
- December 20th – January 2nd: BREAK

**Spring Term 2011 (15 weeks)**
- January 3rd: First day of classes for 15 week term
- January 17th: Martin Luther King Jr. Birthday Holiday
- February 21st: First day of classes for 7 1/2 week session
- April 11th: Last day of classes
- April 15th: Graduation
- April 18th – May 1st: BREAK

**Summer Term 2011 (15 weeks)**
- May 2nd: First day of classes for 15 week term
- May 30th: Memorial Day Holiday
- June 20th: First day of classes for 7 1/2 week session
- July 4th: 4th of July Holiday No classes
- August 10th: Last day of classes
- August 12th: Graduation
- August 15th – 28th: BREAK (2 week)

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**GENERAL INFORMATION**

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

**Document Purpose Statement**

The purpose of this catalog is to set forth the current rules, regulations and policies of Rocky Mountain College of Art + Design. This catalog is specific to each academic year. Although this catalog was prepared using the best information available at the time and while the provisions it contains will normally be applied as stated, the degrees, programs and policies are subject to change or correction by the college without prior notice or obligation. This publication is intended to be a contract between the student and RMCAD. However, students are bound by the policies, procedures, standards and requirements stated herein, so long as they are in effect.

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

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**Online Learning**

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

**Overview:**

RMCAD’s online program is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Our online platform was built from the ground up with a focus on the online learning styles that are unique to art and design.

RMCAD's online classes offer a rich media experience that includes instructor demonstrations, video lectures, written and audio critiques, whiteboard functionality, online discussions, and one-on-one in addition to group reviews.

Online students will watch an online orientation prior to the first day of class. The orientation will prepare students for a successful online experience.

RMCAD’s online courses are taught by many of the same instructors that teach our on-campus courses.

RMCAD’s online classes are kept small, so the instructor and students can build a strong student-mentor relationship.

Periodically, online courses may require original work to be mailed to the instructor.

The online curriculum is updated regularly to stay current with industry trends and technology.

RMCAD's online helpdesk is available to assist students with logging into classes, posting discussion comments, submitting homework, etc.

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**System Requirements for Online Courses:**

All students taking online classes will use a 15-inch MacBook Pro that is preconfigured with state-of-the-art software needed for the student’s specific academic program. The laptop and software is provided by RMCAD at a price well below MSRP. This laptop will be sent to our online students prior to the start of the term.

**Supported Internet Browsers:**

- MAC OSX Internet Browser: Safari
- Mozilla Firefox

**Modem Speed:**

- DSL or cable is recommended

**Hardware Support:**

- AppleCare

**Software Support:**

- RMCAD’s Online helpdesk

**E-mail Accounts:**

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

**Online Course Login:**

All online students are given a unique username and password. If you have questions about your username/password, please contact our online helpdesk.

**Additional Questions:**

Questions about online courses and technical requirements should be directed to admissions@RMCAD.edu.
4. Interview with an Admissions Counselor
An interview with an admissions counselor is required in person or by telephone, is required. Through the personal interview applicants will gain a better understanding of the visual arts education at Rocky Mountain College of Art + Design. Applicants who have a portfolio, please contact the Admissions Office at 800-888-2787 or admissions@rmcad.edu.

5. Standardized Tests
This requirement applies to first-time freshmen applicants only (under the age of 24 years). First-time freshmen applicants must take the SAT or ACT examination and have the test scores sent to RMCD either at the time of the test, or a record of scores may be included on the high school transcripts. Scores will be used primarily for the purpose of academic counseling. RMCD’s school code for ACT is 5359 and for SAT is 15443. If you do not take the SAT or ACT examination, please contact our Admissions Department at 800-888-2787 or admissions@rmcad.edu.

International Applicants
International applicants are persons who are not residents of the United States and who already have, or will be applying for, a temporary visa. Non-US resident international 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 523 on the paper-based test, a score of 550 on the written test, a score of 80 on the internet-based test, a score of 7 on IELTS. Successful completion of an English as a Second Language (ESL) course or ESL evaluation may be required as a condition of admission at the discretion of the Admissions Department. Each situation is handled on a case-by-case basis. The language requirement may be met based upon interviews with the faculty and staff, if the student’s native language is English, or if the applicant has graduated from a high school in the U.S. or obtained a degree from an accredited U.S. college or university.

6. Financial Official Documents
International applicants applying for admission to the College must submit an official bank statement verifying sufficient funds to cover the cost of attendance for one year. Contact the Admissions Office for information on the current amount required.

7. Immigration Documents
Immigration documents will be issued once RMCD has received all required documentation for immigration. C-20 forms must be issued only to students who have been admitted into a degree program. International students transferring to RMCD from another school in the United States should contact the Admissions Office for information on the eligibility to transfer. It is suggested that international applicants apply at least six months prior to their intended start date.
CANCELLATION POLICY
Prior to matriculation, applicants may cancel their enrollment in person, by telephone, or in writing before the start of classes. It will be assumed that accepted applicants who do not request cancellation before their scheduled starting date plan to attend. Refund of tuition and fees will be made within 30 days from the beginning date of the term or from the date of written notice that the student will not attend. Where the request for cancellation prior to start of classes is entitled to a refund of all monies paid to RMCAD less the application fee. Students who have been admitted to the College but choose not to matriculate may not receive their acceptance. They may, however, reapply for any future term by submitting a new Application (subject to a new application fee pay- ment) and other documentation as outlined in the current admission requirements. A reevaluation of transfer credits may be required and credits previously granted may be rescinded.

RETURNING STUDENTS
Students who were previously enrolled at RMCAD, who have not at- tended RMCAD for over one year (three consecutive terms) or longer, may reapply, remit the $50 application fee, and contact an Admis- sions Counselor to determine if other documents are needed to reac- tivate their file. Only students in good standing with the College will be considered for readmission. Upon re-admittance, students will be bound by the catalog in place at the first term they return. Upon re-admittance, transcripts will be evaluated for any colleges at- tended during the student’s absence from RMCAD. Any other credits previously granted at RMCAD will be applied as is appropriate under the new catalog. Students should be aware that previously-earned credit may not always apply to their new degree requirements. Re- turning students who may not be scheduled into classes until financial aid paperwork is complete and/or proof of ability to pay is provided.

VETERANS INFORMATION
Rocky Mountain College of Art + Design is approved to offer educa- tion and training to veterans and their eligible dependents. Veterans must make a formal application to RMCAD. Applicants must report all previous education and training in order to be evaluated for transfer credit. The veteran is responsible for contacting the Financial Aid Department and the Veterans Administration in order to initiate all necessary arrangements. Training allowances from the Veterans Administration will not be granted for repeating previously completed courses. VA guidelines state that students must be enrolled in 12-16 credit hours to be considered full time, 9-11 credit hours to be con- sidered three-quarter time, 6-8 credit hours to be considered half time and 2-5 credit hours to be considered less than half time. No benefits are granted to veterans enrolled in less than 2 credit hours per term. Students enrolled during the summer term may contact the Financial Aid Office for VA status credit hour information.

SUBMITTING A PORTFOLIO
The portfolio should include 15 to 20 pieces of work that highlight the depth and breadth of your art and design skills. Submitting your work in a digital format is preferred. The materials must be marked clearly with the applicant’s name and a completed Application for Admission form must accompany the submission (unless the form was previously completed). Original artwork, slides or photographs should not be submitted. The portfolio should be submitted on a disk delivered via mail or in- person. Applicants should keep another copy of the digital portfolio, as disks submitted to RMCAD will not be returned upon conclusion of the review process. RMCAD acknowledges that students often enter college with varying degrees of art experience and that some applicants may not have a current or traditional portfolio. Applicants without a portfolio are still encouraged to apply to RMCAD.

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

Digital Photographs
Digital photographs of work can be submitted in .jpg format in RGB Color Mode (the format produced by most digital cameras). Photos should not be larger than 1200 pixels in height or width. Applicants may submit two photographs of each piece. A whole piece, and one shot of a detailed area. Name each photo with the applicant’s first initial and last name, followed by a number. For example, Joe Smith’s files should be named JSmith01.jpg, JSmith02.jpg, et cetera.

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

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

FINANCIAL SERVICES
Tuition
The full-time tuition rate for new students starting in the fall of 2010 is $13,416.00 per term for students enrolled in 12 - 18 credit hours. Tuition is $1,118.00 per credit for part-time students and for full-time students for each credit over 18 credits per term. Students wishing to take classes for non-credit or AUDIT will be charged a rate of $700 per credit hour. Tuition rates are effective through summer 2011.

Tuition Guarantee
RMCAD offers a tuition guarantee that locks in a student’s tuition rate for up to ten terms, as long as the students maintains continuous full- time enrollment (minimum 12 credit hours per term). If a student en- rolls in fewer than 12 credits in any given term including the summer, or takes a term off, or graduates, the tuition-rate guarantee no longer applies. Instead, the tuition rate will change to the rate that is current for students who entered RMCAD during the same term of study and will be subject to increase each subsequent academic year.

For all new students there is a one-time application fee of $50, which does not apply to tuition. The application fee should be submitted with an Application Form. In accordance with “The Buyer’s Right to Cancel” the fee is fully refundable if a student cancels the applica- tion within three business days. Refer to the Tuition Health Insurance Refund and Grade Policy Chart - On-Ground Classes which follows. It is the student’s responsibility to officially drop a class or withdraw from the College. Refunds will be calculated based on the date the student notifies the Registrar’s Office of such intent, regardless of the last date of class attendance.

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

Effects of dropping individual classes
Week 1 Prior Term Grade change % of refund
Week 1 None 0
Week 2 None 0
Weeks 3 – 9 W 0
Weeks 10+ - 0

Effects of withdrawing from all classes
Week 1 None 100
Week 2 None 90
Week 3 W 80
Week 4 W 50
Weeks 5-9 W 0
Weeks 10+ - 0

Books and Supplies
Each student is required to furnish his/her own books and supplies for completion of each course. The estimated cost of books and supplies is $600 - $1,000 per term for a full-time student. Books and supplies may be purchased through the RMCAD Bookstores.

FINANCIAL AIDS

Federal Aid
The Financial Aid Office is open from 8:00 am – 5:00 pm Monday through Friday; Walk-ins are welcome on a first-come first-served basis, appointments are encouraged. The office is located on the third floor of the Texas Building and can also be reached by phone (800.888.ARTS), fax (503.567.7268) or email (financial-aid@rmcadin. edu). Federal, state, and institutional aid is available to qualified students. While most aid is need-based, RMCAD also offers merit-based scholarships to students who show exceptional talent. Prospective students are encouraged to talk with an admissions counselor for more information about available aid.

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

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

In order to receive financial aid from the Federal Student Aid Office, students must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA can be accessed online at www. fafsa.ed.gov. Students must sign and return their award letter before loan proceeds can be credited to their tuition account.

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

Financial Aid Programs

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

Grants
These funds do not have to be repaid.

Academic Competitiveness Grants (ACG)
Federal Pell Grants
Federal Supplemental Educational Opportunity Grants (SEOG)
Colorado Student Grant

Deadlines
The priority deadline for submission of all financial aid application materials is March 15 of each year for fall enrollees, November 15 for spring enrollees, and February 15 for summer enrollees. Students may submit their documents at any time, but will be awarded, assum- ing they meet the minimum eligibility requirements for the available programs, and assuming that all documents are submitted and processed before the final deadline (the earlier of the student’s last day of attendance of an academic year or June 30 of the award year).

Students submitting documents after the final deadline will most likely not be eligible for financial aid for that year. Students should keep in mind that applications submitted after the priority deadline may not be considered for all sources of available funding, as some funds are limited.

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

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

After Verification
Verification may result in a student’s award being changed if any updates were processed. Students will be notified of any changes or new awards via RMCAD email or when they receive a revised award letter in the mail.
Loans
Allow students and parents to borrow money for school and must be repaid.
Federal Subsidized Stafford Loans
Federal Unsubsidized Stafford Loans
Federal PLUS loans (Parent Loan for Undergraduate Students)

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

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

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ACADEMIC POLICIES

ACADEMIC INTEGRITY

The RMCAD Honor Code is as follows:

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

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

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

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

Rocky Mountain College of Art + Design is committed to academic integrity.

The RMCAD Honor Code is as follows:

RMCAD institutional scholarships

SCHOLARSHIPS FOR CURRENT STUDENTS: There are nine Memorial Scholarships awarded annually to RMCAD students who have proven themselves through outstanding work and effort during the academic year. These scholarships are funded through the Rocky Mountain College of Art + Design endowment. The scholarship awards are

The William LeBarth Steele Memorial Scholarship Award
The C.W. McNamara Memorial Scholarship Award for Freshmen
The Paul W. Hall Memorial Scholarship Award for Animation
The C.W. McNamara Memorial Scholarship Award for Education
The David W. Bozeman Memorial Scholarship Award for Digital Media & Communications Design
The Charlotte Cosgrove Memorial Scholarship Award for Illustration
The Roy Maddox Memorial Scholarship Award for Interior Design
The Chuck Mattix Memorial Scholarship Award for Fine Arts
The Brooke McElwee Memorial Scholarship Award for Game Art
The Gerald Ehrhart Memorial Scholarship Award

Satisfactory Academic Progress

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

1. Cumulative Grade Point Average (GPA) AND
2. Cumulative Maximum Time Frame (CMTF): All completed courses. All attempted courses.

In addition to monitoring CMFT every term, students are also required to complete their degree within 150% of the minimum credits required to graduate. For example, a student may attempt a maximum of 180 hours; students are generally required to complete 120 hours in order to graduate. Once a student has attempted 150% of the minimum credits required to graduate they are no longer eligible for financial aid at RMCAD.

Please see the RMCAD Student Handbook for complete details regarding Satisfactory Academic Progress.

WITHDRAWAL PROCEDURES

Return of Title IV Funds Policy

A student who leaves RMCAD during any term must contact the Office of the Registrar to obtain a Withdrawal Form AND notify the Financial Aid Office of the withdrawal. Please see the RMCAD Student Handbook for complete details of withdrawal procedures.

Any student who begins classes at RMCAD, applies for financial aid, completes all of the requirements to obtain that aid, and then draws from classes may have their financial aid adjusted according to federal, state, and institutional regulations.

Title IV funds are awarded to students under the assumption that they will attend school for the entire period that the aid is awarded. Upon withdrawing from RMCAD, a student may no longer be eligible for the entire amount of Title IV aid they were awarded and/or received. The RMCAD Financial Aid Office is required to calculate how much of the Title IV aid the student is eligible for. Federal regulations state that a student may be charged back the Title IV aid based on the period of time they remain enrolled for a particular term.

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1. 180 hours: students are generally required to complete 120 hours in order to graduate. Once a student has attempted 150% of the minimum credits required to graduate they are no longer eligible for financial aid at RMCAD.

2. Due to the infraction, the faculty member judges that the preponderance of evidence supports the allegation, the faculty member may then assign an academic penalty.

Any initial act of academic dishonesty may result in an “F” for the course or assignment, at the instructor’s discretion. All incidents of academic dishonesty are reported to the Dean of Students, who will also notify the Chair for the course in which the student is enrolled, and the Chair of the student’s major department. Students will receive advisement from the Dean of Students and referred to resources and information to assist in avoiding subsequent offenses. Three or more reported offenses may result in probation or expulsion from the college. Information about incidents of academic dishonesty is kept on file in Office of the Dean of Students. No information will be released to the Dean of Students no later than 30 calendar days after the first day of classes of the next term. If no appeal is filed within the time period, then the decision of the faculty member is final.

Remember that academic dishonesty includes:

1. cheating, which is defined as the giving or taking of any information or material with the intent of wrongfully aiding oneself or another in academic work considered in the determination of a course grade or the outcome of a standardized assessment.

2. plagiarism, which is defined as the act of stealing or passing off as one’s own work the words, ideas or conclusions of another as if the work submitted were the product of one’s own thinking rather than an idea or product derived from another source, or

3. any other form of inappropriate behavior which may include but is not limited to falsifying records or data, lying, unauthorized copying, tampering with, abusing, using or misusing a computer or other stored information, and any other act or misconduct which may reasonably be deemed to be a part of this heading.

PROCEDURES FOR DEALING WITH ACADEMIC DISHONESTY

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

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

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

The foundation of a college or university is truth and knowledge. Academic dishonesty is conduct or behavior that is 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.

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10. The Gerald Ehrhart Memorial Scholarship Award

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

Library/Resource Center

The Library/Resource Center supports RMCAD’s teaching and learning activities by providing print and non-print materials, audio-visual equipment, training, instruction and support services. The mission of the LRC is to help RMCAD students to become leaders in their chosen fields of art and design. The Library/Resource Center currently has a specialized collection of over 13,500 monograph titles; subscriptions to more than 130 art and general education-related magazines and journals, daily local newspapers; over 5,000 titles of artists’ works consisting of painting, architecture, interior design, photography and sculpture; and over 1,100 curriculum-supporting videocassettes and DVDs. The Library/Resource Center subscribes to the electronic databases of Britannica Online, Building Green Suite, EBSCO Full Text Magazines, Project Muse, Maps A to Z, JIRIS, Researcher, the Grove Dictionary of Art and JSTOR. The LRC has borrowing agreements with Denver Public Library, Jefferson County Public Library, Regis University and the Aurora Campus Library. Sixteen personal computers along with one high-end printer allow Library/Resource Center patrons access to the web-based catalog, electronic databases, and word processing. Our web site provides many helpful links for each department, writing and research tips and on and off campus access to our subscription databases.

MAX Learning Center

Eligibility Requirements:

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

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

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

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

5. No extensions or second incomplete petitions can be accepted in relation to the original agreement.

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

Incomplete Grade Procedure

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

All “I” grades require a written agreement specifying the remaining course work required for completion and timeline for removal of the “I” grade. This agreement is subject to the approval of the instructor and Chair of the department or program. If the coursework is not completed within the prescribed timeframe the “I” will automatically change to an “F” grade. The maximum time in which on-ground students must complete all coursework is no later than the last day of Week 7 of the following term, though the exact timeline is at the instructor’s discretion. The maximum time in which ONLINE students must complete all coursework is no later than the last day of Week 4 of the following session, though the exact timeline is at the instructor’s discretion. Online students cannot have more than 1 outstanding “I” before enrolling into the next session.

Leave of Absence

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

Portfolio Reviews

Portfolio reviews are scheduled by individual departments to occur during the term in which students are registered as a part of RMCD’s regular assessment of student outcomes. Notification of specific days and dates are disseminated by departments for student planning. Each program of study includes non-credit portfolio reviews as a required part of the syllabus (refer to major requirements and course descriptions for details). A student wishing to enrich the opportunity for formal feedback and self-improvement may participate in additional evaluations.

Repeating Courses

RMCD recognizes that establishing proper study habits and creating a balance in one’s life takes deliberate care and work, and that these goals may not be immediately met by students. Therefore, the College will allow students to repeat a class in which they have received a grade of D+ or lower. Course repeats are limited to three attempts, unless the course is a degree requirement in which case the course may be repeated until a passing grade is earned. Credit is earned for the course only once and students will keep the highest grade obtained when repeating a class. The lower grade for the particular course will be removed from the GPA but will remain on the transcript with a grade of “R.” Additionally, the credits will be included in the total attempted credits that may impact a student’s satisfactory academic progress. This policy is not retroactive and will be applied only for courses repeated during the summer 2010 academic term or for any subsequent term.

GRADUATION REQUIREMENTS

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

1. Submit a Graduation Application + Academic Plan by the end of the term in which he/she earns 90 credits (75 credits for Art Education majors). The plan is established through consultation between the student and his advisor. The plan must be signed by the student, the advisor and the Director of Academic Advising, and is then submitted to the Registrar. The Registrar’s Office reviews each Graduation Application and Plan; if the plan does not meet RMCD graduation requirements, it will be denied and returned to the student for revision. Students are responsible for on-time submittal of the graduation plan; late submission of the plan may delay a student’s graduation date.

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

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

4. Have earned a minimum of 120-125 term credits, depending on their program, for a Bachelor of Fine Arts Degree. At least 60 credits must have been earned at RMCD, including the final 15 credits of study, which must be completed in residency.

5. Have completed a minimum of three portfolio reviews.

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

Graduation Honors

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

Cum Laude: 3.5 – 3.79 Cum GPA

Magna Cum Laude: 3.8 – 3.99 Cum GPA

Summa Cum Laude: 3.90 – 4.0 Cum GPA

Honors designations on transcripts are based upon the student’s complete academic record at RMCD. Only credits earned at RMCD are used to determine a student’s grade point average.

Eligibility for Participation in Graduation Events

Students are eligible to participate in commencement exercises and the RMCD Graduation Show only if they are officially graduating in the same term. Students are added to the graduation list when their Graduation Application + Academic Plan is on file and approved.

Eligibility for Participation in Graduation Events

Students whose grade point average qualifies them for graduation with honors the term before they graduate will be recognized at the commencement ceremony.

Eligibility for Participation in Graduation Events

Students are eligible to participate in commencement exercises and the RMCD Graduation Show only if they are officially graduating in the same term. Students are added to the graduation list when their Graduation Application + Academic Plan is on file and approved.

Graduation Rates

The current six-year average graduation rate for Rocky Mountain College of Art + Design is 55 percent for full-time first-time freshmen who started in the fall term of 2003. This graduation rate is comparable to that of other schools of similar size and focus.
All new students register through the Admissions Office. Thereafter, all students register for their classes with their Academic Advisor each term. Registration is on a first-come, first-served basis by class. Students who do not register early may find that the classes they want or need are full. Prior to enrolling in online courses, students must complete, and pass, the Online Student Orientation.

Adding/Dropping or Withdrawing from a Course
Students may not add or drop a course without an Add/Drop Form with the Registrar. Classes may be added through the end of the first week of the term and dropped through the end of the second week of the term. After the Add/ Drop Form is submitted to the Office of the Registrar, students will remain enrolled for courses that are not officially dropped, regardless of whether they choose to attend. Tuition and fees will be charged and grades assigned accordingly. The exception to this policy is for students who do not attend any of their classes during the first two weeks of a given term. In this case, students will be administratively dropped from all of their courses. For courses completed in sub-terms the Add/Drop deadline for full refund and without any record academically is the end of the first week of classes.

After the Add/Drop period is over, students may withdraw from individual courses. Withdrawing by Week 9 or traditional or online for a course and sub-session students will result in a “W” (withdraw) on the student record. After Week 9 the student will be administratively dropped by the course instructor usually “F” for students who did not attend, drop or withdrew.

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

Change of Major
Some first-year course offerings are the same for all RMCAD programs. A change of major is possible at any time, but completing the new major may take longer than the original program chosen, as there are many courses that are not common across majors. Courses completed that are not included in the new major cannot be credited toward that degree. Some courses may be used to fulfill the elective requirements. Students must notify the Office of the Registrar in writing if they wish to change their major.

A change in major may result in a change of catalog. A student who changes majors should contact the Financial Aid Office about the new courses. Students should check the catalog that is in effect at the time the request is received. The Change of Major form is available from the Office of the Registrar.

Enrollment Status
Full time enrollment at RMCAD is defined as being registered for a minimum of 12 hrs. in a given term. Students registered for 11 hrs. or less are considered to be half-time. Half-time sub-quarter classes may count the courses they are registered for only in the term of the session. Students seeking to take courses in a sub-session must register for these courses and must register for the courses the student has a full time status. Students seeking to take an OVERLOAD (16 hrs. or more) must have a Cumulative GPA of not less than 2.5 and permission of the Provost.

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

Identity Verification - Online
RMCAD authenticates users with secured usernames and passwords for access to all of its technology and support tools. In order to ensure further identification, students will be asked to answer extra security challenge questions and answers which will be used as extra credentials when logging into the learning management system (LMS). Students may be challenged at random and strategic times (such as before entering an exam) with extra security challenge questions to strengthen the institution’s academic integrity of its programs and courses. Online RMCAD students are required to purchase and use a specific laptop. This laptop is registered to that student and is the only device allowed to access the RMCAD online course system. Students are also required to have an approved photo stored electronically within our systems so that instructors can conduct a visual verification during videoconferencing sessions.

Independent Study
Independent studies are intended to give upper-level exception- al students an opportunity for individualized and specialized study in an area of art or design not offered in the regular curriculum. The purpose is to explore an area of personal interest related to a student’s major field of study, wherein the teaching and learning occur outside of a formal classroom setting. A junior or senior level student with a GPA of 3.0 or higher may petition to take one three-credit Independent Study as part of the degree program. The Independent Study Proposal Form must be accom- panied by a syllabus created by the instructor and student, includ- ing 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, TA 3990).

Internships in ALL Departments (Except Interior Design)
Students must first contact the Director of Career and Alumni Services to obtain an internship packet, and thereafter meet with potential internship site supervisors.

Once a site is identified, students must obtain all required signa- tures and approvals and make sure that the student satisfies the standards of progress determined on the basis of cumulative grade point average. Should a student be officially registered prior to the start of the term, hours may be worked prior to or during the term; how- ever, some of the required hours must be completed during the term.

In the event that the student fail to achieve a 2.5 CUM GPA, they will not be required to remain on institutional Academic Probation. Students will be placed on academic probation for a time period determined by the Registrar and Provost but not less than one term.

Students who do not meet the standards designated during this second probationary term will be suspended for not less than two consecutive terms. Future probation/suspension will be decided on a case-by-case basis by, and at the discretion of the Registrar and Provost.

TRANSFER CREDIT
TRANSFERABILITY OF RMCAD CREDITS
Decisions concerning the acceptability of credits by any institution other than the granting institution are made at the sole discretion of the receiving institution. No representation is made whatsoever con- cerning the transferability of any credits by any institution.

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

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

Unofficial Copy

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

Official Copy

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

TRANSFER CREDIT EVALUATION

Applicants must arrange to have copies of official transcripts from all post-secondary institutions sent to the Admissions Department. Official transcripts for courses completed at colleges outside of the United States must be submitted to the College for an evaluated transcript prior to transfer credit being awarded. For transfer credit, the student must receive at least a "C" in the course. Official transcripts are subject to re-evaluation if the student files an appeal form, regardless of the type of coursework completed.

Applicants who wish to formally appeal additional external credit must complete an appeal form that is obtained from their academic advisor. Appeals must be submitted by the end of the first term of study.

Appropriateness and Applicability of Courses

Courses post-secondary must be selected from a combination of courses that meet the standard and practices in the discipline. These requirements apply to the transfer of art and design courses only; they do not apply to liberal arts courses.

Appeal Process for Credit or Transcript Evaluation

Applicants who wish to formally appeal additional external credit must complete an appeal form that is obtained from their academic advisor. Appeals must be submitted by the end of the first term of study.

Articulation Agreements

Colorado Rocky Mountain College of Art + Design accepts transfer credit from institutions in the Colorado Community College System. Additionally, credits from two or four-year post-secondary institutions across the nation that are accredited by any of the six regional accrediting associations, the Council for Interior Design Accreditation, or the National Association of Schools of Art + Design are accepted.

Comparability of Credit to be Transferred

RMCAD requires comparability of credit to the Colorado Community College System. Credits are considered for transfer based on the following criteria:

Accreditation of the Sending Institution

Credits must be earned at an institution accredited by any of the six regional accrediting associations, the Council for Interior Design Accreditation, or by the National Association of Schools of Art + Design (NASA). Credits earned at non-accredited institutions are not accepted.

Antiquity Policy

Transfers to RMCAD are based on the Antiquity Policy. There are no limitations on courses that are deemed equivalent to lower division (1000 to 2000 level) RMCAD art and design courses. Studies in the History of Art + Design. Credit for art history is evaluated based on individual scores on selected exams that have been determined to be comparable to RMCAD courses and degree requirements. RMCAD requires a copy of the grade report no later than 30 days prior to the start of the term in which the student matriculates. Prospective students should contact the College of Arts, Architecture and the Environment at www.sfs.edu/evaluation for procedures for requesting AP transcripts.

Prior Degrees

Guidelines provided in these sections outline the articulation agreements and are applied whenever possible in the evaluation of credits earned at regionally accredited institutions for applicants with Associate of Arts, Bachelor of Arts, or Bachelor of Fine Arts (or higher) degrees in majors of the visual arts. Students who have a prior Associate of Arts or Bachelor's Degree (or a higher degree) from a regionally accredited college or university in the United States automatically receive credit for all Liberal Arts requirements except for art history requirements. RMCAD evaluates courses from the transfer institution using the evaluation methodology described in the Evaluation of College-Level Examination Program Credit. RMCAD requires a copy of the grade report no later than 30 days prior to the start of the term in which the student matriculates. Prospective students should contact the College of Arts, Architecture and the Environment at www.sfs.edu/evaluation for procedures for requesting AP transcripts.

Prior Learning Assessment

Evaluation of Advanced Placement (AP) Credit

Advanced Placement gives students the chance to complete college-level work in high school, and to gain valuable skills and study habits for college. Students who earn a minimum qualifying grade of 4 on selected AP Exams are granted credit for selected RMCAD courses. AP Grade Reports (transcripts) include grades for all AP Exams taken. In order to evaluate and award credit, RMCAD requires a copy of the grade report no later than 30 days prior to the start of the term in which the student matriculates. Prospective students should contact the College of Arts, Architecture and the Environment at www.sfs.edu/evaluation for procedures for requesting AP transcripts.

Evaluation of College-Level Examination Program (CLEP) Credit

The College-Level Examination Program® (CLEP) Credit

The College-Level Examination Program® (CLEP) Credit provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college coursework. RMCAD grants credit for CLEP exams that meet the minimum qualifying score of 50 and are comparable to RMCAD course requirements. RMCAD requires a copy of the CLEP transcript in order to evaluate and award credit. Contact The College Board or visit their website at www.collegeboard.com for procedures for requesting CLEP transcripts.

International Baccalaureate (IB) Credit

The International Baccalaureate is a comprehensive course of study for academically gifted students in select high schools throughout the world. Decisions for or against awarding credit are based on individual scores on selected exams that have been determined to be comparable to RMCAD courses and degree requirements. In order to evaluate and award credit, RMCAD requires the official transcript no later than 30 days prior to the start of the term in which the student matriculates. Transcripts must be requested by writing (by mail, fax or e-mail). Be sure to use the full name under which you actually registered: provide your seven-digit IB candidate code, give the name of the IB school where you attended, and your month and year of graduation and your date of birth. Contact International Baccalaureate North America, 475 Riverside Drive, 16th Floor, New York, NY, US-10115, USA Phone: +1 212 696 4464, Fax: +1 212 889 9242, E-mail: ibna@ibo.org

Programs BFA Requirements

Programs BFA Requirements
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. FERPA rights apply to students who are in attendance at Rocky Mountain College of Art + Design, and former students. Students are “in attendance” the day they first attend a class.

These rights include:
1. The right to inspect and review education records within 45 days of the day the College receives a request for access. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Office of the Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of their education records if the student believes them to be inaccurate. Students may ask the College to amend a record that they believe is inaccurate. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
4. Except as provided by FERPA, a school official is not required to disclose personally identifiable information in an education record to anyone other than the student except to:-(a) a person whom the College has a policy or practice that authorizes access to student records; or (b) a parent of a student whom the College has a policy or practice that authorizes access to student records; or (c) a person specified by FERPA as being a professional school official; or (d) a person specified by FERPA as an official public health or safety official or an official regulating the eligibility or qualifications of students or of the terms and conditions of attendance at the school; or (e) a person in whom FERPA has placed a special trust; or (f) a person whom the student grants permission in writing.
5. A school official with a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
6. Upon request, the College may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.
7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by FERPA to comply with the requirements of FERPA.

The name and address of the office that administers FERPA in the College:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20200-4605

Rocky Mountain College of Art + Design may provide directory information in accordance with the provisions of FERPA without the written consent of an eligible student unless it is requested in writing that such information not be disclosed. The items listed below are designated as Directory Information and may be released for any purpose at the discretion of Rocky Mountain College of Art + Design unless a written request for nondisclosure is on file:
• Student’s name
• Student’s address
• Student’s phone number
• Student’s home town
• Name of the student’s academic advisor
• Full-time/part-time status
• Number of credit hours enrolled
• Dates of attendance
• Academic class
• Photograph
• E-mail address
• Previous institutions attended
• Major field of study
• Awards
• Honors
• Degree(s) conferred
• Past and present participation in officially recognized sports and activities

Publication
Artwork and projects created by students as part of a RMCD 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, retail, and reproduce student work for exhibition, publication or any other purpose without the student’s consent. The College photographs campus activities throughout the year for publication and public relations purposes. Photographs are included in RMCD’s definition of directory information. Students who do not wish to have their photographs published must notify the Office of the Registrar in writing (refer to the Family Educational Rights and Privacy Act section).

CAMPUS SERVICES

College Store
The RMCD Store offers convenient shopping and competitive prices for the majority of the necessary supplies and books. Required books and materials lists are posted outside the RMCD Store a few days prior to the beginning of each term.

The RMCD Store offers mat cutting, shrink-wrapping and spiral-binding for student artwork, class assignments, or personal use. Most students become proficient after several days prior to the beginning of each term. The RMCD Store also offers the Underground Café card, a prepaid punchcard for use in the Underground Café for purchase of food and beverages on campus. Cards are available in $20.00 increments only. RMCD gift certificates are available in any amount through the RMCD Store.

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

Career and Alumni Services
The Career + Alumni Services Office is a resource to career-seeking individuals. The office maintains information about employers and résumé preparation. Before graduation, students may participate in internships, individual career counseling, networking, professional associations, career related programs, speakers on campus, and a variety of professional development workshops.

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

Graduates of RMCD receive free life-long career counseling and are eligible to join the RMCD Alumni Association. The Alumni Association offers graduates the opportunity to have a RMCD alumni e-mail address, participate in RMCD events such as alumni association, networking opportunities and special events.

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

The RMCAD Store offers convenient shopping and competitive prices for the majority of the necessary supplies and books. Required books and materials lists are posted outside the RMCD Store a few days prior to the beginning of each term.

The RMCD Store offers mat cutting, shrink-wrapping and spiral-binding for student artwork, class assignments, or personal use. Most students become proficient after several days prior to the beginning of each term. The Freshman Kit includes over 20 products, such as water bottles, mugs and portfolio cases. The RMCAD apparel has been chosen and designed by students, alumni and students. The RMCD Store also offers other RMCD products, such as water bottles, mugs and portfolio cases. The RMCD Freshman Kit is a bagged priced and some items are useful from the first term through to graduation. The Freshman Kit includes over 20 items, including a drawing board, sketch books, RMCD portfolio case, and toolbox.

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

Programs + BFA Requirements

Course Descriptions

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

Military Credit
Experience in the armed services may be evaluated for college credit based on a review of official AARTS or SMART transcripts, and according to the American Council on Education (ACE) guidelines and recommendations. AARTS transcripts may be requested at www.aartstranscript.learnewhite.army.mil, or by contacting the Army/ American Council on Education Registry Transcript System. Credit is considered for those courses that are Associate or Bachelor level, and that are deemed equivalent to courses in the corresponding RMCD program of study that the student has applied for.

Returning Students Who Have Prior Transfer Credit
Returning students who have not attended RMCD for over one year (three consecutive terms) must initiate their return through the Admissions Office. The RMCD catalog that is in place during the term the student returns is the one that prevails. Returning students who have prior transfer credit may be required to have their transfer credit re-evaluated prior to re-enrolling; particularly if they are declaring a different major. Credit to be evaluated includes credits taken before initial acceptance to RMCD and any credits taken since last attending RMCD. Returning students who have attended RMCD within the last year may re-enroll through the Office of the Registrar, and external credit will not be re-evaluated.

WITHDRAWING FROM RMCD

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

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

COURSE DESCRIPTIONS

COURSE DESCRIPTIONS
Although the best possible care is taken to protect belongings, the shuttle service to and from the campus.

Located near downtown Denver, The Regency provides dorm-style facilities. The College does, however, recommend that all first-time students with visiting professional artists and designers in a meaningful and new concepts and lively dialogue, and allow students to interact with the artworks. Gallery programs provide a forum for new ideas and works of current significance. The Institute for Experimental Studies (IES) seeks to stimulate, challenge and develop their thinking at the unknown frontier of emerging forms, IES provides RMCAD students with opportunities to explore new territories and create new terrain. Inserting itself into the flow of campus events through lectures, projects, grants, and other emerging forms, IES seeks to explore new territories and create new terrain. Inserting itself into the flow of campus events through lectures, projects, grants, and other emerging forms, IES seeks to explore new territories and create new terrain. Inserting itself into the flow of campus events through lectures, projects, grants, and other emerging forms, IES seeks to explore new territories and enhance, and produce the excitement of discovery and innovation. IES cooperates with RMCAD departments in the coordination of experimental courses where students develop individual projects, participate in collaborative projects, and study cutting - edge concepts. Events and lecture programs aim to link today’s leading thinkers, theorists, and researchers in the arts, sciences, and humanities. Experimental workshops focusing on theory, conceptual development and current issues explore diverse approaches to creating art and design.

ACADEMIC PROGRAMS

CONTINUING EDUCATION

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

Professional Development Programs for Adults

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

High School Programs

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

Current course offerings can be found by visiting www.rmcad.edu and clicking on Continuing Education or High School Programs, or by calling 303.888.4857.

INSTITUTE FOR EXPERIMENTAL STUDIES

A world of flux and change demands skills to match. Changes in technology and taste, shifts in demographics and power, environmental challenges and demands necessitate adaptive skills and thinking in form and content. Rather than a set of rules applied to static states, the Institute for Experimental Studies (IES) seeks to explore new territories and create new terrain. Inserting itself into the flow of campus events through lectures, projects, grants, and other emerging forms, IES provides RMCAD students with opportunities to challenge and develop their thinking at the unknown frontier of the new, an area of experiment in research, IES seeks to stimulate, enhance, and produce the excitement of discovery and innovation. IES cooperates with RMCAD departments in the coordination of experimental courses where students develop individual projects, participate in collaborative projects, and study cutting - edge concepts. Events and lecture programs aim to link today’s leading thinkers, theorists, and researchers in the arts, sciences, and humanities. Experimental workshops focusing on theory, conceptual development and current issues explore diverse approaches to creating art and design.

INSTITUTE FOR SUSTAINABLE STUDIES

MISSION STATEMENT

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

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

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

Sustainable campus expansion and development

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

BACHELOR OF FINE ARTS PROGRAMS

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

- Animation: Two Dimensional
- Animation: Three Dimensional
- Art Education: Illustration
- Art Education: Painting
- Art Education: Photography/Videography
- Art Education: Sculpture
- Communications Design
- Fine Arts: Painting Core
- Fine Arts: Sculpture Core
- Fine Arts: Photography + Video Art Core
- Game Art
- Illustration (optional: Children’s Book Illustration Area of Specialization)
- Interior Design (optional: Green Design Area of Specialization)
Philosophy of Learning + Teaching
While traditional educational approaches of lecture, demonstration, teaching by example, and presentation of studio technique are used, RMCAD is responsive to the contemporary climate of the art and design disciplines. Classroom methods incorporate the newest processes and ideas to challenge students in an atmosphere that encourages experimentation with media not yet established as art material. As a result, graduates are both versatile and qualified to produce complete, professional quality work.

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

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

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

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

• RMCAD courses and programs are the same courses and programs as on-campus. This means that by going to school online, the quality of the education that students receive is not in any way compromised. RMCAD develops online courses with contact hours as a guide – this means that we ensure in the online course design that students receive the same amount of instructional time as they would in an on-campus class. In fact, some faculty report that online courses are more interactive, engaging, and fulfilling. We also continually assess learning outcomes in online and on-campus programs, so that we can make adjustments and enhancements quickly.

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

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

ANIMATION DEPARTMENT

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

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

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

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

3D ANIMATION - Online

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

The degree consists of 120 credit hours with courses delivered in eight (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 animation practice. To facilitate the different needs of students enrolling in the online degree program, there are two (2) plan options:

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

2010-2011 BFA Degree Requirements

Liberal Arts: 39 + 3 program specific credits

AN 1010 Art + Design History I: Ancient to Renaissance to Contemporary
AN 1020 Art + Design History II: Renaissance to Contemporary
HU 2010 Humanities Seminar I
HU 2020 History of International Animation
HU 2050 Humanities Seminar II
HU 4035 The Cultural Politics of Consumption
MA 2010 Math + Physics for Designers
NS 2020 Earth Science
SBS 2010 Anthropology
SBS 2020 Social Psychology
WD 1020 Written + Oral Communication I
WD 1030 Written + Oral Communication II

Foundation Studies: 21 credits
FD 1115 Visual Design I
FD 1275 Drawing I
FD 1280 Drawing II
FD 1370 Life Drawing I
FD 1380 Life Drawing II
FD 1990 Freshman Portfolio Review
FD 2120 Visual Design II

Animation: 27 credits
AN 1110 Introduction to Animated Storytelling
AN 1230 Fundamentals of Animation
AN 2000 Animation Sophomore/Junior Portfolio Review
AN 2310 Creative Visualization
AN 2350 Scriptwriting for Animation
AN 3050 Animation Thesis Portfolio Review
AN 3760 Tools + Techniques of Contemporary Animation
AN 3770 Animation Sound Design + Video Editing
AN 4130 Business, Ethics + Copyright for Animation
AN 4840 Animation Collective
AN 4880 2D/3D Animation Thesis II

3D Animation: 24 credits
ANJD 2210 3D Computer Animation I
ANJD 2220 3D Computer Lighting + Materials
ANJD 3230 3D Computer Animation Motion Studies
ANJD 3240 3D Advanced Dynamics + SFX
ANJD 3330 3D Character + Production Design
ANJD 4250 3D Advanced Motion Studies
ANJD 4260 Advanced 3D Computer Topics
ANJD 4860 3D Animation Thesis I

Definitions

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

Co-requisite: A course that may be taken before or at the same time as a given course.

Concurrent Requisite: A course that must be taken at the same time as a given course.
Studio Electives: 6 Credits:
AN 4110 Animation Film Studies 3
AN3D 4270 3D Advanced Character Creation Methods 3
AN3D 4290 Advanced Scripting 3
AN3D 4290 Advanced 3D Computer Modeling & Texturing 3
AN3D 4850 Experimental Computer Animation 3
AN4860 Experimental Animation II 3

Total credits required 120

Online Technology Requirements
Each program will have a list of published equipment and technology requirements. In addition, each student will receive a “launch box” for their academic and creative work including: a pre-configured laptop, top with program specific software and a built-in webcam and critical peripheral equipment.

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

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

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

RMCAD has rolling admissions, which allows students to start their studies year-round. Students will be admitted to the online program to coincide with regular eight (8) week session starts.

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

AN 2020 History of International Animation 3

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

Animation: 27 credits
AN 1110 Introduction to Animated Storytelling 3
AN 1230 Fundamentals of Animation 3
AN 2000 Animation Sophomore/Junior Portfolio Review 0
AN 2310 Creative Visualization 3
AN 2350 Scriptwriting for Animation 3
AN 3050 Animation Thesis Proposal Review 0
AN 3760 Tools + Techniques of Contemporary Animation 3
AN 3770 Animation Sound Design + Video Editing 3
AN 4010 Business, Ethics + Copyright for Animation 3
AN 4840 Animation Collective 3
AN 4880 2D/3D Animation Thesis II 3

Animation: Two Dimensional: 24 credits
AN2D 2210 Drawing + Acting for Animation 3
AN2D 3230 Character Animation + Motion Studies 3
AN2D 3360 Animation Layout + Production Design 3
AN2D 3520 2D Computer Animation 3
AN2D 3840 Experimental Animation/2D + Mixed Media 3
AN2D 4240 Advanced Character Animation + Motion Studies 3
AN2D 4860 2D Animation Thesis I 3
AN2D 4870 Stop Motion Animation 3

Studio Elective Requirements: 6 credits
The following electives are recommended:
AN 4110 Animation Film Studies 3
AN 4760 2D/3D Advanced Compositing 3
AN 4860 Experimental Animation II 3

Total credits required 120

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

AN 2020 History of International Animation 3

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

Animation: 27 credits
AN 1110 Introduction to Animated Storytelling 3
AN 1230 Fundamentals of Animation 3
AN 2000 Animation Sophomore/Junior Portfolio Review 0
AN 2310 Creative Visualization 3
AN 2350 Scriptwriting for Animation 3
AN 3050 Animation Thesis Proposal Review 0
AN 3760 Tools + Techniques of Contemporary Animation 3
AN 3770 Animation Sound Design + Video Editing 3
AN 4130 Business, Ethics + Copyright for Animation 3
AN 4840 Animation Collective 3
AN 4880 2D/3D Animation Thesis II 3

Animation: Three Dimensional: 24 credits
AN3D 2210 3D Computer Animation 3
AN3D 2220 3D Computer Lighting & Materials 3
AN3D 3230 3D Computer Animation Motion Studies 3
AN3D 3240 3D Advanced Dynamics + SFX 3
AN3D 3330 3D Character + Production Design 3
AN3D 4250 Advanced 3D Motion Studies 3
AN3D 4860 Advanced 3D Computer Topics 3
AN3D 4880 3D Animation Thesis I 3

Studio Elective Requirements: 6 credits
The following are recommended:
AN 4110 Animation Film Studies 3
AN3D 4270 Advanced Character Creation Methods 3
AN3D 4280 Advanced Scripting 3
AN3D 4290 Advanced 3D Computer Modeling & Texturing 3
AN3D 4850 Experimental Computer Animation 3
AN 4860 Experimental Animation II 3

Total credits required 120
**Animation**

**AN 1110 Introduction to Animated Storytelling (3 credits)**

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

**AN 1120 Pre-Visualization (3 credits)**

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

**AN 1230 Fundamentals of Animation (3 credits)**

This freshman-level animation course focuses on gaining an understanding of the basic principles of movement, which form the foundation for all future animation courses. Students analyze motions of people and objects, and learn to translate that knowledge into animation. Motion attributes such as gravity, weight, spacing and timing are studied, in order to create animation that is believable and that expresses mood and personality through a character’s individualized movement. Also discussed are various technical aspects of animation filmmaking, typical production workflows, and standard industry terms and tools. At the conclusion of this course, students will have completed numerous animation assignments, an inbetweening test and a final project that will demonstrate their fundamental understanding of basic animation principles. (Formerly AN 2320)

**AN 2000 Animation Sophomore/Junior Portfolio Review (0 credits)**

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

**AN 2310 Creative Visualization (3 credits)**

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

**AN 2350 Scriptwriting for Animation (3 credit)**

This course is designed to give students an opportunity to experience another facet of animation pre-production: the script. Students develop a rough story idea including characters, settings, conflicts, and resolutions and develop a final, 22-minute script. Several smaller creative assignments lead to the final project. At the conclusion of the course, students will understand how to write a short script, have a body of creative pre-production suitable for animation development, and understand the aspects of storytelling that make a film memorable and successful. (Formerly AN 3080)

**AN 3500 Animation Thesis Proposal Review (0 credits)**

The thesis proposal review is the animation student’s opportunity to present their thesis proposal with all supporting documentation to a panel of RMGC Animation Department faculty - and receive feedback to guide the student toward successful completion of their thesis class. Prior to the review, students receive a form that when completed, defines and explains their proposed project in detail. Approval of the Thesis Committee is a prerequisite for registering for the AN 4500 or AN 4860.

**AN 3760 Tools + Techniques of Contemporary Animation (3 credits)**

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

**AN 3770 Animation Sound Design + Video Editing (3 credits)**

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

**AN 3780 Computer Lighting & Materials (3 credit elective)**

Students learn the value of cooperation for achieving a goal. At the conclusion of the course focuses on completion of the animation production and budgeting process, learned procedures for legal use and protection of the artwork, as well as a finished piece representing the work. (Formerly AN 4460)

**AN 3870 Digital Production Design (2D) or AN3D 3330 Animation Character + Production Design (3 credits)**

Senior students study compositing techniques for matting 2D animation. This course is for students who have completed written and oral presentations examining the components of visual storytelling in their own work. This is an advanced class/Technical Director level. At the conclusion of the course, students will have practical experience in visualizing, planning, and executing original and innovative approaches to the seamless combination of different layers of art, as well as a finished piece representing the work. (Formerly AN 4460)

**AN 3910 Business, Ethics + Copyright for Animation (3 credits)**

Students learn about business practices in the animation industry, including business organization and operation as employer or employee, studio specialist, or freelance generalist. Current and historic developments in copyright law are studied, as well as the ethical and non-ethical uses of animation. At the conclusion of this course, students will have assessed their animation education through the lens of the reality of the business world, and assessed their expectations for a career in animation. Students will understand the realities of the budgeting process, learned procedures for legal use and protection of copyright, and developed an understanding of the ethical use of this art form.

**AN 4130 History of International Animation (3 credits)**

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

**AN 4330 Tools + Techniques of Contemporary Animation: AN 3770 Sound Design + Video Editing and AN2D 3330 Animation Character + Production Design (2D) or AN3D230 Animation Character + Production Design (3D)**

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

**AN 4360 Animation Business Fundamentals (3 credits)**

In this senior-level course, students will have completed written and oral presentations examining the components of visual storytelling in their own work. This is an advanced class/Technical Director level. At the conclusion of the course, students will have practical experience in visualizing, planning, and executing original and innovative approaches to the seamless combination of different layers of art, as well as a finished piece representing the work. (Formerly AN 4460)

**AN 4460 Animation Business Fundamentals (3 credits)**

This senior-level class, students critically analyze a variety of short and animated films, to understand how narrative content is delivered in different contexts. At the conclusion of this course, students will have completed written and oral presentations examining the visual and narrative forms of a variety of films, and image-based projects demonstrating their ability to recognize and apply the basic components of visual storytelling in their own work. This course is open to students in other disciplines who are interested in furthering their understanding of storytelling through animation. NOT RECOMMENDED FOR STUDENTS WHO HAVE TAKEN AN 1110.
AN 4860 2D Animation Thesis I (2 credits)

This course is based on the student's thesis project. Students will complete an original short film, using the skills and knowledge acquired in the coursework. The focus is on the completion of the thesis project, which includes scripting, storyboarding, animation, and post-production. Students must complete a final presentation of their work and write a thesis statement. Prerequisite: AN3D 2210 3D Computer Animation

AN 4870 Stop Motion Animation (3 credits)

This course is based on the student's thesis project. Students will complete an original short film, using the skills and knowledge acquired in the coursework. The focus is on the completion of the thesis project, which includes scripting, storyboarding, animation, and post-production. Students must complete a final presentation of their work and write a thesis statement. Prerequisite: AN3D 2210 3D Computer Animation

AN 4875 Hollywood Stop Motion (3 credits)

This course is based on the student's thesis project. Students will complete an original short film, using the skills and knowledge acquired in the coursework. The focus is on the completion of the thesis project, which includes scripting, storyboarding, animation, and post-production. Students must complete a final presentation of their work and write a thesis statement. Prerequisite: AN3D 2210 3D Computer Animation

AN 4880 2D Animation Thesis I (2 credits)

This course is based on the student's thesis project. Students will complete an original short film, using the skills and knowledge acquired in the coursework. The focus is on the completion of the thesis project, which includes scripting, storyboarding, animation, and post-production. Students must complete a final presentation of their work and write a thesis statement. Prerequisite: AN3D 2210 3D Computer Animation

AN 4890 2D Animation Thesis II (3 credits)

This course is based on the student's thesis project. Students will complete an original short film, using the skills and knowledge acquired in the coursework. The focus is on the completion of the thesis project, which includes scripting, storyboarding, animation, and post-production. Students must complete a final presentation of their work and write a thesis statement. Prerequisite: AN3D 2210 3D Computer Animation
AN3D 4250 Advanced 3D Computer Animation Motion Studies (3 credits)
This senior-level animation course is a continuation of 3D Computer Animation Motion Studies. Students further develop their skills, insights, and knowledge of character animation through more advanced assignments. Studies will involve animal movement such as advanced bipedal walks, runs and other forms of locomotion. Quadruped motion will be covered, as well as avian flight. Students gain insights into the relationship between storytelling and character animation, with emphasis placed on acting and performance, combining lip-sync dialog with characters in a specific activity or conflict. Students may be directed to environmental motion studies such as wind, water, fire, and smoke. At the conclusion of this course, students have completed a series of animation exercises, which are presented as a collection of finished animation tests.
Prerequisite: AN3D 3200 3D Computer Animation Motion Studies

AN3D 4260 Advanced 3D Computer Topics (3 credits)
Building on the skills and knowledge gained in 3D Computer Lighting & Materials and Advanced Dynamics + SFX, this advanced-level course will focus on learning specific concepts and techniques for the production and post-production phases of 3D computer animation. Lighting, rendering, and compositing, along with other 3D computer concepts, are studied and practiced at a more progressed level. At the conclusion of the course, students will have produced short animation-related assignments, demonstrating advanced-level competencies.
Prerequisite: AN3D 3240 3D Advanced Dynamics + SFX

AN3D 4270 Advanced Character Creation Methods (3 credit elective)
Senior students assimilate their traditional abilities and character animation skills into the third dimension. They are exposed to advanced 3D computer character animation methodology, including advanced modeling, UV mapping, rigging and advanced animation controls such as scripting and expressions. This is considered a Technical Director level class and is very advanced. Upon completion of this course, students understand the workflow of character setup, and have the skills and methodology to develop a functional and clean model with the appropriate control feature rig for any production. (Formerly AN 4440)
Prerequisite: AN3D 3200 3D Computer Animation Motion Studies

AN3D 4280 Advanced Scripting (3 credit elective)
An advanced Technical Director class that examines basic programming and scripting techniques as related to specific CGI applications. Included are research, development, writing and testing of expressions and plug-ins for 2D and 3D software. Projects are integrated with other animation classes to solve production problems or create new CGI tools. At the conclusion of the course, students will have gained practical experience with various professional scripting/programming procedures by applying them to specific Animation Department production problems, and have a finished piece representing the work. (Formerly AN 4480)
Prerequisite: AN3D 3240 Advanced Dynamics + SFX

AN3D 4280 Advanced 3D Computer Modeling & Texturing (3 credit elective)
This advanced-level course provides additional specialized tools and methods for the experienced 3D modeler for use in creating characters and environments. This will include gaining experience with subdivision surface modeling and NURBS modeling, as well as ZBrush and Mudbox. At the conclusion of this course, students will have produced high quality 3D digital imagery of interior and exterior environments, and of the characters that inhabit those environments.
Prerequisite: AN3D 3220 3D Computer Lighting & Materials

AN3D 4850 Experimental Computer Animation (3 credit elective)
This senior-level filmmaking course broadens the definition of the word “animation,” to include a viewpoint of the animator as artist, and an emphasis on the importance of the concepts an animator brings to explorations of frame-by-frame filmmaking. Exploration of various forms of computer animation as a means of artistic expression is encouraged, by giving advanced students the opportunity to step outside the boundaries of conventional approaches to digital animation technology and art. Upon completion of the course, students have made short films, demonstrating an expanded individual style and an ability to integrate an experimental approach when working with more conventional 2D and 3D animation production techniques. (Formerly AN 4350)
Prerequisites: AN3D 3240 Advanced Dynamics + SFX

AN3D 4860 3D Animation Thesis I (3 credit)
With their story treatment and character development approved by the Thesis Committee, senior-level students enter this filmmaking class ready to direct their knowledge of 3D animation into the design, planning and pre-production of an animated film. At the conclusion of the course, students have completed a sequence of milestones, including script/storyboard, production schedule, design and modeling of characters and sets, acquisition of music, effects and dialog, and the production of a pre-visualization of the story. Subsequently, within AN 4860, students produce and post the film. (Formerly AN 3342)
Prerequisites: AN3D 3240 Advanced Dynamics + SFX, AN3D 3330 3D Character & Production Design, and AN 3050 Animation Thesis Proposal Review

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

GAME ART
BFA Degree Requirements
2010-2011 BFA Degree Requirements

Liberal Arts: 39 + 3 program specific credits
Please refer to the Liberal Arts section for specific course requirements. Please note that, within Liberal Arts requirements, Game Art students must take MA 2010 Math + Physics for Designers, and SBS 3050 Psychology of Human Interaction.

Foundation Studies: 18 credits
FD 1115 Digital Image Making 3
FD 1115 Visual Design I 3
FD 1275 Drawing I 3
FD 1370 Life Drawing I 3
FD 1380 Life Drawing II 3
FD 1900 Freshman Portfolio Review 0
FD 2120 Visual Design II 3

Core Requirements: 57 credits
AN 1100 Introduction to Animated Story Telling 3
AN 1120 Pre-Visualization 3
AN 1130 Fundamentals of Animation 3
AN 4130 Business, Ethics + Copyright 3
AN 4450 Web Design for Animators 3
AN3D 2210 3D Computer Animation 3
AN3D 2220 3D Computer Lighting & Materials 3
AN3D 3230 3D Computer Animation Motion Studies 3
AN3D 3330 3D Character and Production Design 3
AN3D 4270 Advanced Character Creation Methods 3
GA 2010 Introduction to Game Art 3
GA 2050 Game Art Sophomore Portfolio Review 0
GA 2220 Game Texture/Lighting 3
GA 2310 Photo-Real Game Modeling 3
GA 2710 Strategy and Psychology in Games 3
GA 3000 Game Art Junior Portfolio Review 0
GA 3110 Game Animation 3
GA 3200 Level Design 3
GA 4210 Game Project I 3
GA 4220 Game Project II 3
GA 4500 Portfolio + Demo Reel Development 3

Studio Elective Requirements: 3 credits
The following electives are recommended:
AN 2350 Scriptwriting for Animation 3
AN3D 4280 Advanced Scriptwriting 3

Total credits required 120
Please note: The Game Art program was offered for the first time in Fall 2009; each course listed above within the curriculum will be offered for the first time within the term identified by the eight-term program plan (available upon request).
Game Art

GA 2710 Strategy and Psychology In Games (3 credits)
This intermediate-level studio course fosters analytical and critical thinking skills in the design and implementation of game play. By means of directed projects and supplemental media presentations, students investigate the socio-psychological relationships between real-world players, game characters, game objects and story. Upon completion of the course, students will be able to construct virtual worlds in which strategy, action/reaction, and game play architecture are analyzed and refined to maximize player experience.
Prerequisite: GA 2100 Introduction to Game Art

ART EDUCATION DEPARTMENT

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

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

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

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

RMCAD Art Education graduates are leaders, innovators, and thinkers poised to enrich the profession. They can inspire young learners to become communicators and critical thinkers able to research, analyze, and synthesize information. They can use strategies and techniques to encourage learners to develop and pursue goals.

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

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

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

RMCAD Art Education graduates are leaders, innovators, and thinkers poised to enrich the profession. They can inspire young learners to become communicators and critical thinkers able to research, analyze, and synthesize information. They can use strategies and techniques to encourage learners to develop and pursue goals.
Fine Arts: 6 Credits
FA 1410 Basic Photography 3
FAC 1265 Ceramic Sculpture I: Handbuilding 3

Illustration: 18 credits
IL 2000 Illustration Sophomore Portfolio Review 0
IL 2520 Illustration Media 3
IL 2570 Basic Illustration 3
IL 2650 Life Painting I 3
IL 3000 Illustration Junior Portfolio Review 0
IL 3590 Conceptual Illustration 3
IL 3650 Children's Book Illustration I 3
IL 4550 Computer Illustration I OR
IL 1020 Mastering the Pencil 3

Total credits required 125

Fine Arts: 12 credits
FA 1150 Introduction to Painting 3
FA 1410 Basic Photography 3
FA 2020 Form and Content 3
FAC 1265 Ceramic Sculpture I: Handbuilding 3

Illustration: 18 credits
IL 2000 Illustration Sophomore Portfolio Review 0
IL 2520 Illustration Media 3
IL 2570 Basic Illustration 3
IL 2650 Life Painting I 3
IL 3000 Illustration Junior Portfolio Review 0
IL 3590 Conceptual Illustration 3
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Total credits required 125

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IL 3000 Illustration Junior Portfolio Review 0
IL 3590 Conceptual Illustration 3
IL 3650 Children's Book Illustration I 3
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Total credits required 125

Fine Arts: 12 credits
FA 1150 Introduction to Painting 3
FA 1410 Basic Photography 3
FA 2020 Form and Content 3
FAC 1265 Ceramic Sculpture I: Handbuilding 3

Painting: 15 credits
FAP 2150 Painting I: Painting Practicum 3
FAP 3100 Painting Sophomore/Junior Portfolio Review 0
FAP 3150 Painting II 3
FAP 3170 Figure Painting 3
FAP 4050 Painting III 3
FAP 4000 Painting Senior Portfolio Review 0

Total credits required 125
### PHOTO / VIDEO Emphasis

#### Liberal Arts: 48 credits

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#### Foundation Studies: 18 credits

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#### Art Education: 32 credits

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<td>Methods in Art Education K-12</td>
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<td>Jewelry</td>
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<td>AE 3345</td>
<td>Fibers Studio</td>
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<td>Classroom Management</td>
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#### Fine Arts: 15 credits

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#### Photo/Video: 12 credits

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**Total credits required: 125**

### SCULPTURE Emphasis

#### Liberal Arts: 48 credits

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#### Fine Arts: 18 credits

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#### Sculpture: 12 credits

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<td>FAS 4810</td>
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<td>FAS 2250</td>
<td>Sculpture I: Sculpture Practicum</td>
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<td>FAS 3200</td>
<td>Sculpture Sophomore/Junior Portfolio Review</td>
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<td>FAS 3250</td>
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<td>Sculpture III: Directed Studies OR</td>
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**Total credits required: 125**
Art Education

Introduction to Art Education (3 credits)
Field experience hours: 5 clock hours in a public or private school setting. The course discusses and analyses philosophical issues in art and education and their historical contexts. Students analyze the differences between and similarities among many philosophies, and examine how each led to and affected one another, as well as society and culture. At the conclusion of this course, students have developed an individualized philosophy of art and education. Students identify theories and philosophies in action through readings, discussions and field observations in K-12 classrooms, and they better understand current debates in art education and how they affect society and culture.

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

AE 2220 Philosophy of Art and Education (3 credits)
Field experience hours: 15 clock hours in a public or private school setting. The goal of this lecture/laboratory experience class is to introduce philosophical issues about art education and to anticipate the practical application and resolution of these issues. Students study introductory and basic elements of curriculum design, lesson/unit plans, and assessment strategies. They generate applicable and pedagogically sound solutions addressing whom to teach, what to teach, how and when to teach. At the conclusion of this course, students will be familiar with leaders in art education and the issues and debates that currently define the field. Utilizing classroom observations and hands-on teaching practice, students will gain the knowledge to engage in learning and teaching as a reflective and active process.

Prerequisite: None

AE 2230 Psychology of Creativity (3 credits)
Field experience hours: 15 clock hours in a public or private school setting. This course offers an in-depth study of the aspects of the human personality that support or block creative thought. The material includes discussion of well-known creative people in all disciplines, including science, literature, music and art. Students examine how positive and negative aspects of personality influence creative people’s work. Students explore the influence of culture and social setting. Through assignments, papers, observations, fieldwork and readings, students learn of the complexity of creative thinking and how it applies in K-12 art education.

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

AE 2235 Methods of Teaching (3 credits)
Field experience hours: 15 clock hours in a public or private school setting. This course offers an in-depth study of the aspects of the human personality that support or block creative thought. The material includes discussion of well-known creative people in all disciplines, including science, literature, music and art. Students examine how positive and negative aspects of personality influence creative people’s work. Students explore the influence of culture and social setting. Through assignments, papers, observations, fieldwork and readings, students learn of the complexity of creative thinking and how it applies in K-12 art education.

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

AE 2240 Instructional Technology (3 credits)
Students learn applications that support instruction and enhance student learning, including the use of the computer as an image-making tool. Skills at various levels include: technical use of the computer, spreadsheets, databases, presentation software, wikis, blogs, basic stop motion animation and editing, digital storytelling and use of the Internet. By the conclusion of the course, students are able to use the computer for a variety of teaching situations, are familiar with digital image making software, can track and analyze student progress, and are prepared and delivered visual presentations.

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

AE 2245 Portfolio Review (3 credits)
Students who have completed 75-90 credit hours participate in a portfolio review to ensure they are progressing adequately in the art education program. A cumulative portfolio of work from art education courses is presented by the student; field experience hours are reviewed; documentation of having passed the fingerprint and background checks is examined; and a review of dispositions necessary for teaching occurs through a presentation of professional work by the teacher candidate. Passing of the PLACE test is required for this review.

Prerequisite: AE 2200 Art Education Sophomore Portfolio Review; AE 3220 Teaching in a Multicultural Environment; AE 2240 Reading in the Content Area; must be an Art Education major

AE 2250 Printmaking I (3 credits)
Students transfer their drawing skills to a variety of printmaking techniques and mediums that have direct application to techniques, materials, and equipment appropriate to the public school and professional setting. Water-based materials are emphasized. Safe practices using minimal amounts of oil-based mediums and solvents are explored, including monoprint, linotype, dry point, relief and chemical resist printmaking methods. By the conclusion of this course, students will have learned a variety of printmaking techniques and practices for utilization in the K-12 classroom.

Prerequisite: FD 2130 Visual Design II

AE 2255 Printmaking II (3 credits)
Field experience hours: 30 clock hours in a public or private school setting. This course is for students who are interested in advancing their knowledge and skills in the area of printmaking. Students learn more advanced techniques as they work towards independently creating an individualized body of work. At the conclusion of this course, students will have obtained sufficient technical ability to undertake more advanced work.

Prerequisite: AE 2250 Printmaking I

AE 2260 Teaching in the Multicultural Environment (3 credits)
Field experience hours: 25 clock hours in a public or private school setting. Students learn how race, culture, and immigration affect society, and the role of public education in a democratic society. Students investigate how culture affects education. They learn current theories of multicultural education and their place in the contemporary politics of public education. Students use this knowledge to develop successful instructional practices that create positive learning environments for a variety of diverse K-12 learners. By the conclusion of this course, students have developed curriculum that educates K-12 students on the importance of critical citizenship, and have learned how to take action on social issues in their own lives.

Prerequisite: AE 2220 Phil of Art and Education; AE 2230 Psychology of Creativity; AE 2240 Instructional Technology; must be an Art Education major

AE 2270 Methods of Teaching, K-12 (4 credits)
Field experience hours: 100 clock hours in a public or private school setting. This studio course provides students the opportunity to synthesize their learning by going into the field as a student teacher. This methods class puts theory and planning into practice. Students will participate in a two-week 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 curiosity in ways that span the elements of curriculum design, lesson/unit plans, accommodations, modifications, and assessment strategies as part of their own action research in the field. Students model and demonstrate the skills intrinsic to the lesson, participate in the process, and create the art product resulting from the lesson objectives. Students will understand what it means to be part of a professional learning environment, based on common inquiry, personal reflections, and peer feedback. Research and investigations of student diversity, multicultural objectives, learning styles, and exceptionality are incorporated into practical applications. At the conclusion of this course, students will develop a professional portfolio that demonstrates findings of their research as it relates to their teaching philosophy, methods and strategies for developing art programs for the K-12 student, instructional objectives, lesson and unit plans using a variety of media, and personal reflection based on classroom practice.

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

AE 2280 Statistics: Assessing Learning + Teaching (3 credits)
Field experience hours: 15 clock hours in a public or private school setting. The course introduces basic statistical principles and applies them to the purposes for and approaches to assessment, both traditional and alternative. Study includes qualitative and quantitative methods for assessing student performance in art and design, as well as course and program effectiveness. Proficiencies are determined by measuring the student’s ability to organize data, plan teaching effectiveness, devise and demonstrate assessment and evaluation instruments and methodologies. At the conclusion of this course, students will have learned basic statistical methods for data collection and analysis for the purpose of assessing teaching and learning in K-12 schools. Students will also become familiar with how to assess their own teaching skills and to recognize the importance and methods of assessing student learning in the classroom.

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

AE 3330 Jewelry (3 credits)
This metal-working and jewelry-making course has an emphasis on K-12 projects. Projects include basic casting, forging, lost-wax casting, stone setting, soldering, joining, fastening and forming, and basic surface treatments. At the conclusion of this course, students will understand basic jewelry techniques and develop projects for utilization in the K-12 classroom.

Prerequisite: FD 2130 Visual Design 2
COMMUNICATIONS DESIGN DEPARTMENT

DISCOVERY, INSPIRATION, CREATION, IDEAS...USED SEPARATELY THESE ARE POWERFUL WORDS, BUT INTEGRATED INTO A PROCESS OF CRITICAL THINKING, RESEARCH, OBSERVATION AND INNOVATION, THEY CREATE NEW OPPORTUNITIES FOR DESIGN STUDENTS AT ROCKY MOUNTAIN COLLEGE OF ART + DESIGN. THE COMMUNICATIONS DESIGN PROGRAM COMBINES THEORY AND PRACTICE, CHALLENGING STUDENTS TO DISCOVER THEIR OWN INDIVIDUAL DESIGN EXPRESSION, AND AT THE SAME TIME PREPARING THEM FOR TODAY'S NEW BUSINESS ENVIRONMENT. WITH THE DEVELOPMENT OF NEW TECHNOLOGIES AND INTERACTIVE MEDIA, THE GLOBAL MARKETPLACE IS CHANGING THE ROLE OF THE CONTEMPORARY DESIGNER. RMACD RECOGNIZES, AND EMBRACES THIS ENORMOUS POTENTIAL BY COMBINING THESE TECHNOLOGIES WITH A CLASSICAL ART EDUCATION FOUNDATION IN DRAWING, SOCIOLOGY, PHOTOGRAPHY, THEORY AND PRACTICE.

COMMUNICATIONS DESIGN STUDENTS LEARN TO EVALUATE RESEARCH AND UNDERSTAND DESIGN PROBLEMS BY CREATING PROTOTYPES 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 OF THOSE WHO HAVE COME BEFORE THEM. STUDENTS USE DATA SOURCES DRAWN FROM SOCIAL, HUMANISTIC, AND ARTISTIC THEORIES, RESULTING IN RICH DESCRIPTIVE PROFILEs 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 WILL LEAD THE PROGRAM WITH AN IN-DEPTH UNDERSTANDING OF VISUAL COMMUNICATION THEORY AND REAL LIFE PRACTICE THROUGH OBSERVING, QUESTIONING, SYNTHESIZING AND DEVELOPING INNOVATIVE BUT EFFECTIVE IDEAS.

OUTSIDE DESIGN PROFESSIONALS ARE BROUGHT IN FOR WORKSHOPS, PRESENTATIONS AND ADVANCED TEACHING ENGAGEMENTS THROUGHOUT THE PROGRAM AND DELIVER HANDS-ON EXPERIENCES WITH REAL PROJECTS. PRESENTATION OF IDEAS AND CONCEPTS 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 DESIGNED TO HELP STUDENTS 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 EXPERTS WHO CAN PROVIDE REAL AND PROGRESSIVE SOLUTIONS THAT TARGET THE NEEDS OF THEIR CUSTOMERS. ANNUAL AWARD SHOES ARE USED AS CLASS ASSIGNMENTS AND MANY GRADUATES HAVE BEEN RECOGNIZED WITH HIGHER EXCELLENCE AWARDS WORLDWIDE. INTL. NATIONAL INSTRUCTORS AND VISITING FACULTY BRING A BROADER EXPERTISE TO STUDENTS THROUGHOUT THEIR FOUR YEARS AT RMACD.

PUTTING PEOPLE AT THE CENTER OF EVERYTHING WE TEACH AND PRACTICE IS THE MISSION OF THE COMMUNICATIONS DESIGN DEPARTMENT AT ROCKY MOUNTAIN COLLEGE OF ART + DESIGN. THROUGH OUR RIGOROUS CURRICULUM, WE INTEGRATE A DEEP UNDERSTANDING OF DESIGN, DESIGN METHODOLOGIES, TECHNOLOGIES, AND VISUAL COMMUNICATIONS THEORY. USING DESIGN STRATEGY AND INTUITION, OUR GRADUATES DISCOVER THEIR PERSONAL VOICE BY DEVELOPING SOLUTIONS TO HUMAN-CENTERED PROBLEMS IN THE GLOBAL ENTERPRISE AND ENTER THE FIELD WITH AN INTENSE COMMITMENT TO CREATING SUCCESS FOR HUMAN BEINGS.
Communications Design

CD 1020 Design Concepts + Methods (3 credits)
This is a survey course for freshman intending to pursue a major in Communications Design. Students are introduced to professional communications design organizations such as the American Institute of Graphic Arts (AIGA) and the design offices of practicing professionals. At the conclusion of this course, students successfully complete a broad range of two- and three-dimensional studio projects that demonstrate proficiency with research methods, problem analysis, brainstorming strategies, team interactions, and graphic visualization techniques.
Prerequisite: none

CD 2440 Typographic Design (3 credits)
This formative course is an in-depth examination of the elements and principles of typography via hand-assembled and digital studio projects. Reader and audience demographics are also thoroughly covered. At the conclusion of this course, students demonstrate conceptual and technical proficiencies with letterform structures, legibility, readability, text manipulation, typographic space, and communication hierarchies.
Prerequisites: FD 1115 Visual Design I and DM 1120 Electronic Page Processing

CD 2520 Sign + Symbol (3 credits)
Communications Design principles, elements, and methodology are addressed in this introductory course. Major topics include anatomy of visual form, simplification, typography, sequence, composition, and basic graphic communication theory. Projects are designed to build sound conceptual thinking and practical expertise by making use of brainstorming, sketching, visual diagramming, and computer-generated imagery. Projects are directed towards the understanding of signs, symbols, pictograms, logos, and logotypes. At the conclusion of this course, students working as individuals and in teams demonstrate a basic understanding of communications design principles and methodology.
Prerequisites: DM 2110 Vector Illustration, DM 2120 Raster Image Processing, CD 1020 Design Concepts + Methods, and CD 2440 Typographic Design

CD 3000 Communications Design Sophomore/Junior Portfolio Review (0 credits)
Students who have completed over 60 credit hours are required to participate in a mid-career portfolio review before reaching 90 credits. This review is designed to identify students’ strengths and weaknesses so that they may address both in their upcoming major course work.
Prerequisite: FD1380 Freshman Portfolio Review

CD 3020 Visual Sequencing (3 credits)
The significance of design research, analysis, and demographics is addressed in this advanced course. Using concepts and principles from the previous courses, students research and explore more complex multi-page visual communication problems. Principles and elements include: conceptual development, grid systems, sequencing, typographic hierarchy, and text/image integration. Working in teams and as individuals, students are introduced to written, verbal, and visual presentation techniques in order to determine why specific solutions have been employed to solve communications design problems. At the conclusion of this course, students demonstrate the ability to conceptualize, design, and execute more complex communication projects.
Prerequisites: CD 2520 Sign + Symbol

CD 3040 Design Systems (3 credits)
This intensive course focuses on the principles and elements of brands and identity systems. Students work as individuals and in teams to develop projects that address the significance of brand design, applications, and identity management. Company mission, goals, and objectives are researched, investigated, and presented in detail. Content hierarchy, complex grid systems, typographic hierarchy, text/image integration, and color identification are explored in depth. Students also examine 20th century and contemporary branding systems. At the conclusion of this course via long-term projects, students demonstrate the conceptual and technical ability to understand, establish, define, and create a complex design system.
Prerequisites: CD 3020 Visual Sequencing

CD 3440 Experimental Typography (3 credits)
This advanced course addresses in-depth relationships between form and content in typographic communication. Elements and principles such as contrast, scale, space, rhythm, and sound are fully examined. Students work as individuals and in teams with a wide range of hand-assembled and digital media. Contemporary typographers are studied and inform the studio projects. At the conclusion of this course, students understand both abstract and objective forms of typography.
Prerequisite: CD 2440 Typographic Design

CD 3470 3D Packaging (3 credits)
Students utilize both traditional and digital media as an introduction to the skills necessary for designing packaging graphics and preparing accurate mock-ups as practiced within the communications design industry. Content includes basic concept rendering, developing die-cut patterns, model-making and mock-up techniques, and both visual and verbal presentation skills. The course includes visits to package design and fabrication facilities in the Denver area.
Prerequisites: FD 2120 Visual Design II, DM 2110 Vector Illustration and DM 1120 Electronic Page Layout

CD 4000 Communications Design Senior Portfolio Review (0 Credit)
All seniors who are ready to graduate are required to participate in a departmental senior portfolio review, which is always on the last day of the term preceding the final term of study. This pre-graduation portfolio review is an initial step in preparing students for both their graduation exhibition and their movement from the academic environment into the professional world.
Prerequisite: CD 3000 Communications Design Sophomore/Junior Portfolio Review

CD 4020 Experience Design (3 credits)
This integrated course fully explores the significance and impact of experience design. Moving beyond traditional communications design concepts, this course strives to create experiences beyond products and services. Students work as individuals and in teams on multi-faceted projects that address: way-finding, environmental communications design, information architecture, and fabrication connections and resources. Students address issues such as: product or service life cycles, user interfaces, and the creation of environments that connect on an emotional or value level to customers. As in previous courses, students sharpen analytical, verbal, written, and visual presentation techniques. At the conclusion of this course, students demonstrate a sound knowledge of research and user-centered design concepts via studio projects and client/user presentations.
Prerequisite: CD 3040 Design Systems

CD 4501 Topics in Communications Design (3 credits)
An alternative to the Internship Honors Course, CD 4501 offers seniors the opportunity to enhance their conceptual thinking, research methodologies, communication skills, and technical expertise. At the conclusion of this course, students will have successfully researched, organized, and produced a comprehensive communications design project for later inclusion in their senior communications design portfolio. In order to qualify, students submit a portfolio of previous work and provide a preliminary plan of study to the department chair and advisor for approvals. Students must plan carefully one term in advance in order to qualify for this course. All reviews and paperwork must be completed two weeks prior to the end of the student’s currently enrolled term.
Prerequisite: CD 3040 Design Systems and written approval by the instructor, department chair, and Provost.

CD 4970 Internship Honors Course (3 credits)
An honors program that enables qualified seniors to work within established communications design studios, advertising agencies, and new media facilities. Seniors must have a cumulative 3.0 grade point average and have completed all required forms and documentation. Upon acceptance, the College guides a candidate into the best possible student/professional connection. The planned program of activities is controlled by RMCAD, not by the officials of a job establishment. Class attendance is on a weekly basis and is regularly scheduled to provide for interaction between internship sponsor, instructor, and student. Appropriate assignments are required for completion of the course. Students who do not meet the above criteria are required to take CD 4501 Topics in Communications Design.
Prerequisite: Must be a senior with approval of the Communications Design department chair.
Digital Media

DM 1120 Electronic Page Layout
(3 credits)
An introductory, interdisciplinary course that addresses the principles of page layout through the understanding and use of digital technology. Areas of study will include page layout, page systems, typographic hierarchy, type and image, and the use of grids. At the conclusion of this course the students will demonstrate a basic understanding of typography, paragraph formatting, and grid structures, as it pertains to desktop publishing.
Prerequisites: FD 1010 Digital Image Making

DM 2110 Vector Illustration
(3 credits)
An introductory, interdisciplinary course that introduces the student to a variety of vector programs and practices used to design and produce technically correct files. At the conclusion of this course, students will gain an understanding of the principles of vector art, create original graphics, modify existing graphics, work with color libraries, and a variety of drawing tools.
Prerequisites: FD 1010 Digital Image Making

DM 2120 Raster Image Processing
(3 credits)
An introductory, interdisciplinary course that introduces the student to an industry-based image manipulation program. The designer, illustrator, or fine artist can use the program as a paint, prepress, color correction, and darkroom system. Numerous image effects are possible after black/white or color images have been scanned and/or electronically created. At the conclusion of this course, the student will understand the principles of raster art, create original graphics, modify existing graphics, work with color libraries, and a variety of drawing tools.
Prerequisites: FD 1010 Digital Image Making

DM 3110 Electronic Prepress
(3 credit elective)
This course will address the industry standard techniques and practices used to prepare files for professional output by a printer or service bureau. It will explore printing techniques and terms associated with designing and producing technically correct files. Field trips to various professional environments will be included for the student to become familiar with what tools and services are available and appropriate for a variety of situations. At the conclusion of this course, the student will understand basic printing techniques and terms pertaining to prepress and be able to design and produce technically correct files.
Prerequisites: DM 1120 Electronic Page Layout, DM 2110 Vector Illustration, and DM 2120 Raster Image Processing

DM 3115 Web Design
(3 credits)
This intermediate course uses the knowledge from DM 3105 User Prototyping and focuses on taking the principles from traditional communications design and applying them to the online environment. Students are introduced to site architecture, concept mapping and digital code. Web sites will be tested and used for optimal browser display, information architecture and user needs. At the conclusion of this course, the student will have gained an understanding of the common challenges of creating and designing interactive media through prototyping, flow charting, pre-production, production and execution of a final website design.
Prerequisites: DM 3105 User Prototyping

DM 3130 Digital Editing
(3 credits)
This intermediate course builds on the knowledge of DM 3105 User Prototyping and introduces digital tools to create real-time nonlinear editing for video and sound. Students learn to use and design digital tools for online environments and apply them to projects that integrate sound, motion and writing. Through the introduction of history, research, and storytelling, students create final video and sound productions that will be used for pre-production, production, and post-production design projects. At the conclusion of this course, students will have gained an advanced understanding of digital media design through time-based storytelling, theory, pre-production, production and post-production techniques.
Prerequisites: DM 3100 User Prototyping

DM 3131 Motion Design
(3 credit elective)
Skills acquired in Digital Editing are further enhanced for broadcast animation. This course is an advanced process in designing and developing 2D and 3D digital animations. Students script, animate, produce and composite sequences for television and film. At the conclusion of this course, students will gain enhanced knowledge of the process for designing and creating broadcast digital media projects through the use of scripting, animation, sequencing, editing and final production.
Prerequisites: DM 3130 Digital Editing

DM 4320 Interaction Design
(3 credit elective)
This advanced course brings together the tools learned in previous digital media courses. Students will create and design dynamic interactive websites using the new tools of information architecture, animation, digital code, and advanced motion design. At the conclusion of this course, students will have an increased understanding of information processing and skills in rich media; will have animated and coded a motion interface introduction for an online media; and will have designed a functional interactive website.
Prerequisites: DM 3135 Web Design

DM 4420 Media Design
(3 credit elective)
Converging multiple skill sets from the interaction and motion design classes into one integrated project approach, this course is the finalization of the digital media series. Students design and develop a variety of projects that are versatile across various on-screen environments. At the conclusion of this course, students will demonstrate an advanced ability to use all the tools of digital media in previous prerequisite classes into one coordinated final design project that merges across all areas of the interactive environment.
Prerequisites: DM 4130 Motion Design and DM 4220 Interaction Design

CD 4900 Communications Design Senior Portfolio Review (3 credits)
This course investigates seminal issues and ideas in communication design. Topics include the changing role of the communications designer in contemporary culture, conflicts between commercial practice and social responsibility, and practical issues as they relate to securing a professional position in the field. Visiting designers contribute to a thought-provoking seminar environment. At the conclusion of this course, students have successfully completed a thesis project, writing portfolio, and marketing materials.
Prerequisite: CD 4000 Communications Design Senior Portfolio Review

CD 4990 Communications Design Graduation Portfolio (3 credits)
The designer’s portfolio of work is the employer’s primary tool for assessing the skills and talents of a prospective employee. The portfolio is the art student’s most important asset in successfully gaining employment upon graduation. Portfolio class explores these issues as well as what constitutes a professional-looking portfolio, who should see it, and how to arrange appointments. Instructors assist the students in selecting artwork for refinement and inclusion in the portfolio and in assembling the portfolio for maximum effect.
Prerequisite: CD 4000 Communications Design Senior Portfolio Review
FINEARTSDEPARTMENT

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

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

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

FINE ARTS

2010-2011BFA Degree Requirements

LiberalArts:39credits
Please referto the Liberal Arts section for specific course requirements.

FoundationStudies:18credits
FD1010DigitalImageMaking 3
FD1115VisualDesignI 3
FD1275DrawingI 3
FD1280DrawingII 3
FD1370LifeDrawingI 3
FD1990FreshmanPortfolioReview 0
FD2120VisualDesignII 3

FineArtsCoreRequirements:24credits
FA1150IntroductiontoPainting 3
FA1250IntroductiontoSculpture 3
FA1410BasicPhotography 3
FA2020FormandContent 3
FA4660ExperimentalStudies 3
FA4990ProfessionalPractices 3
FA4991SeniorStudio 3
FAC1265CeramicSculptureI:Handbuilding 3

Students choose:Painting,Sculture,ORPhoto+VideoArtCore

PaintingCore:12credits
FAP2150PaintingI:PaintingPracticum 3
FAP3100PaintingSophomore/JuniorPortfolioReview 0
FAP3150PaintingII 3
FAP3170FigurePainting 3
FAP4050PaintingIII 3
FAP4000PaintingSeniorPortfolioReview 0

Totalcreditsrequired 120

OR

Photography+VideoArtCore:15credits
FAV2245PhotographyII 3
FAV2570DigitalColorPhotography 3
FAV2330IntroductiontoVideoArt 3
FAV3100Photo/VideoSophomore/JuniorPortfolioReview 0
FAV3480IntermediateVideoArt 3
FAV4000Photo/VideoSeniorPortfolioReview 0
FAV4991AdvancedPhotoVideo:SeniorStudio 21

Totalcreditsrequired 120

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

Ceramics
FAC3200CeramicsSculptureII:Tools,Tech,Process 3
FAC3450CeramicSculptureIII:NewDirectionsinClay 3
FAC4450GlazeCalculation 3
FAC4910AdvancedCeramicSculpture 3

FigureStudies
FA3060ExperimentalFigureStudies 3
FD1380LifeDrawingII 3
IL2550LifeDrawingIII:HumanAnatomy 3
FAP4170AdvancedFigurePainting 3

ExperimentalMedia
FA3015ContemporaryArtStudio 3
FA3172ExperimentalDrawing 3
FA3610Installation 3

Photography
FAV2245PhotographyII 3
FAV2570DigitalColorPhotography 3
FAV4991Adv.Photo/Video:SeniorStudio up to 6 credits

Two-DimensionalMedia
AE3250PrintmakingI 3
AE3251PrintmakingII 3
FAP4991Adv.Painting:SeniorStudio up to 6 credits

Three-DimensionalMedia
AE3330Jewelry 3
AE3345FibersStudio 3
FAS4992Adv.Sculpture:SeniorStudio up to 6 credits
ID3550CustomFurnishings 3

Video
DM2120RasterImageProcessing 3
FAV2330IntroductiontoVideoArt 3
FAV3200MotionDesignforVisualArtists 3
FAV3480IntermediateVideoArt 3
FAV4991Adv.PhotoVideo:SeniorStudio up to 6 credits

Totalcreditsrequired 120

Other Options
Choose up to two electives (6 credits) outside of the Fine Arts Department; prerequisite requirement(s) must be met.
Prerequisites: none.

Introduction to Painting (3 credits)

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

FA 1150

Introduction to Sculpture (3 credits)

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

FA 1410

Basic Photography (3 credits)

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

FA 2020

Form and Content (3 credits)

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

FA 3015

Contemporary Art Studio (3 credit elective)

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

FA 3060

Experimental Figure Studies (3 credit elective)

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

FA 3172

Experimental Drawing (3 credit elective)

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

FA 3270

Investigations I (3 credits)

This is the first of a two-term course sequence of Fine Arts investi- gations, designed to expand awareness of materials and concepts available in the field. Contemporary and/or traditional materials and methods are introduced, including, but not limited to: kinetic and ro- botic art, public art, earth art, fiber, interactive art, sound and light, relational art, intervention art, and figure studies. At the conclusion of this course, students are versed in the topic selected for the term and create work that demonstrates this knowledge.

FA 3610

Installation (3 credit elective)

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

FA 4660

Experimental Studies (3 credits)

Students explore definitions and applications of contemporary sensibilities. The merging of existing art forms into innovative and ex- perimental approaches, including the utilization of new technologies, also blends into considerations of site and audience in this multi- dimensional course. At the conclusion of this course, the students project exhibits awareness of current art practices, increased art literacy and understanding of the role of technology and experimen- tation in contemporary art.

FA 4810

Investigations II (3 credits)

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

FA 4990

Professional Practices (3 credits)

This course prepares fine art majors with essential knowledge and practical strategies necessary to effectively seek out venues for their own art, which include gallery representation, co-operative and alter- nate spaces, commissions, government grants, competitions, resi- dencies and graduate schools. The class visits area artists’ studios, galleries, art centers and museums. Students are exposed to working professionals such as critics, art administrators, gallery directors and museum curators. At the conclusion of this course, students will have created a professional-grade portfolio, which includes artist statement, resume, and photography of artwork. Students use their portfolios to submit applications to exhibitions, residency programs, grants, and graduate schools. Students also learn how to properly display, store and ship art using sound archive methods.

Prerequisites: must be a Junior or Senior.

FA 4991

Senior Studio (3 credit elective)

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

Prerequisites: must be a Junior or Senior.

Credits: 3

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

Prerequisites: Must be a Junior (60 hrs.), non-Fine Arts majors accepted upon department Chair’s or department Head's approval.

Prerequisites: Must be a Junior or Senior.

Credits: 3

This course prepares fine art majors with essential knowledge and practical strategies necessary to effectively seek out venues for their own art, which include gallery representation, co-operative and alter- nate spaces, commissions, government grants, competitions, resi- dencies and graduate schools. The class visits area artists’ studios, galleries, art centers and museums. Students are exposed to working professionals such as critics, art administrators, gallery directors and museum curators. At the conclusion of this course, students will have created a professional-grade portfolio, which includes artist statement, resume, and photography of artwork. Students use their portfolios to submit applications to exhibitions, residency programs, grants, and graduate schools. Students also learn how to properly display, store and ship art using sound archive methods.

Prerequisites: must be a Junior or Senior. Non-Fine Arts majors accepted upon department Chair’s or department Head’s approval.

Credits: 3

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

Prerequisites: must be a Junior or Senior. Non-Fine Arts majors accepted upon department Chair’s or department Head’s approval.
Fine Arts: Ceramics

FAC 1265 Ceramic Sculpture I: Handbuilding (3 credits)
Students explore basic hand-building techniques using ceramic materials to make sculpture and vessels. Emphasis is placed on individual style and how clay can be used as a vehicle for expression. Students make work from low-fire clay using a combination of coil, slab, and texturing techniques, surface slips, and glazes. An introduction to ideas about sculpture, the vessel, and the Raku process are presented through slide lectures and research assignments. At the conclusion of this course, students will be well-versed in hand-building techniques, basic glaze formulation, and firing of electric and Raku kilns. Students will learn to develop strategies to translate an idea into sculptural form.
Prerequisite: none

FAC 3250 Ceramic Sculpture II: Tools, Techniques, Process (3 credit elective)
This course focuses on using the potter’s wheel as a tool to make functional and sculptural forms. Emphasis is placed on combining and altering forms made on the wheel, experimenting with low-fire clays, surface slips and glazes, and developing critical skills for looking at art. Students research the works from historical time periods and of contemporary clay artists. At the conclusion of this course, students will understand the immense possibilities of using the wheel and the clay process, and its application to their personal vision.
Prerequisite: FAC 1265 Ceramic Sculpture I: Handbuilding

FAC 3450 Ceramic Sculpture III: New Directions in Clay (3 credit elective)
Students incorporate contemporary ceramic sensibilities and techniques into their own work. These methods are explored from the perspective of new directions in contemporary ceramics and the larger art world. Press molds, two-part molds and slip-casting techniques are introduced, as well as thinking skills to juxtapose forms into more complex content. Students are introduced to high-temperature clays and the gas reduction kiln. At the conclusion of this course, students will be well-equipped to make work using modular building techniques that foster an individual, innovative creative practice.
Prerequisite: FAC 1265 Ceramic Sculpture I: Handbuilding

FAC 4910 Advanced Ceramic Sculpture (3 credits)
Students investigate sculptural form and space through the clay process. Diverse, individually-developed projects allow the student to further investigate the technical properties of various clays, surface applications, and firing processes. Emphasis is placed on the development of an individual aesthetic and conceptual vocabulary. Students will look at works in both the historical and contemporary art worlds. This course is designed to give the student ample opportunity to experiment and to direct his or her vision.
Prerequisites: FAC 3250 Ceramic Sculpture II: Tools, Techniques, Process; and FAC 3450 Ceramic Sculpture III: New Directions in Clay

Fine Arts: Painting

FAP 2150 Painting I: Painting Practicum (3 credits)
Students deal with intermediate painting issues as they continue to develop skills in their chosen media. The course includes exploration of the human figure and the landscape as they study the relationship between figure and ground. As students begin to define their individual directions, creative integration of concept, drawing, painting, color, and composition become important concerns. At the conclusion of this course, students are expected to demonstrate knowledge of research skills and its application to individual process.
Prerequisite: FAC 1150 Introduction to Painting

FAP 3100 Painting Sophomore/ Junior Portfolio Review (0 credits)
Students who have completed over 60 credit hours (junior year) are required to participate in a mid-career portfolio review before reaching senior credits (junior year). This review is designed to identify students’ strengths and weaknesses so that they may address both in their upcoming major coursework.
Prerequisite: PD1000 Freshman Portfolio Review

FAP 3150 Painting II (3 credits)
In this course the emphasis is on dealing with contemporary issues while further defining individual directions. Craft, content and the dialogue between the artist and the viewer are emphasized. A broadening of format, image, and theme allows the students to independently analyze and develop within their chosen painting media and forms. At the conclusion of this course, students have obtained sufficient technical ability to undertake more advanced work.
Prerequisite: FAP 2150 Painting I: Painting Practicum

FAP 3170 Figure Painting (3 credits)
The theme of figure is utilized as a point of departure. Issues of craft, content, and the dialogue between the artist and the viewer are emphasized. A broadening of format, image, and theme allows students to independently analyze and develop their own painting media and forms.
Prerequisite: FAP 2150 Painting I: Painting Practicum

FAP 4000 Painting Senior Portfolio Review (0 credits)
All seniors who are ready to graduate are required to participate in a departmental senior portfolio review. This pre-graduation portfolio review is an initial step in preparing students for their graduation exhibition and their movement from the academic environment into the professional world.
Prerequisite: FAP 3100 Painting Sophomore/Junior Portfolio Review; Must be a junior or senior

FAP 4050 Painting III (3 credits)
Students research advanced contemporary issues while refining a personal visual vocabulary. Emphasis is on building a stylistically coherent body of work evolving out of concepts explored in previous courses. At the conclusion of this course, students will have a working knowledge of contemporary painting practices and its application to their individually-derived content.
Prerequisite: FAP 3170 Figure Painting, or FAP 2150 Painting I

FAP 4170 Advanced Figure Painting (3 credit elective)
This is the second of a two-term course sequence in Fine Arts for the student interested in the Contemporary Figure. Students are versed in advanced concepts in painting the figure, including further anatomical studies, media and forms, lighting, and social content. A further broadening of format, image, and theme allows students to independently analyze and develop their own painting at a more advanced level. At the conclusion of this course, students will demonstrate advanced skills and concepts relevant to the contemporary figure in assignments and formal critiques.
Prerequisites: FAP 3170 Figure Painting

FAP 4991 Advanced Painting: Senior Studio (1-6 credit elective)
Students paint independently with the instructor assisting as needed. Personal interpretations of the meaning of art are encouraged. Topics include: painting materials and handling, design elements, color and compositional devices.
Prerequisites: FAP 4050 Painting III

FAP 4050 Painting III (3 credits)
Students research advanced contemporary issues while refining a personal visual vocabulary. Emphasis is on building a stylistically coherent body of work evolving out of concepts explored in previous courses. At the conclusion of this course, students will have a working knowledge of contemporary painting practices and its application to their individually-derived content.
Prerequisite: FAP 3170 Figure Painting, or FAP 2150 Painting I

FAP 4170 Advanced Figure Painting (3 credit elective)
This is the second of a two-term course sequence in Fine Arts for the student interested in the Contemporary Figure. Students are versed in advanced concepts in painting the figure, including further anatomical studies, media and forms, lighting, and social content. A further broadening of format, image, and theme allows students to independently analyze and develop their own painting at a more advanced level. At the conclusion of this course, students will demonstrate advanced skills and concepts relevant to the contemporary figure in assignments and formal critiques.
Prerequisites: FAP 3170 Figure Painting

FAP 4991 Advanced Painting: Senior Studio (1-6 credit elective)
Students paint independently with the instructor assisting as needed. Personal interpretations of the meaning of art are encouraged. Topics include: painting materials and handling, design elements, color and compositional devices.
Prerequisites: FAP 4050 Painting III
Fine Arts: Sculpture

FAS 2250 Sculpture I: Sculpture Practicum (3 credits)
Students develop practical skills to successfully execute, exhibit, and document their art works. The course includes honing visual thinking skills, understanding real-world exhibition concerns, documenting works with digital and slide formats, and becoming more self-aware of their process through readings about contemporary artists and writing exercises. At the conclusion of the course, students will be able to construct various exhibition devices, be well-versed with the tools and techniques in the metal and wood shops, and have a strong understanding of the conceptual and technical consistencies in their individual processes.
Prerequisite: FA 1250 Introduction to Sculpture

FAS 3200 Sculpture Sophomore/Junior Portfolio Review (0 credits)
Students who have completed over 60 credit hours (junior year) are required to participate in a mid-career portfolio review before reaching 90 credits (senior year). This review is designed to identify students’ strengths and weaknesses so that they may address both in their upcoming major coursework.
Prerequisite: FD 1990 Freshman Portfolio Review

FAS 3250 Sculpture II: Exhausting the Metaphor (3 credits)
In this course, students define their individual direction as they investigate more closely the issues that pertain to their work. Through the activity of locating a topic (or topics) of interest, students “exhaust the metaphor” in their work through the development of sound research methods and exploration of various new and traditional sculpture techniques. At the conclusion of this course, students demonstrate research skills through written papers and oral presentations. Students demonstrate, through formal critiques, increased technical skills (that are applied to topic(s)) of research within a series of sequential sculpture projects.
Prerequisite: FAS 2250 Sculpture I: Sculpture Practicum

FAS 4100 Sculpture Senior Portfolio Review (0 credits)
All seniors who are ready to graduate are required to participate in their departmental Senior Portfolio Review, which is always the last day of the term preceding the final term of study. This pre-graduation portfolio review is an initial step in preparing students for both their graduation exhibition and their movement from the academic environment into the professional world. Participation in the Senior Portfolio Review is mandatory.
Prerequisite: FAS 2250 Sculpture Sophomore/Junior Portfolio Review

Fine Arts: Photography + Video

FAS 4150 Sculpture III: Directed Studies (3 credits)
Through advanced research, students consider contemporary issues while refining a personal visual vocabulary. Emphasis is on content, idea development and process. At the end of this course, students have developed their art into a coherent body of work, evolving out of concepts explored in previous studies. Individual influences and sources are researched and investigated. Extended studies include in-depth readings, reports and visits to area art venues.
Prerequisite: FAS 2250 Sculpture II: Exhausting the Metaphor

FAS 4999 Advanced Sculpture: Senior Studio (1-6 credit elective)
This course allows students to sculpt independently with the instructor assisting as needed. Personal interpretations of the meaning of art are encouraged. Emphasis is placed on incorporating design elements, material handling, technique, concept development, and expression, and in the meaning of the work presented. In-depth individual and group critique analysis is expected. A final slide presentation in written and oral form is presented to the sculpture department, which professionally presents the artist’s body of work and its context over the span of advanced level studies.
Prerequisite: must be a Junior or senior, FAS 4150 Sculpture III: Directed Studies

FAS 4225 Photography II (3 credits)
This course is a continuation of the Basic Photography class. Students are expected to have a working knowledge of beginning photographic techniques (camera operation, exposure, developing, printing, printing, and presentation). Photography II focuses on controlling all aspects of photographic image making. Designed to put the student firmly in command of the mechanics of photography, this course explores contrast control, the zone system, exhibition size and scale, different papers and film, toning, studio lighting, and alternative cameras. At the conclusion of this course, students have focused their personal creative vision and presented this knowledge in a refined and thoughtful portfolio.
Prerequisite: FAS 1250 Basic Photography

FAS 2320 Introduction to Video Art (3 credits)
This course introduces video as a medium for artistic expression and social inquiry. In this introductory course in digital video production and non-linear editing, students produce short works and are introduced to a range of approaches including experimental, documentary, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists of the past 40 years. At the conclusion of this course, students have a working knowledge of this medium and its history.
Prerequisite: FAS 1410 Basic Photography

FAS 2570 Digital Color Photography (3 credits)
This course is designed for students to learn, make, control, and manipulate photographs with the aid of a computer. Students will need a digital camera to produce images, and the use of scanned and appropriated imagery is explored. Attention is given to refining technical skills in Adobe Photoshop but the major concern will be the ongoing development of skills in critical thinking and the realization of a personal vision. At the conclusion of this course, students will have a working knowledge of the History of color fine arts photography and its application to their personal vision.
Prerequisite: FAS 2225 Basic Photography and FD 1010 Digital Image Making

FAS 3100 Photo + Video Sophomore/Junior Portfolio Review (0 Credit)
Students who have completed over 60 credit hours (junior year) are required to participate in a mid-career portfolio review before reaching 90 credits (senior year). This review is designed to identify students’ strengths and weaknesses so that they may address both in their upcoming major course work.
Prerequisite: FD 1990 Freshman Portfolio Review

Fine Arts: Motion Design for Visual Artists (3 credits)
This course introduces Adobe After Effects as a tool for media artists, allowing students to incorporate and layer moving graphics, type and imagery during the editing process. Students learn a wide range of post-production digital techniques, including 2D animation, compositing, time manipulation and creating visual effects for video. In the first half of the term, students investigate the possible applications of this sophisticated image enhancement tool that is the current industry standard for motion design. At the conclusion of this class, students will present a collection of time-based art, using the technology of motion graphics as an enhancement to their personal conceptually-based work.
Prerequisite: FAS 2320 Introduction to Video Art and DM 3110 Digital Editing.

FAS 3325 Contemporary Digital Portraiture (3 credits)
For students seeking further photographic study in Portraiture, this course presents options in portraiture outside the traditional studio environment. Conceptual issues such as exploration of local cultural environments, self-portraiture and narrative portraiture are addressed, as well as understanding of meanings derived from social content and texture. Technical concerns such as lighting, wardrobe, and locations are emphasized. At the conclusion of this course, students have an understanding of contemporary issues in portraiture and present their work in a refined portfolio of photographs.
Prerequisite: FA 1410 Basic Photography and FD 1010 Digital Image Making

FAS 3485 Intermediate Video Art (3 credits)
This course continues the practice of video as an artistic medium; expanding the use to include longer format pieces, installation and interdisciplinary strategies. Further refinement of digital editing techniques and studio production are emphasized. At the conclusion of this course, students are expected to have achieved a level of technical competence necessary to undertake a more ambitious work.
Prerequisite: FAS 2320 Introduction to Video Art

FAS 4000 Photo + Video Senior Portfolio Review (non-credit graduation requirement)
All seniors who are ready to graduate are required to participate in a departmental senior portfolio review. This pre-graduation portfolio review is an integral step in preparing students for both their graduation exhibition and their movement from the academic environment into the professional world.
Prerequisite: must be a Junior or senior, FAS 3100 Photo/Video Sophomore/Junior Portfolio Review

FAS 4991 Advanced Photo + Video Senior Studio (1-6 credits)
This course allows students to work independently with the instructor assisting as needed. Personal interpretations of the meaning of art are encouraged. Emphasis is placed on incorporating formal and technical knowledge with concept and idea development and personal expression resulting in a more refined body of artwork. In-depth individual and group critique analysis is expected. At the conclusion of this course, students will present a department-wide lecture of their work and organize and present their portfolio in an exhibition.
Prerequisite: Must be a Junior or Senior and FAS 2320 Introduction to Video Art and FAS 2225 Photography II or FAS 2570 Digital Color Photography
FOUNDATION STUDIES DEPARTMENT

Each RMCAD student, regardless of major, is required to take foundational coursework. The Foundation Studies Department includes courses for all RMCAD students and is based on the simple philosophy that any student who is willing can learn the skills and principles necessary to be successful in the visual arts. The Foundation Studies faculty strives to develop artists and designers as individuals with an awareness of their impact on community and environment. The departmental curriculum is designed to be progressive in nature, with ideas developed, integrated and incorporated by students from one class to the next. The course work is designed to help students develop an eye for creativity, self-expression and innovation. Studio projects and assignments challenge students to explore materials and techniques and encourage a wide range of results based on the same task. Courses in Foundation Studies are designed to provide a thorough understanding of the fundamentals of art and design through background, theory and practice.

The faculty is dedicated to preparing students for successful entry into all majors offered at RMCAD. Foundation Studies seeks to instill in students the development of technical, conceptual, problem-solving, verbal and intuitive skills, and an understanding of issues of sustainability necessary for future success in the visual arts. During their first year, students develop the vocabulary to critique their own work and that of others in a professional manner. Later, principles of visual composition, observation, history, theory, practice and critical thinking are integrated within students’ understanding of their role as professional artists and designers.

Foundation Studies

FD 1010 Digital Image Making (3 credits)
This course introduces students to the use of the computer as an image-making tool used across all art/design disciplines. Students are introduced to Photoshop and Illustrator techniques, as well as printing and type management. At the conclusion of this course, students will demonstrate their ability to solve visual, compositional, and technical problems on Mac/PC platforms.
Prerequisite: none

FD 1115 Visual Design I (3 credits)
This course introduces students to methods of structural-based drawing through rigorous observational practices. With an emphasis on composition, ideas such as light, shade, value contrast, proportion, texture, mass, volume, and technique are introduced. Utilizing the study of natural and man-made objects, students become familiar with one, two, and three point perspective. At the conclusion of this course, the students demonstrate improved knowledge and skills in translating what is observed from life into a 2D picture plane.
Prerequisite: none

FD 1275 Drawing I (3 credits)
This course introduces students to methods of structural-based drawing through rigorous observational practices. With an emphasis on composition, ideas such as light, shade, value contrast, proportion, texture, mass, volume, and technique are introduced. Utilizing the study of natural and man-made objects, students become familiar with one, two, and three point perspective. At the conclusion of this course, the students demonstrate improved knowledge and skills in translating what is observed from life into a 2D picture plane.
Prerequisite: none

FD 1280 Drawing II (3 credits)
This course investigates the creative possibilities found in the act of drawing and thinking. Students draw from seen and invented subject matter to practice with conceptual ideas, experimental materials, and techniques. Drawing exercises emphasize composition, positive/negative space, figure-ground relationship, and multiple points of view. At the conclusion of this course students demonstrate improved ability to implement creative, expressive, and personal solutions to visual problems. (Formerly FD1375)
Prerequisite: FD 1275 Drawing I

FD 1370 Life Drawing I (3 credits)
This course focuses on the basics of the human figure. Students improve their understanding of figure drawing through the studies of skeletal structures and muscle masses. Issues such as foreshortening, accurate proportion, lighting, and composition are explored.
Prerequisite: none

FD 1380 Life Drawing II (3 credits)
This course introduces students to expressive issues in drawing the human figure. Students learn to analyze the figure in terms of planes, masses, shapes, action, proportion, rhythm and personal mark-making. Areas covered include: gesture, quick sketch, long poses, foreshortening, and composition.
Prerequisite: FD 1370 Life Drawing I

FD 1990 Freshman Portfolio Review (0 Credit)
This is a non-credit portfolio review taken by all freshmen at the end of their second term of study. Attendance at the freshman portfolio review is mandatory as this is a graduation requirement.
Prerequisite: two terms of Foundation study

FD 2120 Visual Design II (3 credits)
This course explores theories and practices of three-dimensional design. Students use a variety of materials, processes, and techniques to explore fundamental issues such as volume mass, gravity, tension, compression, light, color, and structure.
Prerequisite: FD 1115 Visual Design I

ILLUSTRATION DEPARTMENT

When students join the Illustration Department, they bring with them a passion for learning classic representational drawing and painting. Upon mastering these basic skills, Illustration students learn to use them to tell their stories in their own way, often applying computer technology expressively, communicating their ideas to a global array of diverse clients. Some seek the world of fine arts and the gallery, while others are hired for their professional skills to collaborate with movie directors, book authors, animation studios, television, advertising agencies, toy manufacturers, video gaming corporations, children’s book publishers, comic book studios, graphic designers, greeting card companies and a host of other businesses whose needs depend on imaginative visual thinkers.

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

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

ILLUSTRATION

2010-2011 BFA Degree Requirements

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

AH 2060 History of American Illustration 3

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

Illustration: 54 credits
IL 1200 Mastering the Pencil 3
IL 2000 Illustration Sophomore Portfolio Review 0
IL 2440 Typography for Illustration 3
IL 2520 Illustration Media 3
IL 2550 Life Drawing III: Human Anatomy 3
IL 2560 Still Life Painting 3
IL 2570 Basic Illustration 3
IL 2650 Life Painting I 3
IL 3000 Illustration Junior Portfolio Review 0
IL 3250 Life Painting II 3
IL 3580 Landscape Painting 3
IL 3950 Conceptual Illustration 3
IL 3610 Life Drawing IV 3
IL 3660 Bustrating Literature 3
IL 4450 Illustration Web Portfolio 3
IL 4530 Directed Themes in Illustration 3
IL 4550 Computer Illustration I 3
IL 4551 Computer Illustration II 3
IL 4990 Illustration Graduation Portfolio 3

Studio Elective Requirements: 6 credits
The following are recommended:
IL 2840 Animal Anatomy + Drawing 3
IL 3310 Artists’ Books as Visual Literature 3
IL 3650 Children’s Book Illustration I 3
IL 3655 Character Design 3
IL 4650 Children’s Book Illustration II 3

Total credits required 120
IL 1020 Mastering the Pencil (3 credits)

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

Prerequisites: none

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IL 2440 Typography for Illustration (3 credits)

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

Prerequisites: FD 1010 Digital Image Making and FD 2120 Visual Design II

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IL 2570 Basic Illustration (3 credits)

This course is the foundation illustration course. Students learn to apply their problem-solving skills to make narrative illustrations in various media, such as pencil, pen and ink, scratchboard, charcoal and watercolor. Students are challenged to develop finished illustrations through a series of preliminary drawings which analyze and direct the meaning of the work. Projects challenge the student’s ability to create pictures that communicate to a mass audience with impact and style. Upon completion of this course, students will have the knowledge of how to create preliminary sketches and to develop conceptual solutions. Students will comprehend the methods and steps required in successful compositional arrangements. They will be able to take their ideas and render them as a finished work of art.

Prerequisites: IL 2120 Visual Design II and FD 1280 Drawing II

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IL 2650 Life Drawing III: Human Anatomy (3 credits)

This figure drawing course allows students to exercise and develop both observational and constructive drawing skills. Students continue their study of gesture, the effect of light and shade on form, planes, constructive anatomy techniques, and achieving effective proportion through daily drawings of the draped and undraped figure. Character development, pose, composition, and illustrative storytelling themes add interest to the studies. Students use charcoal, conte crayon, inks, and pastels on various drawing surfaces. At the end of this course, students shall, in a variety of media, have improved their ability to apply perceptual, geometrical/constructive, and anatomical modes to the drawing of the clothed and unclothed human figure, and be able to place figures in a coherent story-telling setting.

Prerequisites: FD 1380 Life Drawing II

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IL 2750 Still Life Painting (3 credits)

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

Prerequisites: FD 2120 Visual Design II and FD 1280 Drawing II

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IL 3250 Life Painting II (3 credits)

This course introduces basic oil painting materials and methods, and introduces the painted and undraped model, this course continues the anatomical, constructive, and compositional ideas introduced in IL 2560 Life Painting I. Oils and acrylics are the primary materials used in this painting course. At the end of this course, the student will have a portfolio of paintings of the model in and out of costume, demonstrating a firm grasp of a variety of techniques in oil painting.

Prerequisites: IL 2560 Life Painting I

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

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

Prerequisite: none

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IL 3580 Landscape Painting (3 credits)

Landscape painting continues the illustrator’s study of basic oil painting materials and methods. Students further their understanding of representational painting through both studio and location work and employing plein-air studies that observe the landscape to master traditional compositional principles. At the conclusion of the course, the student will understand the basics of observational painting in oils, using the landscape as subject matter.

Prerequisites: IL 2560 Life Drawing I: Human Anatomy
IL 3590 Conceptual Illustration (3 credits)
The information age demands that the illustrator must absorb complicated text and summarize it with a single image. In the areas of advertising, editorial, and institutional illustration, the artist does just that. This course defines and develops the necessary methods required to successfully conceive and produce powerful single-image illustrations that quickly communicate to a mass audience. Studio projects will rely on the analytical method of thumbnail sketches, reference-gathering, preliminary drawings, and color studies for the production of finished illustrations. At the conclusion of this course, students will gain knowledge and skills in story analysis, compositional development, and the production of finished illustrations in a variety of techniques.
Prerequisite: IL 2570 Basic Illustration

IL 3610 Life Drawing IV (3 credits)
A figure drawing course that utilizes pastels, watercolors, charcoal, graphite, and conte crayon to exercise and develop the drawing skills of the student. Students study advanced concepts of storytelling, costumed drapery, pose, character development, composition, and continue their study of the anatomy with particular emphasis on the head and hands. Students also examine the effect of light on form. At the end of this course, students will have a portfolio of drawings in different media demonstrating an improvement in the essentials of figure drawing developed in Life Drawing I, II, and III, with special emphasis on the expressive possibilities of the head and hands, and informal drawing through long poses of the clothed and unclothed figure.
Prerequisite: IL 2550 Life-Drawing III: Human Anatomy

IL 3650 Children's Book Illustration I (3 credit elective)
Students are familiarized with the illustrator's role in the development and creation of a children's book. Assignments include breaking up manuscripts, designing characters, creating a storyboard, a wrap around jacket, a 3D page dummy and several finished pieces. Other areas covered in class are story flow, consistency, age-appropriate-ness, professional practices, working with text, design, color, and composition. At the conclusion of this class, the student will have an understanding of the process of illustrating a children's picture book as well as increased understanding of storytelling, character, and other basic illustration skills.
Prerequisite: IL 2570 Basic Illustration

IL 3655 Character Design (3 credit elective)
Telling good stories involves creating memorable characters. How is this accomplished? What is the role of costume? How can the artist develop vivid personalities to inhabit the author's stories? How does knowing the audience help define the character? The answers to these questions are the basis for this advanced course in character design. Students develop a series of characters traditionally on paper (character sketches, turnarounds, sheets and finished drawings) and with Sculpey or other clay 3D materials. At the conclusion of this class, the student will have a better understanding of how to create a more fully-developed drawn character.
Prerequisite: IL 3610 Life Drawing IV

IL 3660 Illustrating Literature (3 credits)
This course is designed to inform students about the issues involved in visual storytelling. Through a series of interpretive studio projects, students will derive their inspiration from various texts, illustrating classic short stories, poems, and children's literature. By emphasizing advanced story analysis, development process, pictorial composition, and color organization, students will analyze and develop a succession of narrative illustrations. At the conclusion of this class, the student will have a better understanding of storytelling, understanding and interpreting text as well as other basic illustration principles such as composition, communication, drawing, character and color.
Prerequisite: IL 3590 Conceptual Illustration

IL 4450 Illustration Web Portfolio (3 credits)
Today, illustrators advertise their services to clients through their web page. Knowing the history, limitations and opportunities in web design using various browsers enables illustrators enrolled in this course to research, design, and implement a professional-level web portfolio. At the end of this course, the student will possess the ability to clearly communicate and interpret ideas regarding basic communications design concepts as they relate to web-page building. Additionally, the student's web site will show effective understanding of using web-building software. Finally, the student will demonstrate the integration of knowledge from other classes to help enhance the student's web-building abilities.
Prerequisites: must be a Senior

IL 4530 Directed Themes in Illustration (3 credits)
Students specialize in a single area of Illustration for the entire term. They may choose illustration projects in editorial, advertising, book, or institutional areas, in order to explore artwork in a series of instructor-directed themes. At the completion of this course, the student will have created a series of three related portfolio projects that demonstrate advanced problem solving ability, greater command of a personal style in their artwork, as well as continued improvement in developing skills in illustration methods and materials.
Prerequisite: IL 3590 Illustrating Literature

IL 4550 Computer Illustration I (3 credits)
For many areas of illustration, the computer is the tool of choice, used in creating sketches, studies and refined finished artwork. Working from various illustration themes, students will combine traditional skills and materials with the computer to learn a variety of methods for developing their artwork digitally. At the completion of this course, students will have learned the basic tools for raster and vector programs that are used for digital drawing, painting and composition.
Prerequisite: IL 2570 Basic Illustration

IL 4551 Computer Illustration II (3 credits)
This course is the second half of Computer Illustration, a course meant for furthering the illustrator's ability to combine traditional art skills with the advantages inherent in the computer. At the completion of this course, students will have continued their exploration of digital painting methods and learned advanced techniques for raster and vector programs that are used for digital drawing, painting and composition.
Prerequisite: IL 4550 Computer Illustration I

IL 4650 Children's Book Illustration II (3 credit elective)
Children's Book Illustration II is the second half of Children's Book Illustration. Individual assignments augment the earlier course and extend the practical methods. At the conclusion of this class, the student should have an increased knowledge of the process needed to complete a 32 page picture book project, as well as an increased understanding of storytelling, design, character development, and other basic illustration principles.
Prerequisite: IL 2650 Children's Book Illustration I

IL 4990 Illustration Graduation Portfolio (3 credits)
This course allows senior students to develop their individual illustration concepts within the boundaries of editorial, advertising, or book illustration areas. Timetables and assignment themes are self-directed in consultation with the instructor. At the end of the course, a portfolio of professional-level work is completed for display in the graduation exhibition.
Prerequisite: must be a senior in their last term
INTERIOR DESIGN

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

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

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

The mission of the Interior Design program is to provide a comprehensive educational experience that prepares students to be creative, responsible, ethical interior designers who are qualified to successfully enter the design profession, gain the necessary experience to carefully complete the NCIDQ examination, and contribute to the health, safety and welfare of society and the planet.

The program prepares students to draw upon critical and analytical thought processes in order to meet the current demands of professional practice, and provides the means and lifelong learning skills to positively impact the future of interior design.

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

INTERIOR DESIGN - Online

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

The degree consists of 125 credit hours with courses delivered in eight (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. To facilitate the different needs of students enrolling in the online degree program, there are two degree plan options:

2010-2011 BFA Degree Requirements

Liberal Arts: 39 + 3 program specific credits

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ID 1010</td>
<td>History of Art + Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 1020</td>
<td>Art + Design History: Ancient to Medieval</td>
<td>3</td>
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Studio Electives: 9 Credits:

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<th>Credits</th>
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<tr>
<td>ID 4200</td>
<td>Green Design III</td>
<td>3</td>
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<tr>
<td>ID 4750</td>
<td>Advanced CAD</td>
<td>3</td>
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Total credits required: 125

Requirements for Area of Specialization in Green Design

Students are responsible for formally declaring the Green Design Area of Specialization with the Registrar’s Office prior to enrolling in ID 2250 Holistic Design.

Students must officially declare the Green Design Area of Specialization for it to be indicated on permanent student records.

ID 1200 Green Design II 3
ID 4200 Green Design III 3
ID 4250 Green Design Senior Portfolio Review 0

In addition to the required coursework:

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

2. Students must focus upon innovative green design solutions within the following courses: ID 3630 Interior Design Portfolio Development (parts A and B), ID 4200 Green Design III, ID 4750 Advanced CAD.

Online Technology Requirements

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

Online Enrollment Requirements

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

Online Support

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

Online Academic Policies

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

RMCAD has rolling admissions, which allows students to start their studies year-round. Students will be admitted to the online program to coincide with regular eight (8) week session starts.
INTERIOR DESIGN
2010-2011 BFA Degree Requirements
Liberal Arts: 39 + 3 program specific credits
Please refer to the Liberal Arts section for specific course requirements.
AH 2070 History of Architecture & Interiors 3

Foundation Studies: 12 credits
FD 1010 Digital Image Making 3
FD 1115 Visual Design I 3
FD 1125 Drawing I 3
FD 1990 Freshman Portfolio Review 0
FD 2120 Visual Design II 3

Interior Design: 62 credits
ID 1230 Introduction to Green Design 3
ID 1510 Survey of Interior Design 3
ID 1550 Interior Materials 3
ID 1710 Drafting 3
ID 2000 ID Sophomore/Junior Portfolio Review 0
ID 2530 Building Codes and Regulations 3
ID 2710 Introduction to Computer Aided Design (CAD) 3
ID 2750 Architectural Perspective/Rendering Techniques 3
ID 2840 Design Process and Planning 3
ID 2860 Residential Design 3
ID 2870 Holistic Design 3
ID 3510 Building Structures and Systems 3
ID 3530 Lighting Layout + Design 3
ID 3610 Interior Design Professional Practices 3
ID 3710 Intermediate CAD 3
ID 3780 Construction Documents 3
ID 3840 Restaurant + Retail Design 3
ID 3870 Office Design 3
ID 4000 Interior Design Senior Portfolio Review 0
ID 4610 Interior Design Internship Program 3
ID 4840 Design Research 2
ID 4870 Special Use Design 3
ID 4990 Senior Design Project 3

Studio Elective Requirements: 9 credits
The following are recommended:
ID 2200 Architectural Model Making 3
ID 3200 Green Design II 3
ID 3630 Interior Design Portfolio Development 3
ID 3550 Custom Furnishings 3
ID 4200 Green Design III 3
ID 4750 Advanced CAD 3

Total credits required 125

Requirements for Area of Specialization in Green Design
Students are responsible for formally declaring the Green Design Area of Specialization with the Registrar's Office prior to enrolling in ID2570 Holistic Design.
Students must officially declare the Green Design Area of Specialization for it to be indicated on permanent student records.
ID 3200 Green Design II 3
ID 4200 Green Design III 3

In addition to the required coursework:
1. Students must complete a total of no less than three major design projects emphasizing green design solutions within the following courses: Residential Design, Restaurant + Retail Design, Office Design, Special Use Design.
2. Students must focus upon innovative green design solutions within ID 4840 Design Research and ID 4990 Senior Design Project.
ID 4250 Green Design Senior Portfolio Review 0
Students who have declared a specialization in Green Design must complete this review to verify that all requirements and competencies for the Green Area of Specialization have been achieved. Upon successful completion of the review, students will be able to further develop their individual portfolios and will be prepared to move from the academic environment into the professional world.
ID 2860 Residential Design 3
ID 2870 Holistic Design 3
ID 3510 Building Structures and Systems 3
ID 3530 Lighting Layout + Design 3
ID 3610 Interior Design Professional Practices 3
ID 3710 Intermediate CAD 3
ID 3780 Construction Documents 3
ID 3840 Restaurant + Retail Design 3
ID 3870 Office Design 3
ID 4000 Interior Design Senior Portfolio Review 0
ID 4610 Interior Design Internship Program 3
ID 4840 Design Research 2
ID 4870 Special Use Design 3
ID 4990 Senior Design Project 3

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

Interior Design
ID 1230 Introduction to Green Design (3 credits)
This freshman-level course provides an overview of the core philosophical and practical principles of green design and introduces students to sustainability as an environmental and social issue. Students explore the interrelated concepts, standards, materials and systems of sustainable design through research analysis and apply that knowledge to inform the integrated decision-making process as it relates to ecological responsibility, the built environment and human wellbeing. Upon successful completion of this course, students will have an understanding of sustainable design concepts, as well as their implications and approaches in preparation for future design courses and projects.
Prerequisite: none
ID 1510 Survey of Interior Design (3 credits)
This freshman-level course is an introduction to the interior design profession and practice. The course introduces students to the principles, theories, and practices related to the interior environment and human behavior within a variety of contexts. Students learn terminology and fundamental skills related to interior design and architecture and apply that knowledge using a variety of communication methods and constructs. Upon successful completion of this course, students will have broad perspective awareness of the processes, practices, terminology, and basic skills necessary for continued study; and a foundation for the ethical approach to creating interior environments in the 21st century.
Prerequisite: none
ID 1550 Interior Materials (3 credits)
This freshman-level course is an in-depth study of the materials and finishes used in interior design. Students learn to evaluate materials and their applications based on their inherent functional, environmental and aesthetic qualities. Emphasis is on the appropriate selection of interior materials within the constraints of environmental stewardship and life safety standards for both residential and commercial use. Upon completion of this course, students will be able to analyze interior finish materials according to functional, responsible, aesthetic and regulatory criteria and specify them for appropriate use in the built environment.
Prerequisite: ID 3200 Introduction to Green Design, ID 1510 Survey of Interior Design, and ID 2570 Drafting
ID 1710 Drafting (3 credits)
This freshman-level course covers the principles and elements of drafting as applied to interior design, architecture, and environmental graphic design. Utilizing relevant industry tools and techniques, students learn the basic techniques and methods of manual drafting as well as architectural standards within the context of both presentation and construction drawing types. Upon successful completion of the course, students will have acquired the necessary manual drafting skills and understanding of drawing conventions to apply to future studies in interior design. (Formerly ID 1520)
Prerequisite: none
ID 2000 Interior Design Sophomore/Junior Portfolio Review (0 credits)
Students who have completed over 60 credit hours (junior year) are required to participate in a midcareer portfolio review before reaching 90 credits (senior year). Upon successful completion of the Sophomore/Junior Portfolio Review, students will have identified their individual strengths and weaknesses so that they may address both in their upcoming major coursework.
Prerequisite: FD/1990 Freshman Portfolio Review and ID 2070 Holistic Design
ID 2530 Building Codes + Regulations (3 credits)
This sophomore-level course provides students with an in-depth study of the laws, codes, regulations and standards for interior design practice. Emphasis is upon understanding the relationship between interior construction and building systems and occupants’ health, welfare and safety. Students also learn the importance of specification types and how they impact code compliance. Upon successful completion of the course, students will be able to interpret and apply relevant jurisdictional requirements to a variety of design project types.
Prerequisite: ID 2710 Introduction to CAD (or concurrently) and ID 2840 Design Process and Planning
ID 2570 Architectural Model Making (3 credit elective)
This sophomore-level course introduces students to enhanced three-dimensional visualization techniques for commercial and residential environments using nondigital techniques. Various types of scale models and construction techniques are investigated allowing students to assemble accurate three-dimensional representations based on existing plans and elevations. Upon successful completion of this course, students will have the skills to create appropriate scale models to represent the desired three-dimensional intent of a given design. (Formerly ID 2200)
Prerequisite: FD 2120 Visual Design II, and ID 2840 Design Process and Planning
ID 2710 Introduction to Computer Aided Design (CAD) (3 credits)
This sophomore-level course introduces students to the use of CAD systems as a drafting/design tool for interior design. Areas of study include CAD systems (hardware, software, procedures, and standards) and terminology as applied to architectural drawing types. Emphasis is upon proper use of software commands, layer organization and strategies, efficient drawing practices, and the production of scaled twodimensional drawings. Upon successful completion of this course, students will understand the terminology and use of CAD systems and commands following acceptable standards and procedures; and utilize appropriate file management methods for the creation of two-dimensional CAD drawings. (Formerly ID 2100)
Prerequisites: ID 1010 Digital Image Making, and ID 2460 Design Process and Planning

ID 2750 Architectural Perspective + Rendering Techniques (3 credits)
This sophomore-level course introduces the artistic and presentation techniques of perspective and rendering for the interior design profession. Students develop skills in both the conceptual and technical process of manually constructing one, two, and three-point perspective drawings, as well as professional rendering techniques that include color palette use, light sources and shading, surface and detail indications and rendering. Upon successful completion of the course, students will understand and demonstrate the free-hand and mechanical drawing and rendering skills necessary to successfully illustrate their design solutions in presentation drawings. (Formerly ID 2830)
Prerequisite: ID 1275 Drawing I, and ID 2460 Design Process and Planning

ID 2840 Design Process and Planning (3 credits)
This sophomore-level course introduces students to the design process as it relates to programming and spatial development. Emphasis upon problem solving strategies and the role of space planning for residential and small commercial spaces within the context of the relationship between human beings and their environment. Upon successful completion of this course, students will have the ability to space plan common residential and commercial spaces with considerations for physical and psychological factors, spatial relationships, functionality, safety, accessibility and specific need. (Formerly ID 2840)
Prerequisite: ID 1510 Survey of Interior Design, and ID 1710 Drafting

ID 2860 Residential Design (3 credits)
This sophomore-level course examines the functional and aesthetic elements and considerations for residential environments within the context of current design philosophies, contemporary issues impacting housing and shelter, and best practices. Students investigate and apply design solutions for diverse client populations through projects that include appropriate space planning and spatial definition, furniture and finish selections, and presentation methods. Upon successful completion of this course, students will have the ability to recognize, evaluate, apply and present different residential design alternatives using problem-solving strategies based on sociocultural needs, contemporary issues for human function and behavior specifically for safe and supportive residential environments.
Prerequisite: ID 1510 Interior Materials, and ID 2460 Architectural Perspectives + Rendering Techniques (ID 2750 may be taken concurrently)

ID 2870 Holistic Design (3 credits)
This sophomore-level course provides students with an in-depth understanding and working application of the theoretical principles and issues related to environmental behavior and sustainability as a part of ethical design practice. Emphasis is on industry-specific research methods and problem-solving strategies using conceptual iterations and collaborative charrettes to apply design theories within the context of critical solution-based project presentations. Upon successful completion of this course, students will be able to demonstrate their knowledge of human behavioral theory as it applies to a variety of healthy, sustainable, and supportive design types.
Prerequisite: ID 1230 Introduction to Green Design and ID 2900 Residential Design

ID 3200 Green Design II (3 credit elective)
This junior-level course builds upon the foundations of sustainable design principles and processes developed in previous courses by challenging students to further develop and apply their understanding of the interrelated social, economic, and environmental 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 indepth analysis of sustainable design procedures as they apply to high performance buildings using collaborative, research-based application of strategies and performance-based specifications, as well as a variety of third-party sustainable design rating systems. Upon successful completion of this course, students will be able to analyze and apply industry-recognized sustainable design strategies and standards to LEED and other green rating systems within residential and commercial design projects.
Prerequisites: ID 2530 Building Codes + Regulations, and ID 2870 Holistic Design

ID 3510 Building Structures and Systems (3 credits)
This junior level course examines the integration of building structural methods and materials with building and environmental systems as they relate to interior design practice. Emphasis is on understanding and illustrating building construction in compliance with building and life safety codes. Upon successful completion of this course, students will understand typical construction materials, methods and systems as well as experimental and sustainable alternatives; utilize primary reference sources for specific building materials and products; and create a set of residential construction documents within the context of graphic standards in industry. (Formerly ID 3750)
Prerequisite: ID 2530 Building Codes and Regulations

ID 3530 Lighting Layout + Design (3 credits)
This junior level course introduces students to the theoretical, technical and practical application of lighting strategies within the built environment. Students learn to specify light sources and systems based on functionality, aesthetics, and the physical environment. This sophomore-level 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 wellbeing for both residential and commercial spaces.
(Formerly ID 3970)
Prerequisites: ID 2530 Building Codes and Regulations

ID 3550 Custom Furnishings (3 credits elective)
This junior level course emphasizes innovation and creativity in the design of furniture pieces. Students investigate and apply appropriate materials, including sustainable alternatives, and apply relevant assembly and construction techniques for their designs. Upon successful completion of this course, students will understand and implement the creative, technical, and practical processes involved in the design and construction of custom furniture for specific uses. (Formerly ID 4850)
Prerequisites: ID 3510 Building Structures and Systems and ID 3710 Intermediate Interior Design approval

ID 3560 Interior Design Professional Practice (3 credits)
This junior-level course introduces students to the fundamental considerations and processes involved in creating and running a professional design as they relate to the interior design industry 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 jobcost estimating, and project management methods. Students also investigate marketing techniques for themselves in anticipation of their internship, in addition to job placement upon successful completion of this course, students will have the ability to successfully assess their interior design career options, demonstrate the necessary skills to enter professional practice, and understand the principles and practices of the interior design profession.
Prerequisite: ID 2840 Restaurant + Retail Design

ID 3710 Intermediate CAD (3 credits)
This junior-level course provides in depth application of industry CAD standards and procedures using advanced application and utility functions. Emphasis is on twodimensional drafting and design as they relate to the interior design industry through the development of detailed CAD drawings using protocols and management/distribution systems and their manipulation for different drafting views. Also, students are introduced to threedimensional computer modeling as a design development and presentation tool. Upon successful completion of this course, students will demonstrate competence with advanced CAD standards and procedures through the development, management, and distribution of CAD documents, as well as the use of threedimensional modeling software for design investigation and presentation. (Formerly ID 3790)
Prerequisites: ID 2530 Building Codes and Regulations and ID 2710 Introduction to Computer Aided Design (CAD)

ID 3780 Construction Documents (3 credits)
This junior-level course builds upon the skills and knowledge acquired in previous courses to interpret the graphics, terms, and accepted practices necessary to prepare construction documents for commercial interior spaces. Students apply in-depth knowledge of the codes, laws, and standards governing interior design practice for the preparation of a valid set of construction documents, specifications and cost estimates. Upon successful completion of this course, students will have the ability to create and assemble a set of code-compliant construction documents for commercial spaces. (Formerly ID 3850)
Prerequisites: ID 3510 Building Structures and Systems and ID 3710 Intermediate Interior Design
ID 3840 Restaurant + Retail Design (3 credits)
This junior-level course introduces students to the physical, psychological, cultural and social considerations of designing restaurants and retail spaces using collaborative approaches and research methods. Students integrate this knowledge with space planning strategies, brand development, life safety codes and standards, and furniture, finish, and equipment specifications from a design development and presentation perspective. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for a restaurant and retail environment based on research integration for human needs. (Formerly ID 3860)
Prerequisites: ID 2530 Building Codes and Regulations and ID 2870 Holistic Design

ID 3870 Office Design (3 credits)
Students in this junior-level course gain the technical and practical knowledge and skills necessary to design largescale work environments based on human productivity and office organizational goals and their targets. Emphasis is on advanced programming, space planning, furniture, finish and equipment specification, and building system integration while adhering to fire and safety codes, and ADA requirements as part of design development and presentation. Upon successful completion of this course, students will have the ability to formulate and communicate a comprehensive design for an office environment based on research an advanced problem-solving strategies. (Formerly ID 3810)
Prerequisites: ID 3840 Restaurant + Retail Design

ID 4000 Interior Design Senior Portfolio Review (0 credits)
All seniors who are ready to graduate are required to participate in their departmental senior portfolio review. This pregraduation 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 the review, students will be able to further develop their individual portfolios for entrance into the design profession and/or graduate school.
Prerequisites: ID 2000 Interior Design Sophomore/ Junior Portfolio Review and ID 4070 Special Use Design

ID 4200 Green Design III (3 credit elective)
This course is the culmination of the Green Design Area of Emphasis and incorporates advanced knowledge of the processes, systems and applications necessary to design a truly sustainable environment. Students analyze and apply evidence-based data to investigate sustainable design in a holistic, systems-thinking context that is conceptualized, interpreted and implemented at varying scales from the building site to structure to interiors. Emphasis is on the articulation and evaluation of new ideas and agendas for a sustainable future, as well as to examine familiar design problems with a new perspective and deeper understanding of their environmental impacts using a variety of learning experiences and approaches. Students who successfully complete this course will have developed a full understanding of sustainability in the context of the built environment; they have detailed working knowledge of the appropriate use of sustainable design rating systems; and demonstrate the ability to specify building and interior materials in construction documents through a portfolio that highlights their sustainable design expertise.
Prerequisites: ID 2000 Green Design II; and ID 3840 Restaurant + Retail Design

ID 4250 Green Design Senior Portfolio Review (non-credit graduation requirement)
Senior students who have declared a specialization in Green Design must complete this review to verify that all requirements and competencies for the Green Area of Specialization have been achieved. Upon successful completion of the review, students will be able to further develop their individual portfolios and will be prepared to move from the academic environment into the professional world. (Formerly ID 4100)
Prerequisites: ID 4200 Green Design III and ID 4990 Senior Design Project

ID 4610 Interior Design Internship Program (3 credits)
This senior-level program enables students to work with established design professionals specifically related to their career interests. Under the direction of the department chair and the Director of Career and Alumni Services, students are carefully evaluated to facilitate the best possible student/sponsor connection, and a planned program of activities is then coordinated with the professional internship sponsor. Students are exposed to a variety of on-the-job experiences such as space planning, drafting, showroom use, presentation boards, installation supervision, and client and manufacturer interaction. Students must participate in a scheduled pre-internship seminar prior to enrolling in the internship program. Upon successful completion of the internship program, students will have real-world experience working with a design, architectural, or related firm that prepares them to successfully enter the design profession. (Formerly ID 4880)
Prerequisites: ID 2610 Interior Design Professional Practice and department approval

ID 4750 Advanced CAD (3 credit elective)
This course introduces students to Building Information Modeling (BIM) software and its use for three-dimensional modeling and rendering for design development, presentation and construction drawings. Emphasis is on the appropriate use of commands, routines, options, and settings for studying and representing designs for the built environment. Upon successful completion of this course, students will understand the software and systems studied and use those systems to develop a three-dimensional computer models to represent design solutions. (Formerly ID 4520)
Prerequisites: ID 2770 Intermediate CAD

ID 4840 Design Research (2 credits)
Students in this course develop an understanding of research methodologies and information/gathering techniques for application to their senior design project. Emphasis is on the compilation and analysis of research critical to the identification of specific problems using evidence-based design strategies and research skills to develop socio/cultural, behavioral, historical, and environmental systems contexts. Upon successful completion of this course, students will have researched, compiled, and analyzed all information relevant to their senior design project, developed preliminary design concepts, and organized it into a professional reference source that includes a detailed project proposal and programing analysis.
Prerequisites: ID 4070 Special Use Design (may be taken concurrently)

ID 4870 Special Use Design (3 credits)
This course emphasizes the development of complex building types and mixed-use occupancies for users with special needs. Students apply knowledge of contemporary issues in the built environment based on research strategies including human behavior evidenced-based design, sociological, cultural and age-related criteria. Upon successful completion of this course, students will demonstrate advanced abilities to plan and implement design solutions for complex design problems using a variety of communication methods.
Prerequisites: ID 3870 Office Design

ID 4990 Senior Design Project (3 credits)
Students develop and present a comprehensive design project of individual interest in this course. Emphasis is on the application of research completed in the Design Research course to a commercial project that entails all aspects of skill, knowledge and creative problem solving acquired to date. The project must meet the program's guidelines and departmental approval. Each student presents and defends the finished project to a jury of professional designers. Upon successful completion of this course, students will demonstrate the ability to complete a comprehensive design project illustrating all of their skills and knowledge as professionals while taking ownership of their individual vision as designers.
Prerequisites: ID 4840 Design Research and ID 4870 Special Use Design
Mountain College of Art & Design focuses on the following principles:

- Required Foundation Core studies are designed to provide a thorough understanding of the fundamentals of art and design through background, theory, and practice. RMCAD is proud of its commitment to Liberal Arts.
- About a third of each program of study is within the Liberal Arts, so many courses which seemingly have little to do with art? The answer is profound. The distinction between an artist and a technici-
  an or production person is one of vision versus mere technical mastery of craft. The artist's perspective is constantly expanding to comprehend and then visually express the complexities of the human condition. Liberal Arts at RMCAD establish a strong founda-
  tion for each aspiring artist to develop a discipline of intellectual inquiry, a voracious thirst for knowledge, and inclusive critical thinking. Throughout each phase of study within the Liberal Arts, attention and encouragement is given to students to use these studies to effect self-transformation.
- The variety of disciplines reflected in the Liberal Arts curriculum has been carefully selected to provide each student with multifaceted approaches to understanding the self, as well as the world at large.
- For example, writing becomes not simply a means of communication, but a way to externalize and evaluate one's own thought processes, a requisite step in developing critical thinking skills. Studies within Humanities + Contemporary Thought expose students to important intellectual developments and worldviews. The Social + Behavioral Sciences examine human relationships from social, anthropological and religious lenses. Physical + Natural Sciences and Mathematics explain the world in empirical and quantitative terms.
- The study of Art History is an important part of an art education. Understanding art in its cultural context and through discipline-specific means of analysis empowers the artist to comprehend her/his or his own work and provides an informed palette from which to create art. The western and non-western traditions are taught; discipline-specific courses likewise provide each major a means to assess its particular history.
- Required Liberal Arts courses enrich the academic components of study at RMCAD through integrated learning. These required general education courses celebrate the foundational elements of education, which, in conjunction with the creative art and design curricula, investigate problem-solving, scientific inquiry, personal and social growth, critical thinking, and civic responsibility. Within the institutional culture, ripe with creative exploration, the Liberal Arts courses instill in learners the core principles of imagination, inven-
  tion, curiosity, and inquiry and apply these precepts to subjects that have traditionally produced the broadly educated person.

The strength of all of RMCAD's art and design programs is realized in the development of each student's perceptual, technical, and creative abilities to the highest level. This rigor enables him or her to realize success in a challenging and competitive marketplace, and helps ensure professional opportunities for each student after gradu-

While traditional educational approaches of lecture, demonstration, teaching by example, and presentation of studio technique are em-
ployed, RMCAD is extremely responsive to the contemporary climate of all of the art and design disciplines. Classroom methods incorpo-
rate the newest equipment, processes, and ideas to further challenge the student in an atmosphere that encourages experimentation with media not yet established as art materials. As a result, graduates are both versatile and qualified to produce complete, professional quality work for clients. The RMCAD graduate is well prepared for entry-level and freelance positions in his or her field of study. He or she also possesses the knowledge and skills that allow for a high degree of flexibility in employment opportunities as well as career advance-
ment in their chosen field.

The goal of the Liberal Arts curriculum is to provide students with an intellectual and ethical basis for lifelong learning and global citizen-
ship, while guiding their growth in the communication skills critical for professional success in the twenty-first century.

**Liberal Arts Overview**

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<tr>
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<th>Course Name</th>
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<td>6</td>
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<td>Art + Design History</td>
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**Communication + Critical Thought: 6 credits**

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

- **WO 1020 Written + Oral Communication I**
- **WO 1025 Written + Oral Communication Lab**
- **WO 1030 Written + Oral Communication II**
- **OR**
- **WO 1130 Creative Writing**

**Art + Design History: 15 credits**

The following courses are required:

- **AH 1010 Art + Design History I: Ancient to Medieval**
- **AH 1020 Art + Design History II: Renaissance to Contemporary**
- **AH 2010 History of Art + Design in the Nonwestern World**
- **AH 3010 Advanced Studies in the History of Art + Design**

**Humanities + Contemporary Thought Seminars: 9 credits**

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

- **HU 2010 Humanities Seminar I**
- **HU 2050 Humanities Seminar II**
- **HU 4000-level Seminar in Contemporary Thought**

**Social + Behavioral Sciences: 6 credits**

Choose one:

- **HU 4015 History and Theory of the Body**
- **HU 4020 Theatre Studies**
- **HU 4025 A Moral History of the Past Century**
- **HU 4030 Identity and Power**
- **HU 4035 The Cultural Politics of Consumption**

**Physical + Natural Sciences: 3 credits**

Choose one:

- **NS 2015 Climate Change**
- **NS 2020 Earth Science**
- **NS 3020 Life Science**
- **NS 3050 Human Ecology**

**Mathematics: 3 credits**

Choose one:

- **MA 1215 Applied Mathematics**
- **MA 1220 Financial Principles + Practices**
- **MA 2010 Math + Physics for Designers**
- **Art + Design History**

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

In the first of four required courses in the history of art and design, students explore the major artists, movements and artistic themes of the Western tradition, beginning with Prehistoric art and concluding with the Gothic in the late thirteenth century.

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

In the second of four required courses in the history of art and design, students explore the major artists, movements and artistic themes of the Western tradition, beginning with the Renaissance and concluding with contemporary art of the twenty-first century.

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

In the third of four courses focusing on the history of art and design, students study the painting, sculpture, craft, architecture and design of Africa, India, Southeast Asia, China, the Pacific, and the Americas. Students encounter appropriate works from the prehistoric period to the present, exploring the cultural, religious, political and histori-
cal circumstances of their creation. Nonwestern art and design are studied both in their own national and cultural contexts and from the perspective of the European cultures.

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

In the fourth of four courses focusing on the history of art and design, students study the painting, sculpture, craft, architecture and design of Africa, India, Southeast Asia, China, the Pacific, and the Americas. Students encounter appropriate works from the prehistoric period to the present, exploring the cultural, religious, political and histori-
cal circumstances of their creation. Nonwestern art and design are studied both in their own national and cultural contexts and from the perspective of the European cultures.
AH 2020 History of International Animation (3 credits)
This course explores the evolution of the animation art form, its ways of expression, the power of its language, symbolisms, variety of mediums, communication of ideas, political viewpoints, creation of impact, and mood. Students study the visual and design styles of both commercial and independent animation from America, Western Europe, Eastern Europe, and the Far East. At the conclusion of this course, students will understand the art of animation from its early roots through the present by studying the development of animators, studios, technologies, styles, business, and the influence of social/political change. (Formerly AN 1310)
Prerequisite: AH 1110 Introduction to Animated Storytelling

AH 2030 History of Modern + Contemporary Art (3 credits)
This lecture course focuses on issues, art movements, and criticism from 1950 to the present. Students investigate art through the writings of artists and critics that correspond with, but are not limited to, movements that include: Abstract Expressionism, Pop Art, Minimalism, Earth Art, Process Art, Conceptual Art, Feminist and other political art movements, video, and multimedia work. Students study important issues and philosophies in contemporary art. Discussions are led by visiting lecturers, and field trips are taken to museums, galleries, and artists' studios. Coursework includes a research project covering contemporary artists and issues. (Formerly FA 2015)
Prerequisite: AH 1020 Art History II: Renaissance to Contemporary

AH 2050 History of Communications Design (3 credits)
This seminar and research course addresses important historical and contemporary developments in visual communication. Beginning with the roots of pictorial and written languages, the content moves to key 19th and 20th century periods, including the emergence of the Bauhaus and typographic history, then culminates with the contemporary scene. At the conclusion of this course, students will have engaged in reading, writing, and oral critical thinking, both as individuals and in teams. Students will understand the embedded relationships between communications design, culture, technology and society.
Prerequisite: WO 1030 Written & Oral Communication II or AH 2050

AH 2060 History of American Illustration (3 credits)
This course offers the beginning illustration student a broad view of the major personalities who influenced the illustration field. Examining how past illustrators conceived and produced their artwork for the mass media, this course uncovers the roots of style, and reveals the singular philosophies that shaped the major avenues of illustration. By the end of this course, students will exhibit increased skills and knowledge in reading, writing, and in employing analytical skills in evaluating the influences of the past in shaping visual storytelling styles within American culture.
Prerequisite: none

AH 2070 History of Architecture + Interiors (3 credits)
This sophomore-level course provides a survey of the history of the built environment based upon architecture and interiors from antiquity through the 20th century. Students investigate and document period design within the context of the cultural, sociological, and technological issues of each era including interior and exterior architectural elements, furniture, design motifs and ornamentation. Upon successful completion of the course, students will have the ability to identify and evaluate the elements of architecture and interiors for each period studied, and apply those skills to period renovation, restoration, or to reinterpret historical design elements for current use.
Prerequisite: AH 1010 Art + Design History I

AH 3010 Advanced Studies in the History of Art + Design (3 credits)
In the last of four required courses, students concentrate on one topic in the history of modern and contemporary art and design. Advanced studies are designed to allow students to focus intensively on themes, issues, and theoretical frameworks that define twentieth and twenty-first century art and design. Lectures, readings and assignments emphasize research, writing, and oral presentations. Topics vary from one term to another. Sample topics include: modern Latin American art, Abstract Expressionism, the history of photography, German art. At the conclusion of this course, students possess a deeper understanding of art historical movements, methods, and theories. Further, students refine and deepen their research and writing skills, researching and writing knowledgeably on topics from the course.
Prerequisite: AH 2010 History of Art + Design in the Nonwestern World

AH 2070 History of Architecture + Interiors (3 credits)
This sophomore-level course provides a survey of the history of the built environment based upon architecture and interiors from antiquity through the 20th century. Students investigate and document period design within the context of the cultural, sociological, and technological issues of each era including interior and exterior architectural elements, furniture, design motifs and ornamentation. Upon successful completion of the course, students will have the ability to identify and evaluate the elements of architecture and interiors for each period studied, and apply those skills to period renovation, restoration, or to reinterpret historical design elements for current use.
Prerequisite: AH 1010 Art + Design History I

Communication + Critical Thought

WO 0010 Fundamentals of English (0 credits)
For students whose SAT Verbal score is below 424 or ACT English score is below 16, this remedial course covers the basic concepts and skills that are required for college-level study of English including critical thinking, reading, and writing skills by engaging students in foundational aspects of the writing process. Utilizing appropriate levels of academic texts, students engage in guided discourse regarding the content, meaning, function and structure of selected texts. At the conclusion of this course students demonstrate through written work and assignments that they are prepared for WO 1020 Written + Oral Communication I.
Prerequisite: none

WO 1020 Written + Oral Communication I (3 credits)
This is the first course in the Liberal Studies sequence and serves as an introduction to college-level reading, writing, discussion, and presentation. Relying upon significant works from our intellectual tradition as stimuli, students will increase their writing skills using a number of different genres and further develop oral communication skills commensurate with those required at the college level.
Prerequisite: Critical Reading score of 424 or higher, or ACT English Score of 22 or higher

WO 1025 Written + Oral Communication Lab (0 credits)
Written and Oral Communication Lab is designed to promote student success in college. By focusing on strategies and skills critical to academic progress and to personal adjustment, students become successful in college and throughout adult life. Several major topics are addressed within the lab curriculum. Each topic is introduced within a large group session, and then explored in depth within small group sessions. The first session is scheduled during Week 3 of the term. At the conclusion of the course, students demonstrate increased understanding of what academic success entails and are empowered to make appropriate choices for their own academic careers.
Prerequisite: must be taken concurrently with WO 1020 Written + Oral Communication

WO 1030 Written + Oral Communication II (3 credits)
Written + Oral Communication II is a second component of the Communication + Critical Thought sequence. It emphasizes critical thinking, reading, and writing skills by engaging students in all aspects of the writing process. At the conclusion of the course, students have encountered a variety of academic texts, participated in critical discussions regarding the content, meaning and function of these texts, and have developed their thinking through written responses to the readings. Students also have been formally introduced to academic research.
Prerequisite: WO 1020 Written + Oral Communication, and WO 1025 Written + Oral Communication Lab
Seminar in Contemporary Thought: Theatre Studies
(3 credits)
Students examine important intellectual and social currents of the past in order to develop a broad context and perspective from which to evaluate their culture, their own work as artists, and their lives as human beings. Students read primary source materials from a wide range of disciplines, including philosophy, social and political history, drama, poetry, fiction, music, the sciences, and religion. The goal of this course is not to provide full historical “coverage,” but to give students a basic intellectual vocabulary with which to engage in honest self-examination and thoughtful, reflective discourse.
Prerequisite: WO 1030 Written & Oral Communication II or WO1130 Creative Writing

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

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

Seminar in Contemporary Thought: The Cultural Politics of Consumption
(3 credits)
This seminar focuses on the activity of consumption in a variety of forms, emphasizing the various relations of human beings to the goods they produce, desire, exchange, and use. In this final course of the humanities series, students focus on contemporary intellectual debates within aesthetic and social theory. Students develop a broad familiarity with the nineteenth century rise and twentieth century development of economic trends and their impact on philosophical, historical and social relations. Students gain a greater awareness of the complexities of economic structures and systems that permeate every aspect of contemporary culture.
Prerequisite: HU 2050 Humanities Seminar II

Seminar in Contemporary Thought: Theatre Studies
(3 credits)
This introductory Spanish course assumes the student has no prior knowledge or significant experience with Spanish. Spanish I provides a thorough introduction to the Spanish pronunciations, verb tenses, voices and moods, Spanish word order and syntax, along with cultural and literary materials. The four language skills of listening, speaking, reading and writing are foundational to the communicative language learning process. At the conclusion of this course students will have obtained a basic understanding of the Spanish language and will be prepared for LSP 1020 Spanish II.
Prerequisite: none

LSP 1020
Spanish II
(3 credits)
Spanish II assumes prior knowledge or experience with Spanish at the conclusion LSP 1010. The course utilizes a communicative methodology and also uses a variety of language teaching approaches in order to help students achieve the mastery of the four basic language skills: listening, speaking, reading and writing. This course emphasizes practical abilities to communicate in Spanish. Upon completion, students will have communication skills in Spanish and will be prepared for further Spanish study.
Prerequisite: LSP 1010 Spanish II

Seminar in Contemporary Thought: Spanish I
(3 credits)
This course introduces students to aspects of mathematics that are particularly relevant to art and design. A basic knowledge of mathematics is required (first year of high school level). Topics include: geometric and algebraic patterns in nature, Fibonacci series, tilings, symmetry, perspective, polyhedra, equations and graphs of trajectories, computer graphics, and fractals. At the conclusion of this course, students will be able to apply mathematical equations to solve problems related to the topics listed above.
Prerequisite: SAT Math 414 or higher; ACT Math 16 or higher

Seminar in Contemporary Thought: Spanish II
(3 credits)
This freshmen-level course teaches students the math and physics skills necessary to design in a digitally-created world. Relevant skills in algebra, geometry, probability and statistics are developed. Real-world phenomena such as light, mechanics, motion, collision, and magnetism are investigated from the perspective of physics. By the completion of this course, students have demonstrated through assignments, projects and exams cognitive and analytical problem-solving methods and skills, applicable to both theoretical and natural phenomena.
Prerequisite: SAT Math 414 or higher; ACT Math 16 or higher

Prerequisite: none

Applied Mathematics
(3 credits)
For students whose SAT is below 414, or whose ACT score is below 16 this remedial course covers basic mathematical concepts and skills that are essential for college-level mathematics, including mathematical operations, concepts of functional analysis, graphing, algebra, geometry, trigonometry, probability and statistics. At the conclusion of the course, students demonstrate through exams and assignments that they are prepared for college-level mathematics.
Prerequisite: none
Physical + Natural Science

NS 2015 Climate Change (3 credits)
This course examines climate change from the perspectives of several scientific disciplines. The class will introduce students to scientific thinking with concepts from plant ecology, glaciology, earth science and meteorology. Students will learn how scientists have begun to understand the earth as an integrated system. Special note will be taken of features in the Intermountain West such as snowfields, glaciers, oil and coal fields and emerging trends in energy use.
At the conclusion of this course, students will have the tools to critically evaluate climate issues using scientific principles to critique a rapidly-evolving world of conscious consumerism and energy use.
Prerequisite: WO 1030 Written & Oral Communication II or WO1130 Creative Writing

NS 2020 Earth Science (3 credits)
This course introduces students to the major processes responsible for the physical appearance of our planet and for the changes in our environment. Through the study of minerals and rocks, and through field trips to explore the striking geology of Colorado, students study plate tectonics, volcanism, oceanography, and ecological issues. Students explore the connections between art and design and earth science.
Prerequisite: WO 1030 Written & Oral Communication II or WO1130 Creative Writing

NS 2030 Life Science (3 credits)
Students explore the basic aspects of life on Earth, including its requirements and patterns; its basic units; the organization of the living world; and the interdependence of living organisms. The concepts of energy and the flow of matter, heredity and natural selection; population growth and extinction; the environment and its influence on the balance between the internal workings of individuals and the external forces surrounding them.
Prerequisite: WO 1030 Written & Oral Communication II or WO1130 Creative Writing

NS 3050 Human Ecology (3 credits)
Human Ecology examines the relationship of humans to the environment, through an analysis of historical and theoretical understandings of the relationship between environment, biology and cultures, and through a review of ecological principles and terms. Topics include: disease, sustainability, famine, and pollution at the local and global levels. At the conclusion of the course, students are able to knowledgably discuss and write about the key theories in ecological anthropology, including the historical contexts in which they arose and environmental implications. They learn about the contexts of politics, economics, culture and the environment.
Prerequisite: WO 1030 Written & Oral Communication II or WO1130 Creative Writing

Social + Behavioral Science

SBS 2010 Anthropology (3 credits)
Anthropology is the study of human beings throughout time and across different societies. 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 critically evaluate their perceptions of other cultures and the role of that understanding in our own culture. Students will learn about a variety of cultures, and grasp and use the principles governing the discipline of anthropology, including its methods of research and writing.
Prerequisite: WO 1030 Written & Oral Communication II or WO1130 Creative Writing

SBS 2020 Social Psychology (3 credits)
Students investigate the multitudes of environmental elements that contribute to the development of the personality or the “self.” Humans are born into a preexisting world of social demands and expectations, and so each person’s entry into and journey through that world shapes the personality in many ways; the individual journey takes place in the midst of social forces over which one has little or no control. This class provides an understanding of the balance between the internal workings of individuals and the external forces surrounding them.
Prerequisite: WO 1030 Written & Oral Communication II or WO1130 Creative Writing

SBS 3030 World Belief Systems (3 credits)
Students develop the nature and function of belief structures or “world views.” The dynamic, living relationship between a religious organization or world view and its immediate cultural environment presents a “sion dynamics” model for the study of belief systems. Students gain initial exposure to Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity and Islam. The course focuses on understanding basic beliefs, similarities and differences of belief systems, and on developing tolerance for other’s views.
Prerequisite: WO 1030 Written & Oral Communication II or WO1130 Creative Writing

FACULTY

Maria Puzziferro, President + Provost
PhD in Higher Education Administration from New York University; MA, Government and Politics, St. John’s University. Dr. Puzziferro has strong experience in the development of both on-ground and online degree programs. Well versed and accomplished in Higher Education administration, Dr. Puzziferro is skilled in the design and implementation of online systems for Colorado State University - Global Campus. Dr. Puzziferro brings a unique sense of balance and optimism to RMCD that focuses on high quality student learning.

Dan James, Dean, Fine + Liberal Arts (Liberal Arts, Art Education, Fine Arts, + Illustration)
MA, Lutheran School of Theology at Chicago; BA, Southwestern Missouri State University. Mr. James is Creative Director and Owner of Pursuit Advertising and Design, working with privately-held corporations, small businesses and industries, including the outdoor industry, event organziers, publishers, real estate developers and film industry. He creates and produces advertising campaigns, marketing materials, website design, and web site planning and development. Mr. James works locally, nationally and internationa and brings his passion for the study of people and times to RMCD students in the classroom with enthusiasm and depth.

Lauren Kresek, Chair, Illustration
MA, Syracuse University; BA, Illustration, Eckerd College. Formerly, Mr. Kresek was the first chair of Illustration at the Ringling School of Art and Design and was instrumen in that department’s growth and national reputation. He has been a profes sional freelance illustrator since 1970, spe cializing in science fiction paperback book illustration, with clients such as Doubleday, Warner Books, Fawcett and Dell publishing, as well as a creator of art for movie posters, advertising agencies and maga zines for clients in the New York City area, and internationally, as well as Europe. Mr. Kresek has been included in “Who’s Who Among America’s Teachers,” and has earned national recognition as an award winner, exhibitor, and judge for the New York Society of Illustrators, where he serves as a member of the Student Outreach Commit tee. Currently, Mr. Kresek is developing a wide range of projects with his company, Joan for their business, Kresek Art Studio.

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

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

Sam Fleming, Chair, Animation
BFA, Painting and Drawing, University of North Texas; graduate of Sheridan College International School of Animation, Toronto. Mr. Fleming is skilled in 2D and 3D anima tion, direction and production and has professional film, television, and commercial credits that span more than 20 years in the animation industry. Feature film project credits include: Jimny Neutron, Boy Genius, 3D character animator, Anastasia, Space Jam, Promo/TV/Ad film credits include: Design + Applied Arts

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

James works locally, nationally and internationa and brings his passion for the study of people and times to RMCD students in the classroom with enthusiasm and depth.

Lauren Pilotte, Dean, Design + Applied Arts (Foundations, Animation, Game Art, Communications Design + Interior Design)
MA, Design Education, Regis University; BA, Interior Design, Michigan State University. NCIDQ certified. Ms. Pilote has over 20 years of professional experience in commercial and residential interior design. Ms. Pilote actively advocates for advancement of the profession through the maintenance of rigorous educational and professional standards, with sustainability at the core of good design practice. Her research interests and areas of specialization include design pedagogy for creativity, curriculum development, lifelong education, sustainable design, and environmental impact upon human behavior. She presents at national and international conferences, conducts workshops and seminars for members of the architectural and design community, and is co-authoring a textbook on sustainable design. Ms. Pilote is a professional member of IDEC, ASD, and is an IDEP Mentor for NCIDQ.

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Core Faculty

Hugh Alexander, Illustration

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

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

Sandra Jean Ceas, Foundation Studies
MFA, Fine Arts/New Genres, San Francisco Art Institute; BFA, Fine Arts/Sculture, Rocky Mountain College of Art + Design; AAS, 2D Design, Fashion Design, Fashion Institute of Technology. She has taught at Front Range Community College in Aurora, Colorado; The National Elk Refuge, Wyoming; "In the Field" which is green design in interior architecture and development of a sustainable workshop and textbook. Mr. Bohlen has experience as a K-12 educator and college instructor in interior design and art. He is a commercial and residential designer, architectural illustrator and real estate developer; clients have included Denver Mayor's Office of Economic Development (MOED), Colorado Center for Community Development and Denver's Art District on Santa Fe. He is an associate with Spector and Associates Architecture. Awards include: USGBC Greenbuild 2006 Legacy Project; USGBC Colorado Chapter 2006 Exemplary Project; 2006 Mayor's Design Award; "It ain't easy being green"; Austin Building, 1997 Stephen H. Hart Award for Historic Preservation - Colorado Historic Society.

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

Sandra Jean Ceas, Foundation Studies
MFA, Fine Arts/New Genres, San Francisco Art Institute; BFA, Fine Arts/Sculture, Rocky Mountain College of Art + Design; AAS, 2D Design, Fashion Design, Fashion Institute of Technology. She has taught at Front Range Community College in Aurora, Colorado; The National Elk Refuge, Wyoming; "In the Field" which is green design in interior architecture and development of a sustainable workshop and textbook. Mr. Bohlen has experience as a K-12 educator and college instructor in interior design and art. He is a commercial and residential designer, architectural illustrator and real estate developer; clients have included Denver Mayor's Office of Economic Development (MOED), Colorado Center for Community Development and Denver's Art District on Santa Fe. He is an associate with Spector and Associates Architecture. Awards include: USGBC Greenbuild 2006 Legacy Project; USGBC Colorado Chapter 2006 Exemplary Project; 2006 Mayor's Design Award; "It ain't easy being green"; Austin Building, 1997 Stephen H. Hart Award for Historic Preservation - Colorado Historic Society.
AutoCAD protocols for interior design. Ms. Pike's research and practice focuses on sustainability in housing and food systems, presented in a contemporary arts context as social sculpture and community outreach. In addition to a ten year exhibition record, including Art Basel 2007 and The Contemporary Art Museum of Tampa, her work can be found in the permanent collection at the Children's Museum of Tampa.

Bruce Price, Foundation Studies, IES Director

Ms. Price teaches design, experimental drawing, painting, and contemporary art history.

Hugh Thurlow, Director, Library/Resource Center

Mr. Thurlow has been an independent art curator and art advisor. He has served as gallery director at the Metropolitan State College of Denver's Center for Visual Art and the Arvada Center for the Arts and Humanities. He has served on the Board of the Colorado Wyoming Association of Museums and is a member of the American Association of Museums.

Brook Yeagle, Interior Design

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

Adjunct Faculty

Katie Ahearn, Liberal Studies

Ms. Ahearn is a popular children's book illustrator; has been a freelance illustrator since 1983 and, before joining the RMCAD faculty, was an illustration faculty member at MFA, University of South Florida; BFA, Sculpture, University of Colorado at Boulder; BA, Psychology and Developmental Biology, University of Denver; BA Anthropology, University of Denver; MFA, Writing and Poetics, Naropa University; BA, French and Economics, Boston College. Dr. Ahearn has been teaching in higher education for 15 years. Her recent research in English Literary Studies was presented in her doctoral dissertation, The Concept of Freedom in Mary Astley's Reflections Upon Marriage. She was recognized for outstanding instruction by the University of Denver's Center for Multicultural Excellence, April 2008. She is a member of the National Women's Studies Association and the Society for the Study of Early Modern Women.

Kathy Andrews, Fine Arts

Ms. Andrews is an independent art curator and art advisor. She has served as gallery director at Metropolitan State College of Denver's Center for Visual Art and the Arvada Center for the Arts and Humanities. She has served on the Board of the Colorado Wyoming Association of Museums and is a member of the American Association of Museums.

Bo Bickerstaff, Communications Design

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

Conny Bogaard, Liberal Studies

Ms. Bogaard has taught in a variety of K-12 schools in Colorado, New York, California, China, Mexico, Peru, and Palestine.

Jaime Carrejo, Foundation Studies


Mike Carroll, Art Education

Mr. Carroll conducts research on arts integration and motivation and to learn and is a frequent presenter at Colorado Art Education Association conferences.
Jared Caruso, Animation
BA, Media Arts and Animation, Art Institute of Colorado. Mr. Caruso specializes in working for production teams in a technology-driven environment, focusing on character design. He has worked as an animator and character designer at Crude Games in Denver and as a production artist at DirectTV Advanced Services.

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

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

Stuart Compton, Animation
BFA, Illustration, Rocky Mountain College of Art + Design. Mr. Compton is an art director and senior animation designer. His client projects in both faceto- face and remote meeting settings have resulted in the development of new media for animation. Mr. Compton has worked in these settings with various companies in the healthcare, technology, and automotive industries.

Anne Emmer, Foundation Studies
MFA, Azusa Pacific University, in progress; BFA, University of Colorado at Denver. Ms. Emmer is an artist and arts educator. Her professional interests include the design and planning of art curricula and art. Her current creative work explores the use of water media.

Shari Fleming, Animation
MA, Writing, Film, Women’s Studies, Vermont College; BA, Literature, Writing, Women’s Studies, Vermont College in progress. Ms. Fleming is an owner and art director of Little Wolf Pictures, a company that produces feature film sequences, short form and television specials, commercials, and award-winning game animation. She has been an art director for national print publications, and is currently in preproduction of an independent, nontraditional animated film short based on her original short story.

Debbie Hindman, Interior Design
BA, Education and Dance, New School of Creative Dance and Ballet, Member of Associates since 1981, Ms. Hindman began marketing the firm’s services in 1987. She has been a researcher and co-editor for four editions of the Sustainable Design Resource Guide for Colorado and the Western Mountain Region, an AIA COTE/ADPSR publication and a president of AIDC. She is a member of ADPSR, AIA COTE and USGBC. Ms. Hindman speaks regularly on the subject of sustainable design. She has been a Lead Creative for Apple.

Cherish Flieder, Illustration
BFA, Illustration, Rocky Mountain College of Art + Design; BFA, Design, Painting and Drawing, Colorado Christian University. Ms. Flieder is an illustrator and designer who has worked on a variety of media and form for how and for whom her work can embody concept, color and texture. She is the founder of Cherished Solutions, inc., an illustration and design studio that specializes in publishers, manufacturers and other niche businesses with art services and thoughtful communication strategies. Cherished Solutions, Inc. manages art licensing programs, contributing to Cherish™ and Painting For Life™ and specializes in illustrated children’s books. She was formerly senior graphic designer at Tahmahk, a golf fashion manufacturing company, developing creative designs and illustrations for their data sheets, trade shows, catalogues, and corporate marketing. Ms. Flieder serves as Vice President of the Colorado Alliance of Illustrators.

Phill Gerace, Liberal Studies
San Francisco State University; BA, Native American Art, California State University Dominguez Hills. Mr. Gerace teaches art history, Native American art, African art, and tourism and art. He is a member of the College of Arts and Letters and the Native American Art Studies Association.

Gwyneth Holston, Liberal Studies
MIL, Engineering Systems, Colorado School of Mines; BIS, Engineering Physics, Colorado College. She has worked at FinArt, Fine Arts, Rocky Mountain College of Art + Design. Ms. Holston specializes in math instruction and is a degree finalist with experience in 120 years. His areas of creative interest are film making and sculpture. Feature film projects include: Max & Chuck, Batman Forever and Teenage Mutant Ninja Turtles. Television Series include Law and Order Blue, Inside Edition, Third Watch and Washington Week with Gwen Ifill. Television commercials include: kOne, Visa, Disney, Buick & Sony PlayStation. Music videos include: Dolly Parton, Metallika, Wyclef Jean, and Fun Loving Criminals. Mr. Koehn is also a Lead Creative for Apple.

Barry Kooser, Animation
BFA, Illustration, Kansas City Art Institute. Mr. Kooser focuses on classic character animation. He is a freelance designer and principal of Silk Screen Productions. Mr. Kooser’s career includes positions as a production designer, mural painter, interpretative painter, and instructor. She paints for both galleries and commission, having worked with designers for 20 years. Her work has been exhibited in Florida, New York, Pennsylvania, Virginia and Colorado.

Robert Koehn, Communications Design
BA, Digital Media, University of Connecticut. Mr. Koehn has been a professional in the film and commercial production field for almost 20 years. His areas of creative interest are film making and sculpture. Feature film projects include: Max & Chuck, Batman Forever and Teenage Mutant Ninja Turtles. Television Series include Law and Order Blue, Inside Edition, Third Watch and Washington Week with Gwen Ifill. Television commercials include: kOne, Visa, Disney, Buick & Sony PlayStation. Music videos include: Dolly Parton, Metallika, Wyclef Jean, and Fun Loving Criminals. Mr. Koehn is also a Lead Creative for Apple.

Joan Kresek, Illustration
BFA, Ringling College of Art and Design. Ms. Kresek’s career includes positions as a production designer, mural painter, interpretative painter, and instructor. She paints for both galleries and commission, having worked with designers for 20 years. Her work has been exhibited in Florida, New York, Pennsylvania, Virginia and Colorado.

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

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

Marcia Sanders, Foundation Studies + Art Education
MFA, Printmaking, University of Colorado at Boulder; MEI, K-12 Art Education, Univer- sity of Colorado at Boulder/Boulder Valley School District; BFA, East Carolina University; AAS, Graphic Design and Com- munication Arts, Pitt Community College. Ms. Sanders’ work involves large-scale relief, intaglio, alternative, pho- tographic, nontoxic printmaking techniques and methods, and secondary images in French and Spanish. She is the owner of UnderPressure Fine Arts, a print- making and fine art facility in Arvada, Colo- rado. She has taught at the undergraduate, graduate, and high school levels. She plays and records several stringed instruments professionally.

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

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

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

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

Zony Pfeiffer, Liberal Studies
PhD, Rutgers University. Dr. Pfeiffer is the son of a science writer who specialized in anthropology. From a young age, he lived the discipline, participating in his first arche- ological expedition at age nine. Dr. Pfeiffer’s specialties are human evolution, primate behavior, gathererhunter studies, nonverbal communication, and Japanese culture.

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

Mary Newton, Art Education
BS, Southern Oregon University; ME, Math, University of Hawaii; BS, Math, University of Hawaii. Ms. Newton is a professional member in accounting.

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

H. Curt Wiedeman, Chairman of the Board

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

Richard L. Behr, Jr.

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

James Christian

Jim has 27 years experience as an entrepreneur, private equity investor, venture capitalist, corporate banker and Board member for various for-profit companies and non-profit organizations. He spent a considerable part of his career working and living overseas in Europe and Asia.

Jim graduated from Williams College (Massachusetts) in 1982 with a B.A. in French Literature. He since has served as President of the Colorado Alumni Association, Class Secretary and Agent and currently is a graduate of De la Salle High School.

Christopher A. Marconi

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

David J. Nygren

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

Sage Ann Scheer

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

James R. Schoemer

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

Mark M. Steele

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

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