

INSTRUCTIONAL PROGRAM REVIEW-ANIMATION

Questions regarding forms, calendars & due dates should be addressed to the I.E. Department.

PROGRAM STATUS

1. Describe how the program supports:

A. The college mission and core values.

Collin Mission Statement

Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.

The Communication Design Animation Program supports the Collin Mission by focusing on the student as an individual, a member of a team and a contributor to the community of animators making up the industry. The Animation Program also contributes to the local and regional community in three ways:

- Training skilled animators and designers to fill workforce needs of a rapidly growing and expanding industry.
- Serving as a regional hub of information and activities such as hosting the annual Industry Giants conference, faculty, students and professional exhibitions in the College's *The Arts Gallery* as well as other student- and community-centered organizations and activities.
- Regularly soliciting input from an engaged advisory board made up of local industry professionals and leaders.

The communication Design Department's Animation Program supports the College's **mission** by training students in the **skills** to succeed as successful animators in the growing and competitive field of computer animation for both film and computer games. The essence of the animation program lies in acquiring several skill sets offered in two AAS degree tracks, two certificate tracks and one marketable skills award:

- **AAS – Animation:** 3-D Animation Track
- **AAS – Animation:** Game Art Track
- **Certificate - Animation:** 3-D Animation Track
- **Certificate - Animation:** Game Art Track
- **MSAA – 3-D Animation**

Students learn specific design and execution skills with multiple software tools in the following courses: [*Syllabus included in Documentation Section*](#)

- ARTC 1302 Digital Imaging I
- ARTC 1305 Basic Graphic Design
- ARTC 1325 Introduction to Computer Graphics
- ARTV 1211 Storyboard
- ARTV 1303 Basic Animation - Flash
- ARTV 1341 3-D Animation I
- ARTV 1345 3-D Modeling and Rendering I - Maya
- ARTV 2345 3-D Modeling and Rendering II - Maya
- ARTV 1351 Digital Video
- FLMC 1331 Video Graphics and Visual Effects I
- FLMC 2305 Film-Style 3-D Animation Production
- GAME 1303 Introduction to Game Design and Development
- GAME 1304 Level Design
- GAME 2359 Game and Simulation Group Project
- ARTV 2335 Portfolio Development for Animation (Capstone)

These courses are both demanding and challenging especially considering the ever changing and increasing expectations of an industry in which global sales far surpass the movie and music industries and are expected to reach 66 billion dollars in 2012. (Source: Reuters via http://vgsales.wikia.com/wiki/Video_game_industry). The challenging nature of the work requires developing skills and character for working in teams on design and execution tasks that are often distributed and highly specialized. These specialized execution tasks themselves require many solitary hours, strengthening character while challenging the intellect. In these respects Collin's Communication Arts Animation program is well-suited to supporting Collin College's Mission.

Collin College Core Values: We have a passion for:

- Learning
- Service and Involvement
- Creativity and Innovation
- Academic Excellence
- Dignity and Respect
- Integrity

Collin's Animation Program embodies and supports the College's Core Values in the following key ways:

- **Learning:** Students in the Animation Program embark on an extensive curriculum covering all facets of the animation industry including design and execution. In addition to the coursework focused on animation and graphics, students achieving AAS degrees also take **core courses** including the following:
 - Analytical Skills (Mathematics)

- Social Sciences (Psychology)
 - Communication (Speech)
 - Creative Arts (Art Appreciation)
 - Physical activity class
- **Service and Involvement:** Animation Program students support the college's core values by serving and participating in the animators club, submitting works for annual gallery exhibitions, collaborating with music students for sound tracks,
 - **Creativity and Innovation:** The essence of the Animation Program is the combination of creativity and innovation set against the backdrop of formidable technical challenges and constraints. The standard and hallmark of both the animation and gaming industries as a whole is one of high expectations in respect to constantly re-inventing the user experience as a participant in immersive 3D virtual reality simulations. Animation students at Collin know they will emerge from the program ready to work as leaders in the field.
 - **Academic Excellence:** The highly competitive animation industry demands that students challenge themselves to achieve high academic excellence. In order to meet this challenge, the Animation Program Advisory Board meets regularly to offer input on resources, infrastructure and curriculum. As a result, the tools at the disposal of faculty and students are state of the art in the multiple labs easily accessible on multiple Collin College campuses.
 - **Dignity and Respect:** The animation industry spans a wide variety of collaborative partnerships at the heart of which is the ability to work with individuals from different ethnic, cultural and social cultures. Collin Animation students learn to work in teams and treat team members with the dignity and respect to ensure the success of their endeavors both commercially as well as for the community.
 - **Integrity:** The creative nature of graphic design in general and animation in particular puts pressure on the artist and designer to achieve originality. A central tenet of Collin's Animation Program is to remind students of the importance of their integrity when it comes to respecting the intellectual property rights of other artists. The emphasis on the integrity of the individual artist in the Animation Program is reinforced through the public exhibitions and presentations by the student animators club.

Philosophy and Purpose Statement

Through its campuses, centers and programs Collin County Community College District fulfills its statutory charge to provide:

- **Academic courses in the arts and sciences to transfer to senior institutions.**

- **Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.**
- Continuing adult education programs for academic, professional, occupational and cultural enhancement.
- Developmental education and literacy programs designed to improve the basic skills of students.
- **A program of student development services and learning resources designed to assist individuals in achieving their educational and career goals.**
- **Workforce, economic, and community development initiatives designed to meet local and statewide needs.**
- Other purposes as may be directed by the Collin Board of Trustees and/or the laws of the State of Texas.

Collin College's **Philosophy and Purpose Statement** contains four principles that are directly supported by the activities of the **Animation Program** in the Communication Design Department.

- ***Academic courses in the arts and sciences to transfer to senior institutions.***

Though it is a workforce (WECM) program whose original mandate was to provide coursework precisely NOT intended for transfer, as more and more senior institutions create similar programs, the coursework making up Collin College's Animation Program is being used more and more often as transfer credits to these new programs at other institutions. In particular, several four-year institutions have recently shifted away from their older practice of only teaching design principles while expecting students to learn the necessary software tools on their own. Now these same four-year institutions are providing a curriculum focusing on instruction in the sophisticated software environments. This has proven particularly beneficial to Collin College Animation Program students who transfer after obtaining their degree from Collin as they are able to avoid re-taking coursework at the much more expensive four-year institution rates by transferring the credits.

- ***Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.***

As mentioned above the Animation Program as one component of the Communication Design Department at Collin College is a workforce (WECM) program with two tracks of an AAS Degrees, two tracks of Certificates and one Marketable Skills Award.

- **AAS – Animation:** 3-D Animation Track
- **AAS – Animation:** Game Art Track
- **Certificate - Animation:** 3-D Animation Track

- **Certificate - Animation:** Game Art Track
- **MSAA – 3-D Animation**

Each year approximately 20 students graduate with either the AAS or Certificate degrees and others qualify for the Marketable Skills Award. These degrees along with the students' portfolio and practical experience prove invaluable in helping the students obtain employment in a competitive workforce. The training of these students to enter the economy has benefits for the local, regional and state-wide economy as Texas continues to be a center for the gaming industry in particular.

- ***A program of student development services and learning resources designed to assist individuals in achieving their educational and career goals.***

As a workforce program, the Animation curriculum at Collin College is specifically designed to help students achieve their career goals whether those goals be to enter the workforce as quickly as possible or to continue on with further education at a senior institution. The coursework is a careful balance of WECM design and software execution courses and academic core transfer courses relevant to the discipline.

- ***Workforce, economic, and community development initiatives designed to meet local and statewide needs.***

The community activities of the Animation Program such as Industry Giants bring together local professionals for networking as well as presentations by industry leaders from outside of the region providing invaluable information on trends and developments.

B. The college strategic plan.

STRATEGIC GOALS 2012-2016

1. Improve academic success by implementing strategies for completion.

In order to improve academic success the Animation Program has focused on implementing more advising as a strategy for increasing completing. Communication Design faculty regularly participate in college-sponsored activities such as **Technical Careers Day** hosted each Spring where they are available to counsel students entering the program.

2. Provide access to innovative higher education programs that prepare students for constantly changing academic, societal and career/workforce opportunities.

Communication Design faculty in general and Animation Program faculty in particular are actively engaged in soliciting and developing articulation agreements with several key institutions

such as Savannah College of Art and Design, University of Texas at Dallas and others.

3. Engage faculty, students and staff in improving a district-wide culture of adherence to the Collin College Core Values.

Through its curriculum with emphasis on creativity and innovation, the Animation Program activity promotes the ideals of the College's Core Values and the faculty have worked to shape the culture of the Animation Program around these Core Values.

4. Enhance the College's presence in the community by increasing awareness, cultivating relationships, building partnerships and developing resources to respond to current and future needs.

As mentioned previously, the Animation Program has a long-standing reputation in the local and regional community of animation and game design professionals. Through hosting industry events throughout the year, soliciting input through the Advisory Board, providing students as interns in local businesses, and serving on the advisory boards of other programs and organizations, the Animation Program actively works to enhance the College's presence in the community. Examples of this engagement are shown on pages 50 -51 [University / Business and Industry Partnerships chart](#).

2. How does the program conform to THECB requirements?

- Attach all course syllabi with SCANS included (*SCANS waiting CAB approval*)
[\(Syllabus included in Documentation Section\)](#)
- Average 5 completers per year

Number of Completers Per Year			
Year	CIP	Major	Unduplicated Graduates
2011 - 2012	10030400	Animation, Interactive Technology, Video	16
	5041100	Game & Interactive Media Design	6
2010 – 2011	10030400	Animation, Interactive Technology, Video	4
2009 -2010	10030400	Animation, Interactive Technology, Video	3
2008 - 2009	10030400	Animation, Interactive Technology, Video	2
2007 -2008	10030400	Animation, Interactive Technology, Video	9
Total Number of Completers 2008 through 2012			40

*Based on available data

- Evidence of demand for program graduates

The Animation Program meets THECB’s criteria for program demand as outlined in *Guidelines for Instructional Programs in Workforce Education (GIPWE) 2010 Manual*, chapter five, section B3a.

Documentation of Workforce Demand for the Program

The proposed program must be justified in terms of labor market information documenting pertinent local, regional, and/or statewide workforce demand for the program. Links to data sources and tools from the Texas Workforce Commission have been consolidated on the web at: <http://socrates.cdr.state.tx.us/iSocrates/Files/GIPWE.asp>. To satisfy this requirement, institutions must document at least two of the following:

- (1) The program would prepare students for an occupation that has been documented as needed from a strategic planning website such as CCBenefits Inc. (now part of Economic Modeling Specialists Inc.);

(2) The program would prepare students for an occupation that is targeted by the local workforce development board in the institution's service area or local workforce development area;

(3) The program would prepare students for an occupation that is on the list of priority occupations for the region or the state as identified by the Texas Workforce Commission. Visit the TWC website at:

<http://www.twc.state.tx.us/twc.html>;

(4) The program would prepare students for an occupation that has been identified as an emerging and evolving occupation for the region or state by Career Development Resources (CDR). See CDR website at:

<http://www.cdr.state.tx.us/>; 82

(5) Publications of the Bureau of Labor Statistics (BLS) of the U.S. Department of Labor indicate high demand for the occupation for the next five to 10 years. Visit the BLS website at:

<http://stats.bls.gov/bls/home.html>;

(6) A survey of local or regional employers documents sufficient employment opportunities for the projected enrollment in the program. If a survey is used, documentation should include the type of survey (phone, mail, etc.); description and size of the population; description of sampling techniques; number and location (in district, service area, and/or statewide) of employers surveyed, including the total number of surveys sent and the number returned; number of usable responses; salary ranges and employment opportunities by job title; and demonstration that the program education or training results in added value or an entry level wage higher than minimum wage and/or a standard of living above poverty;

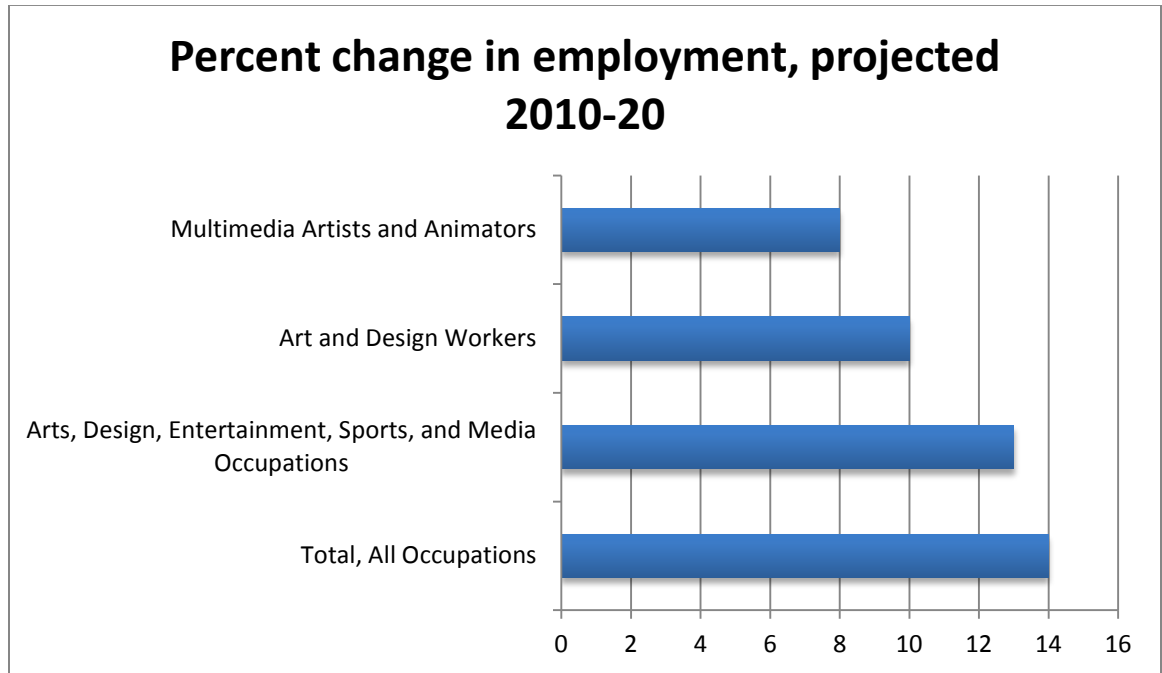
(7) Advisory Committee Recommendations;

(8) Occupational Informational Network (O*NET); or

(9) New regulatory/accrediting requirements.

The United States Department of Labor (USDOL), Bureau of Labor Statistics (BLS) projects 8 percent growth from 2010 to 2020 in the field of multimedia artists and animators. Additionally, the USDOL, BLS projects 13 percent growth from 2010 to 2020 in the crossover category of Arts, Design, Entertainment, Sports, and

Media Occupations. Citing increased use of the Internet, designers will be needed to create designs and images for portable devices, websites, electronic publications, and video entertainment media.



Note: All Occupations includes all occupations in the U.S. Economy.

Source: United States Department of Labor, Bureau of Labor Statistics.

<http://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm#tab-6>

<http://www.bls.gov/ooh/Arts-and-Design/Graphic-designers.htm#tab-6>

USDL, BLS, Occupational Employment and Wages, May 2012 reports list Texas in general and Dallas as one of the top employers of multimedia artists and animators. The state of Texas has the fourth highest level of employment in this occupation. The Dallas-Plano-Irving, Texas metropolitan division is this occupation's ninth greatest employer in US.

Source: United States Department of Labor, Bureau of Labor Statistics.

<http://www.bls.gov/oes/current/oes271014.htm#ind>

- % of graduates securing employment in the field

Gainful Employment – Placement Rate						
Animation, Interactive Technology, Video Graphics						
CIP: 10030400						
Year	Award	Total	Working Only	Working And Enrolled	All Working	All Enrolled
2011	Associate	8	6	1	7	1
	Certificate	5	2	1	3	2
2010	Associate	3	1	2	3	2
2009	Advanced Tech.	2	0	0	0	0
	Associate	2	0	0	0	0

*Based on available data

- Average# of months to employment (Data Not Available)
- Licensure pass rate if applicable. For any pass rate below state standard, attach plan for raising pass rate
N/A

For each item that applies to the program under review, provide the data. If the item does not meet required thresholds/benchmarks, provide an explanation and the plan for improvement

a. List any program requirements from the THECB.

Below is a listing of the program requirements in the *Guidelines for Instructional Programs in Workforce Education (GIPWE) 2010 Manual* in highlighted text. Following the highlighted text in this section “a”, the explanation of how each is met is given in section “b”.

A. Role, Mission, and Institutional Accreditation

B. Program Coordination/Faculty

C. Program and Graduate Credentialing

D. Equipment, Facilities, Classrooms, and Laboratories

E. Career Development Services

F. Qualifications of Workforce Education Program Personnel

1. Faculty

2. Career Development Personnel

3. Administrators

G. Professional Development

H. Off-Campus Instruction

A. Role, Mission, and Institutional Accreditation Each workforce education program offered by a public community or technical college must be within the institution's role and mission as established by the Texas Legislature and approved by the institution's governing board. To receive Coordinating Board approval for a workforce education program, a public technical or community college must comply with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC).

B. Program Coordination/Faculty Each workforce education program must be directed by an administrator who has appropriate authority to ensure that the quality of the program is maintained and complies with all applicable laws, rules, and guidelines. Each workforce education Associate of Applied Science (AAS)/Associate of Applied Arts (AAA) degree program must have at least one full-time faculty member whose primary teaching assignment is in that program. All certificate programs must have an assigned program coordinator who is a full-time employee of the college qualified in an occupational/technical area (but not necessarily assigned full-time to the certificate program). Certificate programs must have at least one appropriately credentialed part-time faculty member teaching in the subject area.

C. Program and Graduate Credentialing Each program coordinator shall be familiar with state, federal, and national program accreditation, certification, or approval and credentialing requirements, i.e., licensure, certification, and/or registration, for graduates, both mandatory and optional. Each institution must provide a system and a timeline to seek state or national program accreditation, certification, or equivalent recognition within 12 months after the first graduating class. The institution may also negotiate with the Coordinating Board and different time of accreditation or certification should it be necessary but must notify in ample time. Graduates must be eligible to seek credentialing upon graduation without additional work experience or verification of comparable education unless the additional experience and/or verification is required of all applicants for the credential. For programs in which such accreditation or approval is not required for students to seek credentialing upon graduation and is not a common expectation of local industry, the institution may either obtain program accreditation or approval or clearly disclose to program applicants the eligible credentials to seek upon graduation. The institution must also communicate any limitations to the students resulting from the program's non-accreditation and how to contact a related credentialing agency.

D. Equipment, Facilities, Classrooms, and Laboratories Facilities, classrooms, and laboratory space must be adequate and appropriate for the program to serve the anticipated number of students. Equipment should represent technology currently found in business and industry. Opportunities for students to gain additional hands-on experience using state-of-the-art equipment should be provided via external learning

experiences. This applies to all out-of-district and off-campus, as well as on-campus, locations.

E. Career Development Services Each institution must provide comprehensive career development services to students, including career information and planning; job placement; career counseling and assessment; and follow-up services.

F. Qualifications of Workforce Education Program Personnel The minimum qualifications for all workforce education program personnel must be in compliance with current SACS principles. The following personnel qualifications information is provided to help colleges and schools ensure excellence in instruction and career development services for students as well as effective program and course administration:

1. Faculty It is the responsibility of each institution to ensure that the qualifications of faculty teaching in state-funded workforce education programs and courses (credit and continuing education) are in compliance with the current requirements of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), regardless of the teaching circumstances (i.e., full time, part time, off-campus, out-of district, distance learning, and third-party contractual). Degrees and graduate credit hours held by faculty members, whether full-time or part-time, must have been earned at an institution accredited by an accreditor recognized by the Coordinating Board or its foreign equivalent. It is the responsibility of the institution to verify equivalency of degrees or credit hours granted by foreign institutions. Documentation of equivalency must be kept on file as long as the faculty member is employed by the institution. Faculty must be recruited and appointed by the institution prior to the start of instruction. Institutional records must document academic preparation, work experience, other appropriate qualifications (i.e., certificates, licensure, etc.), and complete justification for any exceptions to the requirements of SACS.

2. Career Development Personnel Career development personnel should have a combination of academic preparation and work experience.

a. Guidance, counseling, and career development activities should be provided by professionally trained counselors. A master's degree in counseling or a closely related field is required or a master's degree with significant course work and experience in career development is acceptable. Examples of related academic graduate degree programs include student development counseling in higher education and mental health counseling. Professional credentials, such as state professional counseling licensure (LPC) or certification by the National Board for Certified Counselors (NBCC) are preferred.

b. Career development personnel must meet the requirements of SACS and/or Federal Perkins regulations in accordance with their specific assignments.

c. In exceptional cases, outstanding professional experience and demonstrated competency may substitute for the academic preparation mentioned above. This should include a combination of both exceptional course work and experience in career development. Institutions must verify these exceptions on an individual basis and keep supporting documentation on file.

d. Paraprofessionals employed in specific areas, such as job placement, must demonstrate academic preparation and experience consistent with their assignments.

3. Administrators The identification of qualifications for administrators of workforce education programs is the responsibility of the higher education institution in keeping with its defined mission, administrative organization, and accreditation standards. Workforce education administrators should possess credentials, experience, and demonstrated competency appropriate to their areas of responsibility. The Dean of Fine Arts, District Wide insures the requirements are met by the proposed courses and the courses are further evaluated and approved by VP / Provost, Senior VP, President and College Board.

G. Professional Development An institution must provide workforce education program faculty, career development personnel, and administrators with an on-going opportunity to engage in professional development for the duration of their employment at the institution. Professional development opportunities should include content that assists the college personnel in further developing their knowledge and skills related to their role in the institution and their professional development in general (i.e., instructional methods for faculty, approaches to advising diverse populations for advisors, advances in information management for administrators). A record of all professional development activities completed by college personnel should be maintained for the duration of their employment.

H. Off-Campus Instruction All off-campus instruction must adhere to Coordinating Board Rules, Chapter 4, Subchapter P, "Approval of Distance Education Courses and Programs for Public Institutions," and Chapter 4, Subchapter Q, "Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions." The notification and approval procedures for distance education, off-campus, and on-campus extension programs and courses are posted on the Distance Education website, which is accessed from the THECB home page (www.thecb.state.tx.us) through Academic Affairs – Academic Programs – Distance Education, and include the following:

"2. Procedures for Off-Campus Course and Program Delivery and On-Campus Extension Course and Program Delivery

(a) Procedures for Review and Approval of All Off-Campus Lower-Division Instruction (both formula funded and extension) and On-Campus Extension Lower-Division Instruction.

(1) Unless specifically exempted by the Board, all off-campus lower-division courses by universities, health-related institutions, public technical colleges, Lamar state colleges, or by public community colleges outside their service areas shall be reviewed by the higher education Regional Council containing each site proposed to receive instruction.

(2) Regional Council notification shall be made for all on-campus extension lower division courses.

(3) A public community college planning to offer off-campus courses and programs outside its taxing district but inside its service area shall notify all potentially affected Regional Councils prior to offering the course or program.

(4) All institutions offering off-campus lower-division instruction shall submit an annual Off-Campus Instructional Plan to the appropriate Regional Councils and the Board on a schedule to be determined by the Commissioner. An Off-Campus Instructional Plan is an institution's listing by location of off-campus lower division courses and programs planned to be taught during an academic year. For public community colleges, the Off-Campus Instructional Plan will contain both out-of-service area courses and programs that require Regional Council review and approval, and out-of-district but in-service-area courses and programs which merely require Regional Council notification.

(7) Procedures for submitting applications to the Board for authorization to offer off campus lower-division courses are as follows:

(A) Each Regional Council shall review Off-Campus Instructional Plans affecting the Region proposed by all institutions, except for courses offered by community colleges in their designated service areas, and forward its recommendations for approval or disapproval to the Board.

(B) If proposed off-campus courses could affect an institution which is a member of another Regional Council, the Off-Campus Instructional Plan shall also be sent to that institution

b. Describe how they are met.

A. Role, Mission, and Institutional Accreditation

The Animation Program's role falls within the role and mission of Collin College as established by the Texas Legislature and approved by the College's Board of Trustees.

As part of the requirements for Coordinating board approval, the College is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

B. Program Coordination/Faculty

The Animation Program meets the credentialing and assignment requirements by having at least two (compared to a minimum of one) full-time faculty members whose primary assignment is in the program. In addition for the certificate areas there are numerous part-time faculty members who are appropriately credentialed. Details of instructor credentials appear later in this document.

C. Program and Graduate Credentialing

This item is not applicable since there are no graduate credentialing of animation graduates at any level.

D. Equipment, Facilities, Classrooms, and Laboratories

Equipment, facilities, classrooms and labs are covered in details in later items of this document. The Animation Program meets all requirements.

E. Career Development Services

The college provides career information and planning through the Co-operative Work Experience Program which also assists with job placement in terms of internships as well as career counseling and assessment. Co-op has follow-up surveys for employers and the College's *Office of Institutional Research* also follows up with surveys of student employment.

F. Qualifications of Workforce Education Program Personnel

1. Faculty

Animation faculty meet all requirements for personnel and this information is detailed in Item number 3 of *Program Development Since Last Program Review* later in this document.

2. Career Development Personnel

The College provides professional advisors for students for both academic advising as well as mental health counseling. The mental health counselors are licensed by the state. The Counseling Services maintain a site for information available at the following URL:

<http://www.collin.edu/studentresources/counseling/index.html>

On this site information is provided concerning College's services for the following:

- Personal Counseling
- Career Counseling
- Couples/Family Counseling (available through the *Center for Family Counseling*)

3. Administrators

The Animation Program meets the requirements by having administrators for the program who have “credentials, experience, and demonstrated competency” in the field. The current administrator is Laura Flores, chair of the Communication Design program.

G. Professional Development

Faculty regularly attend industry events such as *Special Interest Group on Computer Graphics and Interactive Techniques (SIGGRAPH)* as well as regional events such as Industry Giants.

H. Off-Campus Instruction

This item is not applicable because the Animation Program offers no off-campus instruction except in terms of internships administered by the Co-operative Work Experience Program and not coordinated by the Animation Program itself. The Co-operative Work Experience office complies with all state guidelines.

3. How does the program conform to federal requirements?

- *Gainful Employment data*

For each item that applies to the program under review, provide the data. If the item does not meet required thresholds/benchmarks, provide an explanation and the plan for improvement

- a. List any federal requirements for the program.

The U.S. Secretary of Education recognizes accreditation by SACS Commission on Colleges in establishing the eligibility of higher education institutions to participate in programs authorized under Title IV of the Higher Education Act, as amended, and other federal programs. Through its periodic review of institutions of higher education, the Commission assures the public that it is a reliable authority on the quality of education provided by its member institutions.

The federal statute includes mandates that the Commission review an institution in accordance with criteria outlined in the federal regulations developed by the U.S. Department of Education. As part of the review process, institutions are required to document compliance with those criteria and the Commission is obligated to consider such compliance when the institution is reviewed for initial membership or continued accreditation.

Implicit in every Federal Requirement mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.

4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies. (Publication of policies)

4.4 Program length is appropriate for each of the institution's educational programs. (Program length)

4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.") (Student complaints)

4.6 Recruitment materials and presentations accurately represent the institution's practices and policies. (Recruitment materials)

4.7 The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) (Title IV program responsibilities)

4.8 An institution that offers distance or correspondence education documents each of the following: (Distance and correspondence education)

4.8.1 demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or pro-grams.

4.8.3 has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

4.9 The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (See Commission policy "Credit Hours."). (Definition of credit hours)

b. Describe how they are met.

In the following, each of the Federal requirements are listed in shaded/highlighted text first and followed by an explanation of how the Animation Program meets those requirements.

4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

In terms of student achievement in the Animation Program, the student portfolio is the most effective tool for program evaluation. Outside of course grades and degree attainment, the portfolio is the industry standard for gaining employment. Students completing the Animation Program with either the 3D or Gaming track consistently produce high-quality portfolios using industry-standard software tools enabling those students to find job placement. As mentioned in the previous section, state licensing examinations are not applicable to this industry. Other data such as enrollment data, retention, graduation, course completion and job placement rates are collected by the College's *Office of Institutional Research* and submitted to the THECB. That information is also included in this document.

4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

As covered in Question 1 regarding the College's mission statement and core values, the Animation Program's curriculum is closely aligned with the College's.

4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies. (Publication of policies)

The animation program faculty are all required and must provide tentative course calendars and methods of grade evaluation in their instructor syllabi. These are published online in accordance with Texas HB2504 and are available at the following URL:

<http://hb2504.collin.edu/>

Collin College also maintains an academic calendar listing all payment deadlines and other academic deadlines available the following URL:

<http://calendar.collin.edu/CalendarNow.aspx>

Collin College refund policies are available at the following URL:

<http://www.collin.edu/gettingstarted/bursar/refunds.html>

4.4 Program length is appropriate for each of the institution's educational programs. (Program length)

The Animation Program provides both two-year and one-year degrees. The two-year Associate of Applied Science degrees are appropriate for the level of

expertise they are delivering. Both animation degree tracks (3D and gaming) are 72 credit hours and correspond to the average for five semesters of undergraduate study at most institutions of higher education. The one-year certificates are 41 hours and correspond to three semesters of college study. There are also shorter Marketable Skills Awards of 14 credit hours available.

4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy “Complaint Procedures against the Commission or its Accredited Institutions.”) (Student complaints)

Students who have complaints are able to bring the issue to the attention of the faculty, Department Chair and/or Division Dean as well as the Vice-President for Student Affairs and Dean of Students. Students also have access to a formal grievance process described in detail at the following URL:

<http://www.collin.edu/studentresources/deanofstudents/grievance.html>

A short excerpt from this page describes the scope of the complaint procedures:

“A student may report any alleged action that violates or inequitably applies Collin College policies or procedures through an informal or formal process, as identified below. The student (grievant) making the complaint must be personally affected by the action. Matters for which there is already a formal complaint or appeals process in place at Collin College will be referred to the appropriate department or administrator including, but not limited to, student discipline, financial aid appeals, grade appeals, complaints of alleged discrimination, harassment, or retaliation, complaints under instructional programs, and core performance standards in Collin College courses.”

In discipline matters, faculty members are counseled by their dean and in appropriate cases provided with additional training to prevent future complaints from students.

Students who have grade dispute are allowed to formally submit a grade appeal through the College’s Grade Appeals Committee.

<http://www.collin.edu/studentresources/support/gradeappeal.html>

4.6 Recruitment materials and presentations accurately represent the institution’s practices and policies. (Recruitment materials)

The recruitment materials and presentations by Animation Program faculty and staff accurately represent the program. These materials are included later in this document.

4.7 The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution’s

compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) (Title IV program responsibilities)

Collin College is in compliance with the requirements of Title IV program responsibilities. Students who receive financial aid are provided with training in animation 3D and/or gaming design skills enabling them to find gainful employment in the current workforce.

4.8 An institution that offers distance or correspondence education documents each of the following: (Distance and correspondence education)

The Animation Program does not offer distance and/or online courses so items 4.8.1 through 4.8.3 are not applicable.

4.9 The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (See Commission policy "Credit Hours."). (Definition of credit hours)

Collin College conforms with the Texas Higher Education Coordinating Board's (THECB) *Workforce Education Course Manual (WECM)* which lists all possible courses that can be offered (in addition to the possibility of *special topics* and *local needs* courses). WECM sets ranges of contact hours and course credit for all animation classes. In addition, for transfer courses required for the Animation Program, the College also follows the THECB's Academic Course Guide Manual (ACGM) which is the equivalent for transfer (non-workforce) courses. The College has a rigorous vetting system where courses must be approved by the department chair, division dean, VP of Academic Affairs and finally the Curriculum Advisory Board and College's Leadership Team.

4. List all program literature (course descriptions, degree plans, catalog entries, etc.) and provide last date updated. All program literature must be reviewed and updated no earlier than three months prior to the program review due date. [\(Program Literature chart included in Documentation section\)](#)
5. Transferability analysis for instructional programs. N/A
6. List all university/business and industry partnerships and describe them. [\(University/business and industry partnerships chart included in Documentation section\)](#)
7. Complete and attach Facilities and Resources template (page 5). [\(Facilities and Resources chart included in Documentation section\)](#)

8. Summarize recommendations from and for program advisory committees, list meetings and attach minutes. ([Advisory Board Minutes in Documentation section](#))

INSTITUTIONAL RESEARCH DATA

Unduplicated, actual, annual enrollment data

- Number enrolled per year for past five years

Year	FY2008	FY2009	FY2010	FY2011	FY2012	FY2008 - 2012
Number	449	485	494	585	517	2530

Numbers derived from enrollment history for technical course in the Animation program

* Based on available data

- Number graduated/completed per year for past five years

Year	2011 - 2012	2010 - 2011	2009 - 2010	2009 - 2008	2008 - 2007
Number Graduated/ Completed	22	4	3	2	9

**Based on available data*

- Number employed per year for past five years

Gainful Employment – Placement Rate						
Animation, Interactive Technology, Video Graphics						
CIP: 10030400						
Year	Award	Total	Working Only	Working And Enrolled	All Working	All Enrolled
2011	Associate	8	6	1	7	1
	Certificate	5	2	1	3	2
2010	Associate	3	1	2	3	2
2009	Advanced Tech.	2	0	0	0	0
	Associate	2	0	0	0	0

*Based on available data

- Student/faculty ratio per year for past five years
 - *Data not available*
 -
- Full-time/part-time faculty ratio per year for past five years

Communication Design Department Contact Hours Taught by Faculty Employment Status					
Term	Full-Time Faculty		Part-Time Faculty		Total
	Number	%	Number	%	
Fall 2012 End of Term	32,160	46%	37,712	54%	69,872
Fall 2011 End of Term	24,576	42%	43,016	58%	58,592
Fall 2010 End of Term	27,552	45%	34,112	55%	61,664
Fall 2009 End of Term	27,120	48%	29,168	52%	56,288

* Based on available data

- Student satisfaction results per year for past five years

- *Data not available*
- Number of students completing each momentum point
 - *Data not available*
- Effectiveness Indicators
 - % Student Satisfaction
 - *Data not available*
 - % Employer Satisfaction
 - *Data not available*
 - Ratio of course enrollment to course completion for program
 - *Data not available*
 - Cost/Enrollment
 - *Data not available*
 - Cost/Completer

Program	Credit hours	Tuition In-County	Tuition Out-of - County	Tuition Out-of-State	Fees and Expenses	Books
Animation – 3-D Animation Track – AAS	72	\$2,674.00	\$5,266.00	\$9,226.00	\$275.00	\$2,260.00
Animation – 3-D Animation Track – Certificate	41	\$1,525.00	\$3,001.00	\$5,256.00	\$165.00	\$970.00
Animation – Game Track – AAS	72	\$2,674.00	\$5,266.00	\$9,226.00	\$260.00	\$2,310.00
Animation – Game Track – Certificate	41	\$1,525.00	\$3,001.00	\$5,256.00	\$180.00	\$880.00

* Based on available data

PROGRAM DEVELOPMENT SINCE LAST PROGRAM REVIEW

1. Summarize assessment activities and actions taken in response since last program review.

Workforce Program Competency Profile / CIP FY 2012

Program: **Animation / Game Art**

Program Competency Outcome	Measure	Standard
1. Students demonstrate effective <u>concept development</u> for the execution of professional media.	<ul style="list-style-type: none"> • 33% - Effective character sheets for animation character designs • 33% - Effective environmental concept art to establish the “look and feel” of a production • 33% - Effective storyboard development to plan a narrative storyline as executed in final media <p>TOTAL 100%</p>	Passing \geq 75% - Evaluated by the instructor based professional practices and standards.
2 Students demonstrate effective <u>communication skills</u> in the execution of professional media.	<ul style="list-style-type: none"> • 33% - Effective communication with clients, co-workers and supervisors • 33% - Does the finished work communicate effectively with the target audience? (i.e. client intent, target audience needs) • 33% - Presents portfolio work effectively <p>TOTAL 100%</p>	Passing \geq 75% - Evaluated by the instructor based professional practices and standards.

<p>3 Students demonstrate <u>proficiency in design principles</u> in the execution of professional media</p>	<ul style="list-style-type: none"> • 20% - Form • 20% - Color • 20% - Lighting • 20% - Movement • 20% - Composition <p>TOTAL 100%</p>	<p>Passing \geq 75% - Evaluated by the instructor based professional practices and standards.</p>
<p>4 Students demonstrate effective <u>project management</u> in the execution of professional media</p>	<p>9. • 33% - Effective time management overall</p> <ul style="list-style-type: none"> • 33% - Client proofing cycles delivered in a timely manner • 33% - All stages of production coordinated to avoid bottlenecks <p>TOTAL 100%</p>	<p>Passing \geq 75% - Evaluated by the instructor based professional practices and standards.</p>

Continuous Improvement Plan CIP FY 2012

Program: **Animation / Game Art**

Division: Fine Arts Term: Fall 2012 Assessment for Academic Year 2011-2012

Program Coordinator: Tom Ottinger

Program Learning Outcome	Assessment(s)	Results/Findings	Standard Met, Partially Met or Not Met	Action Plan
4 Students demonstrate effective <u>project management</u> in the execution of professional media	Measure students' portfolios using a rubric that evaluates consistency, quality and presentation standards of student portfolios	<p><i>Results:</i> Average class score – 88.25</p> <p><i>Findings:</i> Although the standard (75%) was exceeded as an average, the results specific to Program Level Outcome 4 indicate that some students are challenged by the scope of managing their project work efficiently and in a timely manner. The creative, concept-driven product of their portfolio pieces demonstrated average to above average work although the means of producing that work (project management) was not as efficient given the time available.</p>	Standard was met and partially met	<p>To improve the consistency, quality, and presentation standards of student portfolios. Changes proposed in the 2010-2012 Action Plan have only been in effect as of the 2012-2013 catalog. Ongoing review of Program Level Outcome 4 will be needed.</p>

Workforce Program Competency Profile / CIP FY2011

Program: **Animation / Game Art**

Program Competency Outcome	Measure	Standard
<p>1 Students demonstrate effective <u>concept development</u> for the execution of professional media.</p>	<ul style="list-style-type: none"> • 33% - Effective character sheets for animation character designs • 33% - Effective environmental concept art to establish the “look and feel” of a production • 33% - Effective storyboard development to plan a narrative storyline as executed in final media <p>TOTAL 100%</p>	<p>Passing ≥ 75% - Evaluated by the instructor based professional practices and standards.</p>
<p>2 Students demonstrate effective <u>communication skills</u> in the execution of professional media.</p>	<ul style="list-style-type: none"> • 33% - Effective communication with clients, co-workers and supervisors • 33% - Does the finished work communicate effectively with the target audience? (i.e. client intent, target audience needs) • 33% - Presents portfolio work effectively <p>TOTAL 100%</p>	<p>Passing ≥ 75% - Evaluated by the instructor based professional practices and standards.</p>

<p>3 Students demonstrate <u>proficiency in design principles</u> in the execution of professional media</p>	<ul style="list-style-type: none"> • 20% - Form • 20% - Color • 20% - Lighting • 20% - Movement • 20% - Composition <p>TOTAL 100%</p>	<p>Passing \geq 75% - Evaluated by the instructor based professional practices and standards.</p>
<p>4 Students demonstrate effective <u>project management</u> in the execution of professional media</p>	<ul style="list-style-type: none"> • 33% - Effective time management overall • 33% - Client proofing cycles delivered in a timely manner • 33% - All stages of production coordinated to avoid bottlenecks <p>TOTAL 100%</p>	<p>Passing \geq 75% - Evaluated by the instructor based professional practices and standards.</p>

Continuous Improvement Plan FY 2011

Program: Animation / Game Art

Division: Fine Arts Term: Fall 2011 Assessment for Academic Year 2010-2011

Program Coordinator: Tom Ottinger

Program Learning Outcome	Assessment(s)	Results/Findings	Standard Met, Partially Met or Not Met	Action Plan
4 Students demonstrate effective <u>project management</u> in the execution of professional media	Measure students' portfolios using a rubric that evaluates consistency, quality and presentation standards of student portfolios	<p><i>Results:</i> Average class score – 93</p> <p><i>Findings:</i> In each of the Program Level Outcomes (concept development, communication skills, proficiency in design principles and project management), it was determined that the majority of graduating students met outcomes 1 – 3, with a minority of students partially meeting them. Considering outcome 4, results were mixed: a few students met the outcome, a majority partially met the outcome, and a few students did not meet the outcome. Outcome 4, project management,</p>	Standard was met and partially met	<p>Outcome 4, project management has been targeted to improve the consistency, quality, and presentation standards of student portfolios going forward. To further this goal, we propose a curricular change involving an adjustment to the course sequence for ARTV2355 and ARTV2351. Currently, ARTV2351 is a prerequisite for ARTV2355. The new sequence would make ARTV2355 the prerequisite for</p>

		requires a solid integration of outcomes 1 – 3 in addition to a demonstration of time management for projects with many complex, overlapping stages of development.		ARTV2351.
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Program Outcomes and Course Alignment

Program: **Animation / Game Art**

Program Competency Outcome	Measure	Standard	Assessment Course
<p>Students demonstrate effective <u>concept development</u> for the execution of professional media.</p>	<ul style="list-style-type: none"> • 33% - Effective character sheets for animation character designs • 33% - Effective environmental concept art to establish the “look and feel” of a production • 33% - Effective storyboard development to plan a narrative storyline as executed in final media <p>TOTAL 100%</p>	<p>Passing ≥ 75% - Evaluated by the instructor based professional practices and standards.</p>	<p>ARTV2335</p>
<p>2 Students demonstrate effective <u>communication skills</u> in the execution of professional media.</p>	<ul style="list-style-type: none"> • 33% - Effective communication with clients, co-workers and supervisors • 33% - Does the finished work communicate effectively with the target audience? (i.e. client intent, target audience needs) • 33% - Presents portfolio work effectively <p>TOTAL 100%</p>	<p>Passing ≥ 75% - Evaluated by the instructor based professional practices and standards.</p>	<p>ARTV2335</p>

<p>3 Students demonstrate <u>proficiency in design principles</u> in the execution of professional media</p>	<ul style="list-style-type: none"> • 20% - Form • 20% - Color • 20% - Lighting • 20% - Movement • 20% - Composition <p>TOTAL 100%</p>	<p>Passing \geq 75% - Evaluated by the instructor based professional practices and standards.</p>	<p>ARTV2335</p>
<p>4 Students demonstrate effective <u>project management</u> in the execution of professional media</p>	<ul style="list-style-type: none"> • 33% - Effective time management overall • 33% - Client proofing cycles delivered in a timely manner • 33% - All stages of production coordinated to avoid bottlenecks <p>TOTAL 100%</p>	<p>Passing \geq 75% - Evaluated by the instructor based professional practices and standards.</p>	<p>ARTV2335</p>

Program Map – Animation / Game Art

=Introduced P=Practiced E=Emphasized A=Assessed

Program Courses	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4
ARTC1305	I	I	P	
ARTC1325		I	I	I
ARTC1302	I		I	
ARTS1316	I			
ARTV1211	I	P	I	
ARTV1303	I			
ARTV1341	P	I	P	P
ARTV1343			I	I
ARTV1345	I		P	I
ARTV2335	A	E	A	A
ARTV2345	P	E	P	P
FLMC1331	P	I	P	
GAME1303				
<i>Tech. Course 1</i>				
ARTV1351	P	E	P	P
GAME1304	P	P	A	
<i>Option 1</i>				
ARTV2301	P		A	P
ARTV2355		I	A	P

Tech. Course 2				
FLMC2305	A	E	P	A
GAME2359	E	P	P	A
Option 2				
ARTV2330	A	E	A	A
ARTV2351	P	E	A	E
Elective				
ARTC1394	I, P		I	
FLMC2331	P	E	A	A
GAME2386		E	P	A

2. Describe any continuous improvement activity if different from assessment.

Collin's current CIP process has only been in place for two years at the time of this Program Review. Due to the timeframe (less than five years), it is not possible to draw conclusions from a previous Program Review. Nevertheless, the program has undergone both formal and informal assessment for many years.

The Animation Program continuously evaluates all aspects of the program, assessing various needs and how they impact student success. Input is obtained from employment partners, industry advisory board members, faculty and students. Adjustments are made based on this input as well as internal program observations.

Examples of program assessment include but are not limited to the following:

Hardware and software: Are they in line with industry standards and practices? Are they capable of meeting student needs? Based on those assessments the program has requested upgrades for various hardware and software over the past five years to meet industry standards and student needs.

Curriculum Augmentation: Industry trends indicate demand for particular skill sets in addition to the standard curriculum. In addition to revision of existing course content, Special Topics and Local Need courses have been added to meet those needs. Course success and long-term industry demand determines the need for ongoing integration into the curriculum.

The program maintains ongoing involvement with area organizations and businesses.

3. List program employees (full-time and part-time), their role, credentials, and professional development activity since last program review. ([Employee Data chart included in Documentation Section](#))

PROGRAM PLANNING

1. Summarize expectations and plans for the next five years.

The ongoing challenge for the Animation program is to stay abreast of industry needs. As new production techniques are developed, we plan to respond with changes in course content, new courses as needed, and curriculum sequence changes. To this end, the ARTC1394 Special Topics courses have already proven to be very useful in incorporating relevant current topics into the curriculum. These courses serve as a "laboratory" for us to develop instructional content that may be incorporated into other courses that already address the general topic area. In the Game area, we see a move to mobile game development that will be incorporated into our existing curriculum in this area. In addition to adaptations that keep the program current with industry trends, we will continue to focus on overall student success and preparation for the workplace.

2. Provide the next Continuous Improvement Plan.

Next CIP: 2013-14

At the time of this Program Review, the only available information related to student performance since the last CIP (2011-12) is from fall 2012. The overall creative quality of student work done in the fall 2012 ARTV2335 Portfolio Development for Animation course sections was very good. As in the previous CIP reports, a continued emphasis on Program Level Outcome 4 appears to be warranted.

PROGRAM REVIEW REPORT PATHWAY

Completed Program Review Reports will be evaluated by the appropriate deans and Program Review Steering Committees. Following approval by the Steering Committee, Program Review Reports will be evaluated by the Leadership Team who will approve the reports for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development.

COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: ARTC 1302

Course Title: Digital Imaging I

Course Description: Digital imaging using raster image editing and/or image creation software: scanning, resolution, file formats, output devices, color systems, and image-acquisitions. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Prerequisite: ARTC 1325

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Identify terminology, advantages and limitations of image editing software
- Distinguish bit-mapped resolutions for image acquisitions and output devices
- Use digital editing and painting tools
- Use basic half-tone theory in production of images, manipulate, create, and edit digital images for print and for web
- Specify appropriate file formats

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: ARTC 1305

Course Title: Digital Imaging I

Course Description: Graphic design with emphasis on the visual communication process. Topics include basic terminology and graphic design principles. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Define basic design terminology
- Apply the design process using graphic design principles
- Demonstrate the use of design tools and equipment

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: ARTC 1325

Course Title: Introduction to Computer Graphics

Course Description: A survey of computer design concepts, terminology, processes, and procedures. Topics include computer graphics hardware, electronic images, electronic publishing, vector-based graphics, and interactive multimedia. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Define computer terminology
- Identify peripherals
- Demonstrate page layout, multimedia, and peripherals software use

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

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COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: ARTV 1211

Course Title: Storyboard

Course Description: Techniques of storyboarding including organizing a project's content and arranging it in a visual format. Lab required.

Course Credit Hours: 2
Lecture Hours: 2
Lab Hours: 1

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Determine a project's content
- Choose or create graphics
- Sequence content to convey the message

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: ARTV 1303

Course Title: Basic Animation – Flash

Course Description: Examination of animation concepts, principles, and storyboard for basic production. Emphasizes creating movement and expression utilizing traditionally or digitally generated image sequences. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Prerequisites: ARTC 1325 and ARTV 1211

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Demonstrate animation principles
- Communicate conceptual ideas through storyboards
- Execute animation sequences
- Develop artwork using traditional or digital tools

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: ARTV 1341

Course Title: 3-D Animation I

Course Description: Intermediate level 3-D course introducing animation tools and techniques used to create movement. Emphasis on using the principles of animation. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Prerequisite: ARTV 1345 or consent of Instructor

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Utilize animation software and production skills
- Develop a sense of weight and emotion in animated shots
- Develop animation for multi-media productions, games or simulations

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: ARTV 1345

Course Title: 3-D Modeling and Rendering I – Maya

Course Description: Techniques of three-dimensional (3-D) modeling utilizing industry standard software. Includes the creation and modification of 3-D geometric shapes, use of a variety of rendering techniques, camera, light sources, texture, and surface mapping. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Prerequisite/Concurrent Enrollment: ARTC 1325

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Construct 3-D objects, utilize tools for lighting, surfacing and camera
- Render 3-D scenes

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: ARTV 1351

Course Title: Digital Video

Course Description: Producing and editing video and sound for multimedia or web productions. Emphasizes capture, editing, and outputting of video using a digital video workstation. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Prerequisite: ARTV 1211

Prerequisite/Concurrent Enrollment: FLMC 1331

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Use digital video capture and output methods
- Apply appropriate compression schemes for various output
- Integrate still graphics and animation into a production
- Apply principles of video production
- Identify the components of a digital video system

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: ARTV 1351

Course Title: Digital Video

Course Description: Producing and editing video and sound for multimedia or web productions. Emphasizes capture, editing, and outputting of video using a digital video workstation. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Prerequisite: ARTV 1211

Prerequisite/Concurrent Enrollment: FLMC 1331

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Use digital video capture and output methods
- Apply appropriate compression schemes for various output
- Integrate still graphics and animation into a production
- Apply principles of video production
- Identify the components of a digital video system

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: ARTV 2345

Course Title: 3-D Modeling and Rendering II – Maya

Course Description: A studio course focused on advanced 3-D modeling and rendering techniques using industry standard software, modeling techniques, camera settings, lighting, and surfacing to develop detailed environments. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Prerequisite: ARTV 1345

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Build seamless organic models
- Rig models for animation
- Develop complex environments with detailed surfaces and advanced lighting techniques

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: FLMC 1331

Course Title: Video Graphics and Visual Effects I

Course Description: A course in the applications of computers for video production. Design of computer graphic workstations and development of a rationale for selecting software, hardware, and peripherals. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Prerequisite: ARTC 1325

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Describe the system components of a computer graphics workstation
- Detail basic computer workflow
- Design and produce original 2-D computer materials

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

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COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: FLMC 2305

Course Title: Film-Style 3-D Animation Production

Course Description: Techniques in 3-D animation for film-style production. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Prerequisite: ARTV 2351 or consent of Instructor

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Apply scripting and storyboarding concepts to character animation
- Create a control system for character animation
- Explore advanced modeling techniques
- Use industry-standard lighting, shading, special effects, and rendering techniques

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

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COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: GAME 1303

Course Title: Introduction to Game Design and Development

Course Description: Introduction to electronic game development and game development careers. Includes examination of history and philosophy of games, the game production process, employee factors for success in the field, and current issues and practices in the game development industry. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Prerequisite: ARTV 1345 or consent of Instructor or Department Chair

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Describe the history and evolution of video and computer games and game genres
- Identify the phases and processes involved in developing a computer game
- Design a simple computer game from initial concept to final design document
- Describe current trends in the game industry with regards to hiring practices, working conditions, etc.

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

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COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: GAME 1304

Course Title: Level Design

Course Description: Introduction to the tools and concepts used to create levels for games and simulations. Incorporates level design, architecture theory, concepts of critical path and glow, balancing, play testing, and storytelling. Includes utilization of toolsets from industry titles. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Prerequisite: GAME 1303

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Analyze the pros and cons of a level including balance and emotional impact,
- Create original game environments using existing game engines and tools
- Evaluate existing architectural spaces for game aesthetics.

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

COLLIN COLLEGE
DIVISION OF FINE ARTS
COURSE SYLLABUS

Course Information

Course Number: GAME 2359

Course Title: Game and Simulation Group Project

Course Description: Creation of a game and/or simulation project utilizing a team approach. Includes the integration of design, art, audio, programming, and quality assurance. Lab required.

Course Credit Hours: 3
Lecture Hours: 2
Lab Hours: 4

Prerequisite: GAME 1304

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

- Develop a complete game and/or simulation project working as a member of a team.

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

PROGRAM LITERATURE

Title	Type / Description	Last Updated
Communication Design Program Guide	Outline of degree awards curriculum requirements per catalog year. Available as PDF or Printed	Updated each spring, revised as needed. May 2012
College Website	http://www.collin.edu/academics/programs/CommDesign_Animation.html	Last modified by vstone@collin.edu on 01/22/2013 15:38:30
College Catalog	PDF or purchased as bound book	Last modified by jstoiber@collin.edu on 11/14/2012 11:46:04
Department Program Posters	Promotional posters. One for each Communication Design program including Animation	Spring 2010
Communication Design Department Facebook page	Social media tool used to promote the Communication Design department and its programs including Animation	Spring 2013

Student Work Video Presentation	Collection of student work used to promote the department and its programs including Animation. Continuously displayed in K-wing Communication Department window. Also used at promotional events including but not limited to: Area high school's resource fairs, Energy Show (student shows)	Fall 2012, Revised annually and as needed
Energy Show	Bi-annual event exhibiting selected student work in Fine Arts Gallery. The event is used to showcase student work and to promote the Communication Design department and its programs to the community.	Spring 2011, 2009 (bi-annual event)
Communication Design Invitational	Bi-annual event exhibiting select industry partners work in Fine Arts Gallery. The event is used to inform the community of the industries supported by the Communication Design department and its programs including Animation.	Spring 2012 (bi-annual event)
Booker T Washington	Invitational high school career workshop. Recruitment event centered around providing a workshop explaining the various Communication Design careers and how our programs including Animation support those career paths.	11/12, 11/11, 11/10, 11/09
Frisco ISD Tech Fair	Invitational high school resource fair. Objective to recruit and promote the Communication Design department programs including Animation.	12/12, 12/11, 12/10, 12/09

Dallas Society of Visual Communication - Collin College Day	Featured at DSVC monthly meeting promoting the Communication Design department and programs including Animation	Spring 2010, 2009
Frisco Arts Gala	Invitational event. Booth promoting Fine Art Division. Featuring the Communication Design department and it programs including Animation	Winter 2010
Frisco Arts in the Square	Multi-day invitational event. Booth promoting Fine Art Division. Featuring the Communication Design department and it programs including Animation	Spring 2010
Global Game Jam	The Global Game Jam is an international event promoting game development. Collin's Animation / Game Art participation and hosting of the event showcases Collin as a leader in Game development field.	January 2013,2012,2011

All information above is current and correct.

UNIVERSITY/BUSINESS AND INDUSTRY PARTNERSHIPS

University/Business/Industry	Partnership Type	Special Requirements
Texas A&M Commerce	Limited transfer articulation of workforce courses	TAMU-Commerce Commercial Art department review of student portfolios, transcript/GPA
UT Dallas	Proposed articulation of workforce courses	Under discussion
SMU Guildhall	Proposed articulation of workforce courses	Under discussion
Savannah College of Art & Design (SCAD)	Proposed articulation of workforce courses	Under discussion
Full Sail	Proposed articulation of workforce courses	Under discussion
International Game Developers Association (IGDA)	Global Game Jam – International game development competition	
A Bunch of Short Guys (ABOSG) – Professional organization for the animation, game, film/video industries	Ongoing monthly meetings, many of which take place at Collin-SCC. Annual Industry Giants event held from 2002 – 2009 at Collin-SCC. Department has collaborated with and assisted with technical production this event in subsequent years.	
Reel FX – animation/film/video studio	Advisory Board member	
Gearbox –game development studio	Advisory Board member	
Post Asylum – animation/video post-	Advisory Board member	

production studio		
Platinumstar Productions – video production company	Advisory Board member	
Element X Creative – animation/video post-production studio	Student internships	
Janimation – animation/video post-production studio	Student internships	

FACILITIES AND RESOURCES

ROOM / OFFICE	Type	Special Characteristics	Meets Current Needs	Will Meet Needs for Next 5 Years	Additional Needs
SCC					
H231A	Fac. office		N	N	
K118	Fac. office		Y	Y	
K121	Fac. office		Y	Y	
K129A	Fac. office		Y	Y	
K241	Fac. office		Y	Y	
H232	Classroom	Mac lab	Y	N Standard furniture and equipment updates will be needed over five year period due to normal wear, changing technology and functionality.	Lab needs hardwired network capabilities. Currently Lab is WIFI dependent which is not compatible with instructional needs.
I116	Classroom	Lecture	Y	Y	
J121	Classroom	Mac lab	Y	N Standard furniture and equipment updates will be needed over five year period due to normal wear, changing technology and functionality.	

K122	Classroom	Mac lab	Y	N Standard furniture and equipment updates will be needed over five year period due to normal wear, changing technology and functionality.	
K129	Classroom	PC lab	Y	N Standard furniture and equipment updates will be needed over five year period due to normal wear, changing technology and functionality.	
K130	Classroom	Mac lab	Y	N Standard furniture and equipment updates will be needed over five year period due to normal wear, changing technology and functionality.	

PRC					
L203	Classroom	Lecture	Y	N	Lab's functional needs evolving over five year period requiring the need for additional equipment and furniture.
L205	Classroom	Mac lab	N	N	Standard furniture and equipment updates will be needed over five year period due to normal wear, changing technology and functionality.

ADVISORY COMMITTEE MINUTES

Fall 2012

Advisory Board Minutes Summary, Fall 2012

The following curriculum changes were proposed to and approved by the Advisory Board:

3D Animation

- ARTV 2355 Character Rigging and Animation course replaced with a new “Character Setup”
- GAME 1314 Character Sculpting added as an elective

Digital Video

- Addition of Marketable Skills Achievement Award

Graphic Design

- ARTC 1305 Basic Graphic Design (2nd semester) swap with ARTC 2311 History of Communication Graphics (1st semester).
- WEB track, ARTV 2330 2D Animation II changed to an elective
- Remove Flash and InDesign

2. Department Mission Statement was proposed to and approved by the Advisory Board

3. Discussion Topics

- Toonboom vs. Flash?
- Premiere vs. final cut?
- Illustration Techniques in the Graphic Design program
- Digital Publishing course focus on print production over e-publishing
- What can the Communication Design Department supply to the community?

Advisory Committee Meeting Minutes, Fall 2012

CHAIRPERSON: Laura E. Flores, M.F.A.		
MEETING DATE: 10/25/2012	MEETING TIME: 12pm – 2pm	MEETING PLACE: SCC, F110
RECORDER: Gail Ellison		PREVIOUS MEETING: 10/30/2011

MEMBERS PRESENT:

OTHERS PRESENT:

Name and Title		Name and Title
Deidre Woodard, Chair, <i>CEO / Creative Director</i> , Platinumstar Productions	Laura Flores: <i>Chair of Communication Design, Collin College</i>	Gail Ellison: <i>Student Assistant</i>
Kristin Cobb, <i>Freelance Designer & Consultant</i>	Mike MCKee: <i>Professor of Communication Design, Collin College</i>	
Ray E. Gallegos, <i>Founder / Owner / Designer</i> , Utility Design Co.	Tonya McMillion <i>Professor of Communication Design, Collin College</i>	
Ann Gonzalez, <i>Video Producer</i>		
Tim Hale, <i>Senior Vice President / Design Management</i> , Fossil	Tom Ottinger <i>Professor of Communication Design, Collin College</i>	
Augusto Schillaci, <i>Digital Director</i> , ReelFX	Marshall Pittman: <i>Professor of Communication Design, Collin College</i>	
Don Stokes, <i>President</i> , Post Asylum		

Agenda Item	Action Discussion Information	Responsibility
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3. Curriculum Changes

3D Animation

Changes are suggested based upon state changes in 3D animation programs, as well as success with class enrollment within the Collin program. Based upon state changes, the ARTV 2355 Character Rigging and Animation course is proposed to be replaced with a new “Character Setup” class. That is effectively no change, but aligns with state changes. Also, a GAME 1314 Character Sculpting class is proposed, due to the popularity of ZBrush as a Special Topics class. This allows for more optimum enrollment in other special topics and gives Character Sculpting its own slot as an elective, since it always makes the minimum headcount.

Digital Video

A Marketable Skills Achievement Award is proposed for the Digital Video program, due to the volume of students who are not interested in a degree, but want to take courses to learn software and acquire skills. While the majority of digital video students are younger, there is a demographic of somewhat older students who especially do not want to bother with a lot of prerequisites.

Graphic Design

It is suggested that ARTC 1305 Basic Graphic Design (2nd semester) be swapped with ARTC 2311 History of Communication Graphics (1st semester). This change in order allows design students to take the class in the first semester, at the same point that the animation/game art students take the class.

It is also proposed that on the WEB track, ARTV 2330 2D Animation II be made an elective. This would leave IMED 2315 Web Design II as the sole technical course, so that it should make minimum headcount.

Dropping certain tags in the course descriptions is suggested (Flash and InDesign). In the case of ARTC 1313 Digital Publishing, the intent is to place less emphasis on InDesign and back on publishing tools. There is agreement that this flexibility is good, and should provide, nonetheless, strong e-publishing content.

Action

All proposed changes to the curriculum were agreed upon by the advisory board.

4. Mission Statement

Mission Statement (final wording)

The Communication Design Department is committed to student success in the visual creative fields. We accomplish this through emphasis on teaching fundamental design principles, conceptual and critical thinking, technical skills, professionalism, and creative innovation.

Philosophy and Purpose Statement (final)

The principal objectives of the Communication Design mission are:

- To create comprehensive curriculum developed by faculty expertise and shaped by industry leaders.
- To utilize instructors with proven track records both in their fields and in the classroom.
- To provide facilities and technology based on industry standards.
- To provide student centered staff and resources to ensure student success.
- To engage with the broader community.
- To develop interdisciplinary partnerships.

All faculty advisory board members agreed upon this final wording.

5. Discussion Topics

Toonboom vs. Flash?

When asked to define the next 2D animation tool, the response was overwhelmingly “not Toonboom”. Tools most used are Photoshop, Sketchbook, After Effects, and some Flash. (So the response was also not really Flash.)

Premiere vs. final cut?

In this case, the industry seems to be shifting away from Final Cut. The most common tools are Avid and Premiere. It is noted that there is an educational solution for Avid, but that Premiere is also fine. Post Asylum uses Avid and Smoke.

Illustration Techniques in the Graphic Design program

The feedback is to either make an elective in Fine Arts, but if at all possible, get the Illustration Techniques class to make. These fine skills are considered vital.

What can the Communication Design Department supply to the community?

A reel to take around to show off to the local community, to give Collin more presence, is strongly recommended.

Fall 2011

Advisory Board Minutes Summary, Fall 2011

Animation/3D Animation

Animation/Game Art

The following revision to the 3D Animation Track were proposed to and approved by the Advisory Board:

- Computer Illustration is no longer one of the technical courses
- Character Rigging is moved up to Semester 1, 2nd Year, and 3D Animation II moved to the follow Semester (2nd Year, Semester 2)
- Intro to Game Design is added to Semester 2, 1st Year

The following revision to the Game Track were proposed and approved by the Advisory Board:

- Fundamentals of Programming is removed as a technical course option
- Reversed 3D Animation Track, Character Rigging and 3D Animation II To reflect prior changes
- Intro to Game Design is added to Semester 2, 1st Year

The board discussed the following topics:

- Desired skill sets for exiting students entering respective fields
- Drawing as a potential prerequisite for Storyboard
- Changes in industry standard software

Commercial Photography

The following revision to the Commercial Photography were proposed and approved by the Advisory Board:

- Digital Video added to the AAS degree
- Digital Publishing and Fashion Photography added to Certificate requirement Option 2 course selection
- Bookmaking included as an elective suggestion for Certificate
- Marketable Skills Achievement Award offered in two track options, Studio Management and Studio Production.

Discussion topics Included:

- Structuring of the program to correlate with area four year institutions for ease of transferability

- Use of Portraiture as a gateway lighting course over Illustrative
- Color Theory and Management curriculum focus on the use of Photoshop /PC's
- Digital Publishing as a necessary course for Commercial Photography curriculum

Digital Video

The following revision to the Digital Video were proposed and approved by the Advisory Board:

- Scriptwriting is moved up to the first year for the certificate program.
- Digital Video is moved up to the first year for the AAS program.
- Lighting has been moved back to the second year for the AAS program.
- History of Film up to Semester 1, Year 1

Discussion topics Included:

- Incorporation of color management in Digital Video curriculum
- Changes in industry standard software

Graphic Design/Print

Graphic Design/Web

The following revision to the Digital Video were proposed and approved by the Advisory Board:

- Photography is changed to Digital Photography
- IMED 2349 (Internet Communications) is now IMED 2359 (Interactive Web Elements)

Discussion topics Included:

- Balance of design and technical skill

Advisory Committee Meeting Minutes, Fall 2011

CHAIRPERSON: Laura E. Flores, M.F.A.		
MEETING DATE: 10-27-2011	MEETING TIME: 12pm – 2pm	MEETING PLACE: SCC
RECORDER: Gail Ellison		PREVIOUS MEETING:

MEMBERS PRESENT:

OTHERS PRESENT:

Name and Title		Name and Title
Jeff Baker: <i>Photographer</i>	Laura Flores: <i>Chair of Communication Design, Collin College</i>	Gail Ellison: <i>Student Assistant</i>
Kristin Cobb: <i>Freelance Designer & Consultant</i>	Elizabeth Mellot: <i>Professor of Photography, Collin College</i>	
Ray E. Gallegos: <i>Founder / Owner / Designer, Utility Design Co.</i>	Mike MCKee: <i>Professor of Communication Design, Collin College</i>	
Ann Gonzalez: <i>Video Producer, City of Plano</i>	Tonya McMillion <i>Professor of Communication Design, Collin College</i>	
Brad Hebert: <i>Producer, Element X Creative</i>	Tom Ottinger <i>Professor of Communication Design, Collin College</i>	
Kevin MacPHail: <i>Technical Director, Reelfx</i>	Marshall Pittman: <i>Professor of Communication Design, Collin College</i>	
Don Stokes: <i>CEO / Feature Film Developer, Post Asylum</i>	Lupita Tinnen: <i>Professor of Photography, Collin College</i>	

	Byrd Williams <i>Professor of Photography,</i> Collin College	
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Agenda Item	Action Discussion Information	Responsibility
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Communication Design Curriculum Review

The meeting began by stating the primary role of the Communication Design program as a workforce program with several tracks. That said, the proposed revisions for each track were reviewed for comment, recommendation and change. The revisions were then approved by the industry representatives present.

Animation/3D Animation Animation/Game Art

The options for the Animation tracks were defined as AAS Associates of Applied Science, a two year program which includes core coursework; a Certificate, which is the same content without the core classes; and Marketable Skills , which is focused on enhancing skills for a student who has already gained experience in the workplace. Our objective is to help students earn a degree and successfully enter the workplace. However, we do have some matriculation programs, colleges such as with SCAD. In addition we assist students who seek higher degree awards of BFA, MA and MFA in transferring to applicable programs.

Proposed revisions:

3D Animation Track

Computer Illustration is no longer one of the technical courses.

Character Rigging is moved up to Semester 1, 2nd Year, and 3D Animation II moved to the follow Semester (2nd Year, Semester 2).

Intro to Game Design is added to Semester 2, 1st Year.

Game Art Track

Fundamentals of Programming is removed as a technical course option.

To reflect changes in 3D Animation Track, Character Rigging and 3D Animation II have been reversed.

Intro to Game Design is added to Semester 2, 1st Year.

Feedback was solicited to answer the question, “What skills do the students need to bring to the table?” At the same time, the interrelationships between tracks were noted.

One comment was that Drawing is not a prerequisite for Storyboard. While there was consensus that this would have a definite benefit to both faculty and student, it was pointed out the Storyboard is prerequisite for a number of other courses. So a compromise is necessary in order to keep the programs within the 2 year completion schedule.

Kevin (ReelFX) responded with feedback that Python would be more useful for a variety of applications in a production environment than MEL.

All were in favor of the proposed revisions for the Animation program tracks.

Commercial Photography

The Commercial Photography tracks were completely revised. Tracks similarly defined as in Animation program. Associates of Applied Science, Certificate and the addition of Marketable Skills Achievement Awards.

While the program is being completely revised, and foundation courses are laid out, it is important that our two years are the equivalent to the first two years at local area colleges to foster matriculation. Examples given A&M and UTD. Ergo, ARTS rubric courses are favored over the ARTC when option is presented.

One major change is using Portraiture as the gateway lighting course. While Jeff Baker, suggested using Illustrative first and expanding upon those skills to better understand the lighting of a subject, it was also pointed out that Portraiture is a highly popular class that always makes. While there were varying opinions regarding the needs for understanding light temperature and other aspects, there was a consensus that it made sense to use Portraiture I as a foundation course.

Byrd also stressed the need for Color Theory and Management as it relates to his “dual life”, ie. the use of Photoshop/PC's, as well as a darkroom.

There is strong support for Studio Management, as well as the addition of Digital Video to the AAS program. Digital Publishing was also discussed as both a necessary tool, and a medium for, say a fashion photo portfolio. It is established that it should be added as course selection for 'Option 2' course requirement in Certificate award. It was listed as a course requirement for the AAS track. There is a consensus that Bookmaking (included in the revision) is more relevant than a Drawing course would be.

Elizabeth suggests two distinct paths for Marketable Skills Achievement Award: Studio Management and Studio Production.

All revisions (including adding Digital Publishing to 'Option 2' course requirement for Certificate award) are approved.

Digital Video

Scriptwriting is moved up to the first year for the certificate program.

Digital Video is moved up to the first year for the AAS program.

Lighting has been moved back to the second year for the AAS program.

There is a consensus to also place History of Film up to Semester 1, Year 1. Kevin (ReelFX) stresses the need for Color Management in Digital Video curriculum, adding that there are all kinds of media in a wide variety of formats in a production environment. After some discussion of technical needs, Laura agreed to incorporate more into the program as resources become available. Don (Asylum) notes that there are electives in Semester 2, Year 2 which can be used to incorporate color theory, specifically FLMC 2331, using After Effects or Nuke.

Placing Scriptwriting in the first year was met with strong approval.

All proposed revisions, as well as placing History of Film to the first semester of Year 1, are approved.

Graphic Design/Print

Graphic Design/Web

Photography is changed to Digital Photography to meet student financial limitations, but also because it is has become more applicable in industry practice over film.

IMED 2349 (Internet Communications) is now IMED 2359 (Interactive Web Elements); however the content has not changed (Javascript, PERL, action scripting). The course change is due to WECM revision of IMED 2349 title and learning objectives.

Laura asked the committee whether there was strong enough technical content in the program. The feedback is strong definitely. Cautioned not to compromise design for technical skill.

All proposed revisions are approved.

After reviewing each program tracks, the list of prerequisites was reviewed. All are approved.

Fall 2010

Advisory Board Minutes Summary - Fall 2010

3D Animation/Game Art, Digital Video

The following curriculum changes were proposed to and approved by the Advisory Board:

- ARTV 1341 3D Animation – remove prerequisite ARTC 1325 Intro to Computer Graphics; keep ARTV 1345 Modeling & Rendering as a prerequisite.
- ARTV 1345 3D Modeling & Rendering I – change from concurrent only to prerequisite/concurrent for ARTC 1325 Intro to Computer Graphics.
- ARTV 1351 Digital Video – remove ARTC 1325 prerequisite, add FLMC 1331 Video Graphics & Visual Effects as prerequisite/concurrent.
- ARTV 2341 Adv. Digital Video – add FLMC 1304 Lighting for Film or Video as a prerequisite.
- FLMC 1304 Lighting for Film or Video – replaces DRAM 2375 Fundamentals of Stage Lighting, more relevant and under department control for scheduling.
- FLMC 1331 Video Graphics & Visual Effects I – change prerequisite to ARTC 1325 only, remove ARTC 1302 Digital Imaging I prerequisite.
- FLMC 2331 Video Graphics & Visual Effects II – change ARTV 2335 Character Rigging & Animation prerequisite to prerequisite/concurrent.
- ARTV Digital Sound – replaces MUSC 1327 Audio Engineering I to conform with ARTV 1343 used in all other programs.

Discussion Topics Included:

- Prerequisites for digital video
- Suitable Lighting course for Digital Video
- Video equipment recommendations
- Classroom / studio recommendation for video production program
- Course structure meeting student portfolio development needs
- Digital Sound course curriculum

Advisory Board Minutes - Fall 2010

October 21, 2010

Compari's Restaurant-Plano, TX

Members Present: Don Stokes, Post Asylum, Trey Davenport, Gearbox Software

Faculty Present: Tom Ottinger, Mike McKee, Tonya McMillion, Laura Flores, Lupita Tinnen

3D Animation/Game Art, Digital Video

12:45pm Meeting called to order by chair Don Stokes

- Tom Ottinger explained the changes/revisions in the curriculum. Changes were minor adjustments to prerequisites to simplify and clear up current problems students are having with the prerequisites. Most students end up taking longer than two years to complete a degree but these changes will help them.
- Course Revisions included:
 1. ARTV 1341 3D Animation – remove prerequisite ARTC 1325 Intro to Computer Graphics; keep ARTV 1345 Modeling & Rendering as a prerequisite.
 2. ARTV 1345 3D Modeling & Rendering I – change from concurrent only to prerequisite/concurrent for ARTC 1325 Intro to Computer Graphics.
 3. ARTV 1351 Digital Video – remove ARTC 1325 prerequisite, add FLMC 1331 Video Graphics & Visual Effects as prerequisite/concurrent.
 4. ARTV 2341 Adv. Digital Video – add FLMC 1304 Lighting for Film or Video as a prerequisite.
 5. FLMC 1304 Lighting for Film or Video – replaces DRAM 2375 Fundamentals of Stage Lighting, more relevant and under department control for scheduling.
 6. FLMC 1331 Video Graphics & Visual Effects I – change prerequisite to ARTC 1325 only, remove ARTC 1302 Digital Imaging I prerequisite.
 7. FLMC 2331 Video Graphics & Visual Effects II – change ARTV 2335 Character Rigging & Animation prerequisite to prerequisite/concurrent.
 8. ARTV Digital Sound – replaces MUSC 1327 Audio Engineering I to conform with ARTV 1343 used in all other programs.
- Tonya discussed the prerequisites for digital video.

- The current class DRAM 2375 Fundamentals of Stage Lighting was not the right lighting for production.
- Tonya discussed the current issues with video equipment and lacking an adequate space for shooting.
- Tom explained that students going into the After Effects class didn't necessarily need to have taken the Digital I class. There were issues related to scheduling for students trying to get into the class so the prerequisite was removed.
- Tom explained that the Visual Effects II class is being used as a portfolio preparation class for students getting ready to take the Portfolio class their final semester.
- Tom explained that according to Music department chair Chris Morgan, the Digital Sound class would cover the level skills that students need.
- Don agreed that the changes are logical to help students focus on their skill sets. Lighting is a key aspect.
- Trey motioned to approve the changes. Don seconded the motion. Motion passes.

Minutes submitted by Lupita Murillo Tinnen

Fall 2009

Advisory Board Minutes Summary - Fall 2009

The following curriculum changes were proposed to and approved by the Advisory Board:

- Terminate ARTC 2313 Digital Publishing II, to be replaced by ARTC 2347 Design Communication II
- ARTC 1327 Typography: change prerequisite to ARTC 1325 Intro to Computer Graphics and ARTC 1305 Basic Graphic Design
- GAME 1303 Intro to Game Design & Development: add prerequisite to “consent of instructor or department chair”
- Modify Applied Graphic Design Print/Web Certificate curriculum to incorporate more web-related courses
- Modify Commercial Photography curriculum to incorporate PHTC 2343 Portfolio Development as a capstone option for graduating students

The board discussed the following topics:

- Graphic Design curriculum as it relates to the Web track and Print Track
- Incorporation of more traditional design verses technical projects in Graphic Design curriculum
- Increase demand for video production in the region as it relates to animated content on websites
- Articulation with other four year institutes
- Game track curriculum structure

Advisory Board Minutes - Fall 2009

November 19, 2009

Comari's Restaurant-Plano, TX

Members Present: Tim Hale, Don Stokes, Samantha Reitmayer, Aaron

Faculty Present: Tom Ottinger, Marshall Pitman, Mike McKee, Tonya McMillion, Laura Flores, Lupita

Tinnen

12:53 Meeting called to order by Tim Hale, chair.

-Tom Ottinger introduced new faculty members, Tonya McMillion and Laura Flores.

-Tom summarized the past curriculum changes in degree plans affecting digital video and the recently split design print and web.

-Proposed changes for the 2010-2011 catalog were as follows:

1. Terminate ARTC 2313 Digital Publishing II, to be replaced by ARTC 2347 Design

Communication II.

2. ARTC 1327 Typography: change prerequisite to ARTC 1325 Intro to Computer

Graphics and ARTC 1305 Basic Graphic Design

3. GAME 1303 Intro to Game Design & Development: add prerequisite to "consent of instructor or department chair".

4. Modify Applied Graphic Design Print/Web Certificate curriculum to incorporate more

web-related courses.

5. Modify Commercial Photography curriculum to incorporate PHTC 2343 Portfolio

Development as a capstone option for graduating students.

-Laura Flores stated that students do not currently have enough traditional design projects in their portfolio therefore, in order to fill the void, she is proposing the new ARTC 2347 Design Communication course. This will allow Basic Graphic Design to focus on the fundamentals of design and printing concepts will be learned in Digital Publishing I. Package design will be covered in this new course.

-Tom stated that the Typography prerequisite would change from the current ARTC 1353 to ARTC 1325 and ARTC 1305.

-Marshall stated that the GAME 1303 prerequisite of “consent of instructor or department chair” would be added so that students would know they have the option of getting a signature to get into the course. Advisors do not usually tell students that they have that option.

-Mike McKee stated that the certificate for the design web option would be changed to allow for more web courses. The certificate will be more in line with the degree plan for the AAS degree.

-Tom clarified that the main difference between the AAS program and the certificate was that there were no academic courses in the certificate and it does not have as many courses.

-Sam Reitmayer expressed disagreement with a web design student needing so many print courses. She did not feel that they needed it for their portfolio but instead they need to concentrate more on their web courses. She argued that instead of having watered down skills in every area, the students should be an expert in one area. She also mentioned that our students are competing with 4-year programs so we need to strengthen the 2-year curriculum to prepare them. While our students are getting more technical skills, they also need to know concepts in order to compete.

-Laura Flores stated that she is currently working on getting all of the classes to be on the same curriculum so that all students are learning the same skills no matter which instructor they have.

-Tim Hale mentioned that video is really happening right now and that there is more animated content on websites. We need to have a holistic approach to print and web since they are merging in the industry that is continually changing and designers are asked to do more.

-Tom mentioned that we need to strengthen our articulation with other schools so that they will begin to accept more of our students who wish to transfer.

-Aaron asked why we have so many animation courses required in the game degree plan emphasis. Marshall will provide Aaron with a curriculum for each of the courses so he

can help with the order and relevance in the degree plan. Aaron also agreed to look at the digital video curriculum.

-Don suggested that we offer some 2-day workshops on campus.

2:15pm Meeting adjourned

Minutes submitted by Lupita Tinnen

Fall 2008

Advisory Board Minutes Summary - Fall 2008

The following Applied Graphic Design curriculum changes were proposed to and approved by the Advisory Board:

- Name change: Applied Graphic Design Print / Web
- Add former Web-Interactive courses to this program within early semesters
- Elective revisions reflect emphasize on either upper-level print or web-interactive

The following Commercial Photography curriculum changes were proposed to and approved by the Advisory Board:

- Course sequence
- Add Drawing I
- Add Art Direction I
- Replace Photographic Science I with Papermaking/Bookbinding

The following 3D Animation / Game Art & Animation curriculum changes were proposed to and approved by the Advisory Board:

- Name change: 3D Animation / Game Art
- Electives structure
- Remove Video Graphics & Visual Effects I course Computer Illustration I prerequisite

The following Web-Interactive Media / Digital Video AAS & Certificate curriculum changes were proposed to and approved by the Advisory Board.

- Move Web-Interactive curriculum under Applied Graphic Design program
- Name change: Digital Video
- Expand curriculum to focus on Digital Video instructional needs
- Add ARTS 2356 Photography I, DRAM2375 Fundamentals of Stage Lighting, MUSC1327 Audio Engineering I, RTVB 1329 Scriptwriting, MUSC2351 Audio For Video
- Terminate IMED2301 Instructional Design
- Terminate IMED2313 Project Analysis & Design

Advisory Board Minutes - Fall 2008

December 10, 2008

Advisory Board Members in attendance:

Trey Davenport, Animation & Audio Producer, Gearbox Software

Tom Lout, Owner, Tom Lout & Company, Inc. Samantha Reitmayer, Principal, Rovillo + Reitmayer

AGDT Faculty/Staff in attendance: Mike McKee, Professor

Tom Ottinger, Professor

J. Marshall Pittman, Professor

Lupita Tinnen, Chair/Professor

James Robinson, AGDT Student Assistant

The meeting started at 1:00 P.M. Board member Tom Lout, chaired the meeting

Tom L. opened with the first topic for discussion:

Applied Graphic Design Technology AAS & Certificate

Tom O. reviewed the proposed changes:

- Name change: Applied Graphic Design Print / Web
- Add former Web-Interactive courses to this program within early semesters
- Elective revisions to allow students to emphasize either upper-level print or web-interactive

courses Tom L. raised the next topic for discussion: **Commercial Photography AAS & Certificate**

Lupita reviewed the proposed changes:

- Minor adjustment to course sequence for better prerequisite timing

- Add Drawing I course to reinforce hand skills
- Add Art Direction I course to further creative concept development skills
- Replace Photographic Science I with Papermaking/Bookbinding
- Terminate PHTC1325 Photographic Science I – this course focuses on traditional photography media and processes, not relevant with the advent of digital media

Tom L. raised the next topic for discussion:

3D Animation / Game Art & Animation AAS & Certificate

Tom O. reviewed the proposed changes:

- Name change: 3D Animation / Game Art
- Electives to allow student to choose between upper level 3D or 2D animation courses (based on individual interest and goals)
- Elective to allow students to choose from: Spec. Topics Drawing for Animation (new), Spec. Topics Advanced 3D Applications (new), Internship (new - for practical work experience)
- Revise Video Graphics & Visual Effects I course: remove Computer Illus. I prereq

Tom L. raised the final topic for discussion:

Web-Interactive Media / Digital Video AAS & Certificate

Tom O. reviewed the proposed changes:

- Move Web-Interactive curriculum under Applied Graphic Design program
- Name change: Digital Video
- Expand curriculum to focus on Digital Video instructional needs
- Add ARTS 2356 Photography I, DRAM2375 Fundamentals of Stage

Lighting,

MUSC1327 Audio Engineering I, RTVB 1329 Scriptwriting, MUSC2351 Audio

For Video

- Terminate IMED2301 Instructional Design – this is an interactive interface design course, content will be covered in Basic Graphic Design
- Terminate IMED2313 Project Analysis & Design – this is a “Capstone” group project course, removed due to inconsistent student enrollment; students better served by co-op/internship course electives for practical work experience

At 1:20 P.M., the board voted on the proposed changes. The motion to accept all changes passed unanimously.

EMPLOYEE DATA

Name	Position	Degree	Years of Field Experience	Professional Development	Course Instructed
Bauer, Kimberly J	Associate Faculty	MFA - Pratt Institute; BA - University of Texas	10+	<p>Teaching History:</p> <p>Fall 2011 - Institution: Duncanville ISD Position: Web Specialist</p> <p>Summer 2009 - Fall 2011 Institution: Thomas Nelson Position: Web Producer</p> <p>2007 - 2009 Institution: TM Advertising Position: Flash Designer</p> <p>Fall 2005 - 2007 Institution: Torchmark Position: Webmaster</p> <p>Additional Teaching History: SMU Summer 2011-Current Texas A&M Commerce 2000-2009</p> <p>Publications: Interactive project shown at Siggraph 1994 Several SilverQuill awards for Art Direction</p>	<p>SP11: ARTV1303.S7M, ARTC1302.S7M FL10: ARTV1303.S3M SP10: ARTV1303.S7M FL09: ARTV1303.S7M SP09: ARTV1303.S7M, IMED2301.S7M, IMED2313.S7M</p>

Bober, Nicholas B	Associate Faculty	University of North Texas - Master of Music CompositionUniversity of North Texas - Bachelor of Music CompositionCollin College - Associate of Arts	Additional Teaching History:Richland College: Associate Faculty of Music, Beginning Fall 2010.	SP12: ARTV1343.S70 FL11: ARTV1343.S70 SP11: ARTV1343.S70 FL10: ARTV1343.S70
Cho, Moon Hui	Associate Faculty	MS - Communciation Design, Pratt Institute;	SP09: ARTC1305.P7M	

Cornelius, Ray-Mel	Associate Faculty	East Texas State University - Bachelor of Science	20+	<p>Additional Teaching History: Brookhaven College, Fall 1987 - present Collin County Community College, Fall 2007 - present East Texas State University, Fall 1987 - Fall 1990 Texas A&M University - Commerce, Fall 1993 - present Texas Christian University, Spring 2011 - present</p> <p>Publications: I have worked professionally in the Communication Arts business since 1977, and have owned my own business since August of 1981. Publications including my work and/or articles about it include: American Illustration 3, Abrams, 1983. Communication Arts Annual, Communication Arts Magazine, 1991. Cowboys and Indians Magazine, November 2001. Open Range, Roadtrips Artist Reception Dallas Arts Revue, March 2008. Tats, Sistahs, 50/50, Verse & Eggs Dallas Arts Revue, June 2009. Speed Bumps 2009 Drawing Inspiration, Visual Artists at Work, by Michael Fleishman, Delmar, 2010. Fantasy Art Magazine, February 2008. Artist profile Graphis Annual 85-86, Graphis Press, Switzerland, 1986. Graphis Annual 86-87, Graphis Press, Switzerland, 1987. Graphis Posters 86, 1986, Graphis Press, Switzerland, 1986. How Magazine: Self Promotion 88, How Magazine, 1988. Illustrators 30, New York Society of Illustrators Annual Juried Exhibition, Madison Square Press, 1987. Illustrators 31, New York Society of Illustrators</p>	<p>FL11: ARTC2301.S7M, ARTC1321.S7M </p> <p>SP11: ARTC2301.S7M, ARTC1321.S7M </p> <p>FL10: ARTC2301.S7M ARTC1321.S7M </p> <p>SP10: ARTC2301.S7M, ARTC1321.S7M FL09: ARTC1321.S7M </p> <p>SP09: ARTC1321.S7M, ARTC2301.S7M</p>
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Annual Juried Exhibition, Madison Square Press, 1988. Illustrators 38, New York Society of Illustrators Annual Juried Exhibition, RotoVision, 1996. Illustrators 41, New York Society of Illustrators Annual Juried Exhibition, RotoVision, 1999. Illustrators 42, Juror, New York Society of Illustrators Annual Juried Exhibition, RotoVision, 1999. Illustrators 44, New York Society of Illustrators Annual Juried Exhibition, Society of Illustrators, 2002. Print Casebooks 7, Print Magazine, 1988. Print Regional Design Annual, Print Magazine, 1982. Print Regional Design Annual, Print Magazine, 1984. Print Regional Design Annual, Print Magazine, 1985. Print Regional Design Annual, Print Magazine, 1986. Print Regional Design Annual, Print Magazine, 1987. Print Regional Design Annual, Print Magazine, 1988. Print Regional Design Annual, Print Magazine, 1989. Print Regional Design Annual, Print Magazine, 1990. Society of Publication Designers 32nd Publication Design Annual, Madison Square Press, 1988. Southwest Art Magazine, December 2006. Best of the West, Texas Landscapes Southwest Art Magazine, August 2006. Best of the West, Summer Show Spectrum 2: The Best in Contemporary Fantastic Art, Underwood Books, 1995. Spectrum 3: The Best in Contemporary Fantastic Art, Underwood Books, 1996. Spectrum 4: The Best in Contemporary

Fantastic Art, Underwood Books, 1997.
 Spectrum 5: The Best in Contemporary
 Fantastic Art, Underwood Books, 1998.
 Spectrum 6: The Best in Contemporary
 Fantastic Art, Underwood Books, 1999.
 Spectrum 7: The Best in Contemporary
 Fantastic Art, Underwood Books, 2000.
 Spectrum 9: The Best in Contemporary
 Fantastic Art, Underwood Books, 2002.
 Spectrum 10: The Best in Contemporary
 Fantastic Art, Underwood Books, 2003.
 Spectrum 11: The Best in Contemporary
 Fantastic Art, Underwood Books, 2004.
 Spectrum 12: The Best in Contemporary
 Fantastic Art, Underwood Books, 2005.
 Spectrum 13: The Best in Contemporary
 Fantastic Art, Underwood Books, 2006.
 Spectrum 14: The Best in Contemporary
 Fantastic Art, Underwood Books, 2007.
 Strokes of Genius 4, Best of Drawing, North
 Light Books, 2012.

Dacus, Barbara G	Associate Faculty	Arizona State University - Bachelor of Fine Arts	10+	Publications:Illustrated "Saving Emma" picture book for children. The Apothecary Museum, Alexandria, VA.	FL12: ARTC1325.S9M FL11: ARTC2311.S1M, ARTC1325.S7M SP1: ARTC2311.S1M, ARTC1325.S1M FL10: ARTC2311.S1M, ARTC1325.S1M FL09: ARTC1325.S6M, ARTC1327.S1M,
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Fick, Jason C	Associate Faculty	University of Oregon - Master of Music The Pennsylvania State University - Master of Music LaGrange College - Bachelor of Arts	5+	Fall 2007 - Current 2010 Institution: University of North Texas Position: Teaching Fellow Fall 2005 - Spring 2007 Institution: University of Oregon Position: Graduate Teaching Fellow	SP10: ARTV1343.S70
Flores, Laura E	Full-Time Faculty / Chair	Savannah College of Art and Design - MFA Belmont University - BFA	10+	Teaching History: Summer 2011 - Current Institution: Collin College Position: Chair of Communication Design Fall 2009 - Spring 2011 Institution: Collin College Position: Full-time Faculty Fall 2002 - Fall Institution: Collin County Community College Position: Associate Faculty	FL12: ARTC2335.S7M, ARTC1327.S1M, ARTC1313.S1M SMR12: ARTC105 SP12: ARTC2335.S7M, ARTC 1327.S1M FL11: ARTC1327.S1M, ARTC1313.S1M SMR11: ARTC1305.3S1 SP11: ARTC2347.S7M, ARTC2335.S7M, ARTC1313.S1M, ARTC1305.P1M FL10: ARTC2347.S1M, ARTC2335.S7M, ARTC1325.P1M, ARTC1305.P7M SMR10: ARTC1305.3SM

					<p>SP10: ARTC2313.S1M, ARTC1325.P1M, ARTC1313.S1M, ARTC1305.P7M </p> <p>FL09: ARTC1305.P7M, ARTC1313.S1M, ARTC1325.P1M </p> <p>SP09: ARTC1313.S1M, ARTC1325.P1M, ARTC1325.S1M, ARTC2313.S1M</p>
Fullwood, Margaret M	Associate Faculty	University of North Texas - Bachelor of Arts	20+	<p>Faculty Advisor, KDUX Web Radio, Richland College - Fall 2007 to Spring 2008.</p> <p>Katy Award, Dallas Press Club, 2003</p>	<p>FL12: ARTV1211.S8M SP12: ARTV1211.S8M, ARTV1211.S7M </p> <p>FL11: ARTV1211.S8M SMR11: ARTV1211.3S7 </p> <p>SP11: ARTV1211.S8M, ARTV1211.S7M </p> <p>FL10: ARTV1211.S8M FL09: ARTV1211.S7M </p> <p>SP09: ARTV1211.S7M</p>

Gogerty, Karen E	Associate Faculty	University of North Texas - MA Integrated CommunicationsUnvers ity of Oklahoma - BA Advertising - Journalism	10+		SP12: ARTC1305.S7M
Gordon, Nancy J	Associate Faculty	Parsons The New School For Design - BFA, Communication DesignRhode Island School of Design - Certificate, Decorative Painting	20+	Teaching History:Spring 2009 - Institution: Collin CollegePosition: Design instructorSpring 1986 - Summer 1987 Institution: Massachusetts School of Art & DesignPosition: Design instructor Publications:Cow Parade, Boston, MA 2006 Awarded honor of painting the "official" kick-off cow for Cow Parade Boston that benefited the Jimmy Fund of Dana-Farber Cancer Institute. The "Boston T Cow" permanently grazes at South Station in Boston. Work shown at "Everything Begins in Water" a New England regional group exhibition, at Mayyim Hayyim in Newton, MA., juried by Judi Rotenberg and Abigail Ross, 2006. Work shown at The DeCordova Museum in Lincoln, MA., 2006 and the Rhode Island School of Design, 2005.	SP10: ARTC2311.S2M, ARTC2311.S1M, ARTC1305.S2M FL09: ARTC2311.S1M, ARTC2311.S2M

Haggard, John R	Associate Faculty	Texas Tech University - Bachelor of Arts	20+	Creative Summit 1993, One Show2005	FL12: ARTC1305.P7M, ARTC2347.S7M, ARTC2340.S7M, ARTC1353.S7M SP12: ARTC2347.S7M, ARTC2340.S7M FL11: ARTC1305.P7M SP11: ARTC1305.P7M SP10: ARTC1353.P7M
Hicks, John A	Associate Faculty	University of North Texas - Bachelor of Fine Arts San Jacinto College - Associate of Applied Science	10+		SP11: ARTC2305.S7M, ARTC1325.S6M FL10: ARTC2305.S7M

Kaufmann, Mark D	Associate Faculty	University of Arizona - Bachelor of Arts / Major Field of Study - Media Arts and Theater ArtsCoastal University - AA Theater Arts	15+	Publications:PROFESSIONAL ORGANIZATIONS National Academy of Television Arts and Sciences Lone Star Chapter National Press Photographers Association National Association of Telecommunication Officers and Advisors Texas Association of Telecommunication Officers and Advisors National Association of Broadcasters AWARDS 2012 Lifetime Achievement Award - NATOA Brian Wilson Memorial Award for Programming ExcellenceFive Time NATAS Lone Star EMMY winner including over 200 local, state, national and international awards for video production and television broadcasting	FL12: FLMC1304.S7M, ARTV2341.S7M, ARTV2335.S7M SP11: FL11: ARTV2341.S7M, ARTV1351.S7M SP10: ARTC1305.S3M SP09: ARTV1351.S7M, ARTV2341.S7M
LeBlanc, Richard J	Associate Faculty	University of Southwestern Louisiana - BFA	20+	Publications:Work honored and/or recognized by: Communication Arts Magazine Dallas Addies/American Ad Federation (multiple gold medalist) Print Regional Design Annuals American Corporate ID American Advertising & Design Restaurant News New Orleans Art Director`s Show The Dallas Show (Dallas Society of Visual Communications) Texas PRSA	FL12: ARTC2311.S2M, ARTC1349.S7M SP12: ARTC2349.S7M, ARTC2311.S1M, ARTC1349.S1M FL11: ARTC2311.S2M, ARTC1349.S7M SP11: ARTC2349.S7M, ARTC2311.S2M FL10: ARTC2311.S2M, ARTC1349.S7M, ARTC1327.S1M SMR10:

				ARTC1327.3SM SP10: ARTC2349.S7M, ARTC1349.S1M, ARTC1305.S3M, ARTC1305.S3M FL09: ARTC1349.S1M SP09: ARTC1305.S1M, ARTC2311.S2M
Lout, Tommy J	Associate Faculty	BFA - Art, Steven F. Austin State	30+	SP10: ARTC1327.S7M FL09: ARTC1305.S2M SP09: ARTC1327.S7M, ARTC1349.S1M, ARTC2349.S7M
Marshall, Kevin J	Associate Faculty	BA - Commercial Art, Oklahoma Christian University		SP09: ARTC1325.S9M,

McKee, Michael G	Full-Time Faculty	Art Center College of Design Los Angeles, California - BFA	20+	<p>FL12: IMED2359.S8M, IMED2315.S1M, IMED1316.S1M, ARTV1303.S1M </p> <p>SP12: ARTV2330.S1M, ARTV2301.S1M, ARTC1302.S2M </p> <p>FL11: IMED2315.S1M, IMED1316.S7M </p> <p>SP11: IMED1316.S1M, ARTV2335.S4M, ARTV1303.S1M, ARTC1302.S2M, ARTC1302.S1M </p> <p>FL10: IMED1316.S7M, ARTV2335.S7M, ARTV2330.S7M, ARTV2301.S7M, ARTV1303.S1M, ARTC1302.S2M </p> <p>SMR10: ARTC1325.1SM </p> <p>SP10: IMED2315.S7M, IMED1316.S1M, ARTV2373.S7M,</p>
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McMillion, Tonya B	Full-Time Faculty	University of Nebraska at Lincoln - MA, Journalism, Minor in FilmBrown University - BA, Cultural Anthropology	10+	Teaching History:Fall 2009 - Current Institution: Collin CollegePosition: Professor of Communication Design Spring 2010 - Fall 2011Institution: The Art Institute of DallasPosition: Adjunct Instructor Fall 2007 - Summer SummerInstitution: Richland CollegePosition: Visiting Scholar, Program Coordinator Fall 2006 - Fall 2007Institution: Richland CollegePosition: Adjunct Instructor Additional Teaching History:Wartburg College, Senior Lecturer, 2002 - 2006 Publications:Presenter, Final Cut Pro An Introduction to Video Editing for Teachers Frisco, TX Winter Working Connections, 2012 Presenter, How Technology is Changing Higher Education, Collin College Faculty	FL12: ARTC1325.WW1, RTVB1329.S7M, ARTC1325.S2M, ARTC1325.S1M SMR:12 ARTC1325.WW1 SP12: RTVB1329.S1M, ARTC1325.S7M, ARTC1325.P7M, ARTC1325.P1M FL11: ARTV1351.S1M, ARTC1325.S6M, ARTC1325.S1M

<p>Workshop, 2012 Attended 25th Anniversary South by Southwest Conference, Austin, TX, 2011 Presenter, iClassroom: Engaging Students Where They Play, Collin College Faculty Workshop 2010 Presenter, Multimedia Training, Digital Video Editing and Output with Adobe Premiere, Tallinn, Estonia, 2008 Created Going Green Blog for Richland College. Blog dedicated to inform the public of green energy options in Dallas, 2008 Published article For the Love of the Game for the Dallas Morning News, 2006 Presenter, Broadcast Education Association (BEA), Integrating Creativity into Production Class Assignments, Las Vegas, NV, 2005 Presenter, The Digital Revolution: The Impact of Digital Media and Information Technologies, Using Adobe Audition in the Classroom, South Carolina, 2004</p>	<p>SP11: RTVB1329.S1M, ARTV2341.S1M, ARTV1351.S1M, ARTV1211.S1M, ARTC1325.C1M FL10: ARTV2341.S7M, ARTV2335.S9M, ARTV1351.S7M, ARTV1211.S7M, ARTC1325.S7M, ARTC1325.S6M SP10: RTVB1329.S1M, ARTC1325.S6M, ARTC1325.C1M FL09: ARTC1325.S1M, ARTC1325.S7M, ARTV1211.P7M, ARTV1351.S7M, ARTV2335.S9M, ARTV2341.S7M,</p>
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Moreno, Juan	Associate Faculty	Collin College - Plano Texas - AAS - Commercial Music	10+	<p>Teaching History: Fall 2006 - Current Institution: Collin College - Plano, Texas Position: Associate Faculty Fall 1997 - Spring 1999 Institution: Colegio Sagrado Corazon de Jesus - Valencia, Venezuela Position: Choir Director Spring 1997 - Fall Fall Institution: Fundacion Eduardo Lanz - Valencia, Venezuela Position: Guitar and Music Theory Instructor Fall 1987 - Fall 1997 Institution: Tecnologico de Musica Valencia - Valencia, Venezuela Position: Head of Department/ Instructor of various classes Additional Teaching History: Roland Learning Center - Caracas, Venezuela. (1991-1994)/ Assistant to Director/ Guitar and Music Theory Instructor Publications: Guitar and Music Theory class Curriculum/ Tecnologico de Musica Valencia - Valencia, Venezuela. Guitar and Music Theory class Curriculum/ Roland Learning Center - Caracas, Venezuela. Introductory Sightreading Booklet/ Tecnologico de Musica Valencia - Valencia, Venezuela.</p>	<p>FL09: ARTV1343.S70 SP09: ARTV1343.S70</p>
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Ottinger, Charles Thomas	Full-Time Faculty	Graduate Hrs University of New Mexico - BFA	20+	Teaching History: Summer 1995 - Spring 1998 Institution: Collin College Position: Associate Professor, Applied Graphic Design Technology Fall 1988 - Spring 1998 Institution: Dallas County Community College District Position: Associate Professor, Visual Communication	FL12: FLMC2331.S2M, ARTV2345.S7M, ARTV2335.S9M, ARTV2335.S8M, ARTV1345.S1M SMR12: ARTC1302 SP12: FLMC2331.S8M, FLMC2331.S7M, ARTV2335.S7M, ARTV2335.S2M, ARTV1345.S7M, ARTV1345.S1M FL11: FLMC2331.S8M, ARTV2351.S7M, ARTV2345.S7M, ARTV2335.S8M, ARTV1345.S1M, ARTV1341.S7M SMR11: GRPH1380.3P1, ARTC1302.3S1 SP11: GAME2386.S70, FLMC2331.S7M, ARTV2351.S7M, ARTV2345.S1M, ARTV2335.S2M, ARTV1345.S1M,
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ARTV2345.S7M,
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ARTV1341.S7M |
SP10:
FLMC2331.S7M,
ARTV2351.S7M,
ARTV2335.S2M,
ARTV1345.S1M,
ARTV1341.S1M |
FL09:
ARTV1341.S7M,
ARTV1345.S1M,
ARTV2335.S8,
ARTV2351.S1M,
FLMC2331.S8M |
SP09:
ARTV1341.S1M,
ARTV2351.S7M,
GRPH1380.S70

Phelps, Steven	Associate Faculty	University of Texas at Austin -University of Texas at Dallas - B.A., Arts & HumanitiesArt Institute of Dallas - A.A.S., Graphic Design	10+	<p>Additional Teaching History: Spring 2005 - Spring 2006 Institution: Brookhaven College Position: Instructor - Continuing Education Publications: 2010 - Web Marketing Association Award - Silver 2009 - W3 Awards - Silver 2008 - All-Industry Marketing Awards - Cowboys & Indians, 5 gold, 3 silver 2007 - All-Industry Marketing Awards - Western & English Today, 6 gold, 2 silver 2005 - Secretary - Graphic Artists Guild - At-Large Chapter 2004 - Best Package Design, Art Institute of Dallas Portfolio Show 2004 - Best Special Interest Newspaper - Texas Lawyer - Dallas Press Club 2003 - Best Special Interest Newspaper- Texas Lawyer - Dallas Press Club 2002 - Best Overall Newsletter - Headnotes - State Bar of Texas 2001 - Best Special Interest Newspaper - Texas Lawyer - Dallas Press Club 2000 - Best Special Interest Newspaper - Texas Lawyer - Dallas Press Club Published Work Writing Johnny Cash Reloaded Cowboys & Indians, April 2011 Gary P. Nunn: Texas Troubador Cowboys & Indians, Sep. 2010 Craig Johnson Cowboys & Indians, July 2010 Angola Prison Blues Cowboys & Indians, March 2010 Vicente Fernandez - Living Legend Cowboys & Indians, Apr. 2009 Cowboy Comics Cowboys & Indians, Apr. 2008 Graphics & The Legal Industry: An Emerging Market - Graphic Artists Guild News, Fall 2007 Go Tell, Come See - Dallas Morning News,</p>	<p>FL12: ARTC2311.P7M, ARTC2311.P7M, ARTC1325.S8M, ARTC1305.P7M SP12: ARTC1305.P7M FL11: ARTC2311.P7M, ARTC1325.S8M SP11: ARTC1325.S8M FL10: ARTC2311.P7M, ARTC1325.S8M SMR10: ARTC1325.3SM SP10: ARTC2311.P7M FL09: ARTC1325.S8M, ARTC2311.P7M SP09: ARTC2311.P7M</p>
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2001 Published Work - Photography, Illustration & Design Marfa Magazine, Cowboys & Indians, Western & English Today, Texas Lawyer, Executive Legal Adviser, DeNovo, Headnotes, In-House Texas, Dallas Business Journal, American Lawyer, Sojourn, Dallas Morning News Published Work - Photography, Illustration & Design Marfa Magazine, Cowboys & Indians, Western & English Today, Texas Lawyer, Executive Legal Adviser, DeNovo, Headnotes, In-House Texas, Dallas Business Journal, American Lawyer, Sojourn, Dallas Morning News Guest Lectures "Journalism and the West" - Texas A&M Commerce, 2010 "I Can Shoot - Now What?" - CCCCD Photo dept. Guest Lecture, 2007 Workshops PhotoExpo Plus - Seth Reskin - 2006

Pittman, J Marshall	Full-Time Faculty	Valencia Community College - AAS Graphic Design Technology	20+	<p>Teaching History: Fall 2004 - Institution: Collin College Position: Full-time Faculty Spring 2000 - Spring 2004 Institution: Collin College Position: Adjunct Faculty Fall 2001 - Fall 2003 Institution: University of Texas at Dallas Position: Adjunct Faculty Spring 1996 - Spring 1996 Institution: Valencia Community College Position: Adjunct Faculty</p> <p>Additional Teaching History: Full Sail Real World Education Lab Instructor Fall 1996 - Spring 1998</p>	<p>FL12: GAME1304.S1M, GAME1303.S7M, FLMC1331.S7M, ARTV2351.S1M, ARTV2335.S1M, ARTC1394.S7M, ARTC1302.S7M </p> <p>SMR12: ARTC1325 </p> <p>SP11: GAME2359.S7M, GAME1303.S7M, FLMC2331.S1M, FLMC1331.S1M, ARTV2355.S7M, ARTC1302.S7M </p> <p>FL11: FLMC1331.S1M, ARTV1345.S7M, ARTC2305.S7M </p> <p>SMR11: ARTC1325.3S7 </p> <p>SP11: GAME2359.S7M, GAME1303.S7M, FLMC1331.S1M, ARTV2335.S8M, ARTV2335.S1M, ARTV2335.S04, ARTC1302.P1M</p> <p> FL10:</p>
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GAME1304.S1M,
GAME1303.S1M,
FLMC2331.S7M,
ARTV2355.S7M,
ARTV2335.S1M,
ARTC1394.S7M |

SP10:

GAME2359.S7M,
GAME1303.S7M,
FLMC2331.S8M,
FLMC1331.S1M,
ARTV2355.S7M |

FL09: ARTC1302.S7M,
ARTV2335.S1M,
ARTV2355.S7M,
FLMC1331.S1M,
GAME1303.S1M,
GAME1304.S1M |

SP09:

ARTC1302.S7M,
ARTV2335.S1M,
ARTV2372.S7M,
FLMC1331.S1M,
GAME1303.S7M

Prescher, Joseph D	Associate Faculty	University of Iowa - MFAUniversity of Iowa - MAUniversity of South Dakota - BFAKansas City Art Institue -	10+	<p>Additional Teaching History: Fall 2007 - Spring 2008 Institution: University of Texas at Dallas Position: Adjunct Faculty Spring 2001 - Summer 2006 Institution: Kirkwood Community College Position: Adjunct Faculty</p> <p>Publications: SOLO EXHIBITIONS: Lusty Lu Tobacco Bowl, April 2006 Iowa City, IA More New Work II, March 2000 Antiquarium, Omaha, NE New Work, December 1999- January 2000 Antiquarium, Omaha, NE Summer Offering, 1999 Java House, Iowa City, IA Title, February, 1998 Tobacco Bowl, Iowa City, IA Pages From the Revised Book of Life, September 1997 Arts Iowa City Gallery, Iowa City, IA Rezoning the Garden, October- November, 1996 Brewed Awakenings, Iowa City, IA Flow, April, 1996 Reservoir Space University of Iowa Graduate Facilities, Iowa City, IA Solo Exhibition, June 1993-February 1994 Uncle John's, Sioux City, IA GROUP EXHIBITIONS: Collin College Faculty Exhibition, Oct., 2009 Collin College Plano, TX Collin College Faculty Exhibition, Oct., 2008 Collin College Plano, TX Gelsy Verna and David Dunlap, May, 2006 Madison WI Kirkwood Faculty Exhibition, Jan. 2002 Indian Hills Community College Ottumwa, IA First Annual Winter Solstice Exhibition, December 1997 Summit Street Gallery, Iowa City, IA Arts Iowa City Members Show, November- December 1996 Arts Iowa City Gallery, Iowa</p>	<p>FL11: ARTV1211.P7M SP11: ARTV1211.7PM FL10: ARTV1211.P7M, ARTC1394.S1M SMR10: ARTV1211.3SM SP10: ARTV1211.S8M, ARTV1211.S7M, ARTV1211.7PM FL09: ARTC1394.S1M SP09: ARTV1211.S8M</p>
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City, IA M.F.A. (More Fine Art), May 1997 Old Brick, Iowa City, IA Master of Fine Arts Group Exhibition, May-June 1997 University of Iowa Museum of Art, Iowa City, IA Circuit Breaker, March 1995 Coralville Warehouse, Coralville, IA Weather Art Naught, November 1994 Hickory Hill, Iowa City, IA Artifacts of 5, June 1994 Summit Street Gallery, Iowa City, IA BFA Exhibition, May 1993 University of South Dakota, Vermillion, SD University of South Dakota Art Auction, April 1992 Vermillion, SD JURIED EXHIBITIONS: 1st Erotic Art Show, May, 2005 Chait Gallery, Iowa City, IA 16th Annual Student Art Exhibition, April 1998 University of Iowa, Iowa City, IA 15th Annual Student Art Exhibition, April 1997 University of Iowa, Iowa City, IA Summer Sensations, June-August 1996 University of Northern Iowa, Cedar Falls, IA 14th Annual Student Art Exhibition, April 1996 University of Iowa, Iowa City, IA 13th Annual Student Art Exhibition, April 1995 University of Iowa, Iowa City, IA 12th Annual Student Art Exhibition, April 1994 University of Iowa, Iowa City, IA Wilbur Stillwell Student Awards Exhibition, January 1993 University of South Dakota, Vermillion, SD Wilbur Stillwell Student Awards Exhibition, January 1992 University of South Dakota, Vermillion, SD Mitchell Area Juried Art Exhibition, November 1991 Mitchell, SD Wilbur Stillwell Student

Awards Exhibition, January 1991 University of South Dakota, Vermillion, SD COMMISSIONS: Dr. Linda Camp-Keith, US. Supreme Court Book cover City of Iowa City, Park Entryway Benjamin Chait, Chait Gallery, IC IA, Faux Mosaic Robert Carl, Mtl Vernon, IA, Carving, Eagle, Red Oak Ryan Kickland, Lennox, SD, CD cover Matt and Eileen Nim, Iowa City, IA, 1996 2 charcoal portraits, 1998 Figure sculpture Hope Porter, Omaha, NE, Oil portrait Joseph Pope, Iowa City, IA, 2 Watercolor portraits Michael Duncan, Sioux City, IA, Sculpture bust Collision Ideas, Inc., Vermillion, SD, Illustrations for catalogue and merchandise Steven Riley, Vermillion, SD, Oil portrait The Bluejays, Vermillion, SD, Band Promotional material Publications: Forces 2008-2009 Collin College Literary Magazine Supreme Court, Linda Camp-Keith 2008 Finger Bones Marcella Remund 2008 Collision Ideas Catalogue Collision Ideas 1991 PRIVATE COLLECTIONS: Patrick Mueller, Iowa City, IA Matt and Eileen Nims, Iowa City, IA Fred Garber, Sioux City, IA Karen Chesterman, Sioux City, IA Matt Strickner, Vermillion, SD Linda Kogel-Hasse, Vermillion, SD John Banashaik, Vermillion, SD PERTINENT EXPERIENCE: University of Iowa- August 1994-May 1995 Department of Art and Art History Scholarship Eve Drewlowe Gallery and Checkered Space Maintained gallery spaces,

scheduled graduate and undergraduate exhibitions. University of South Dakota
 Various positions within University including Educational Services, Disability Services, Graphic Design, Sculpture, and Painting areas.
 GALLERY REPRESENTATION: Chait Gallery
 218 East Washington Iowa City, IA 52240
 PROFESSIONAL MEMBERSHIPS: College Art Association Arts Iowa City Center and Gallery
 ABOSG Texas Sculpture Association Visual Art League of Allen

Presson, Randal D	Associate Faculty	Texas A&M Commerce - MFA Candidate Southern Illinois University - Bachelor of Arts School of Technical Careers - Associates	20+	Publications:1998 Communications Design Annual 1998 New York Art Director`s Annual 1998 New York Type Director`s Annual 1996 Print Regional Design Annual 1994 New York Art Director`s Annual	FL12: ARTC1325.C1M, ARTV1303.S3M, ARTC2340.S1M, ARTC1353.S1M, ARTC1325.C1M SMR12: ARTC2340.3S1, ARTC1353.3S1 SP12: ARTC1353.S1M, ARTC1325.C1M FL11: ARTC1325.C1M SMR11: ARTC2340.3S1, ARTC1353.3S1 SP11: ARTC1325.P1M, ARTC1305.S2M FL10: ARTC2340.S1M,
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ARTC1353.S1M,
ARTC1325.C1M |
SMR10:
ARTC1302.3SM |
SP10:
ARTC2340.S1M,
ARTC1353.S1M |
FL09:
ARTC1325.C1M,
ARTV1211.S8M |
SP09:
ARTC1325.C1M,
ARTC1353.S1M,
ARTC2340.S1M

Quirarte, Mary Hopkins	Associate Faculty	Chouinard Foundation School of Art -Art Center College of Design - University of Texas at Arlington - BFA. Corporate Communication	30+	<p>Teaching History:Spring 2010 - Current Institution: UTA Continuing Education Position: Graphic Design Instructor Fall 1996 - Fall 2008 Institution: Brooks College. Long Beach, California Position: Graphic Design Instructor Additional Teaching History: Instructor: 8/98-12/08 Advertising, Bus. of Graphic Design, Career Planning, Drawing Principles I, Drawing Principles II, Graphic Design I, Graphic Design II, Graphic Design III, Graphic Design IV, Graphic Design V, History of Graphic Design, Merchandising Graphics, Portfolio Preparation, Typography Brooks College Long Beach, California Publications:see my portfolio at: http://www.creativehotlist.com/m-quirarte http://www.cafepress.com/MHQuirarteStudio http://www.wix.com/mhquirarte/studio</p>	<p>FL12: ARTC1305.P1M, ARTC1305.S1M SP12: ARTC1313.S1M, ARTC1305.S2M, ARTC1305.P1M FL11: ARTC1305.P1M, ARTC1305.S1M,</p>
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Ray, Scott Thomas	Associate Faculty	University of Louisiana at Lafayette - BFA w/emphasis in Advertising Design	20+	<p>Teaching History: Fall 2007 - Fall Institution: Collin College Position: Associate Design Professor</p> <p>Fall 2006 - Fall Institution: Collin College Position: Associate Design Professor</p> <p>Spring 2006 - Spring Institution: Texas A&M - Commerce Position: Associate Design Professor</p> <p>Fall 2005 - Fall Institution: Collin College Position: Associate Design Professor</p> <p>Additional Teaching History: Publications: Ray's work has appeared in numerous design publications, including Communication Arts, AIGA Annual, Graphis Annual's, New York Art Director's Annual, Print Regional Design Annual, Creativity and the New York Type Directors Club Annual. In addition, several of Ray's posters were chosen in 1997 by the Museum für Kunst und Gewerbe Hamburg (Museum of Decorative Arts) to hang in their collection. Two of Ray's posters were also finalists in the Worlds' Most Memorable Poster competition judged in France. The Library of Congress also has one of his posters in its permanent collection.</p>	<p>SP11: ARTC1327.S7M, ARTC1305.S3M </p>
Reitmayer, Samantha Jean	Associate Faculty	Texas Christian University - BFA	10+		<p>FL10: ARTC1325.S9M SP10: ARTC1325.S9M, ARTC1305.S1M SP09: ARTC2335.S7M</p>

Rickwartz, Amy De Nitto	Associate Faculty	University of North Texas - Bachelor of Fine Art South Plains College - Associate of Applied Science	10+	<p>Publications:</p> <p>Affiliations: Dallas Society of Visual Communications Member since 2005 Board Member 2009 - 2010</p> <p>Professional Photographers of America Member since 2011</p> <p>Awards: Graphic Design USA 2009 Design Awards Dallas Society of Visual Communications 2008 Professional Show Graphic Design USA 2008 Design Awards LACP`s Annual Report Competition 2006 Vision Awards First Runner-Up 2007 Clampitt Wine Label Contest Dallas Society of Visual Communications 2005 National Student Show</p>	FL12: ARTC1325.S7M, ARTC1305.S2M SP10: ARTC1305.S1M
Round, Jillian	Associate Faculty	Collin County Community College - Associate of Arts University of Texas at Dallas - Bachelor of Arts, Arts and Performance University of Texas at Dallas - MAster of Fine Arts, Arts and Technology	5+	<p>Teaching History: Fall 2008 - Spring 2012 Institution: University of Texas at Dallas Position: Instructor Fall 2011 - Spring 2012 Institution: Dallas County Community College: Brookhaven College Position: Adjunct Professor Additional Teaching History: Dallas Museum of Art's Center for Creative Connections Guest Instructor: August 2, 2008 – ART AND SOUND (families) November 15, 2008 – ART OF SOUND DESIGN (adults)</p>	FL12: ARTV1211.P7M, ARTC1325.P7M SP12: ARTV1211.7PM, ARTC1353.P7M

University of Texas at Dallas - PHD Candidate

January 10, 2009 – PHOTOSHOP MASH-UP (families) February 1, 2009 – DIGITAL MASH-UP (teens) March 28, 2009 – TEACHER TECHNOLOGY WORKSHOP: PHOTOSHOP (adults) Publications: Individual Exhibitions: Times Twenty - MFA Gallery, Dallas, Texas- 2010 x20+- McKinney Avenue Contemporary, Dallas, Texas- 2010 Emotions- Performance Installation, Mezzanine Gallery University of Texas at Dallas- May 2008 Voices of Paintings: Jackson Pollack's Cathedral- Sound, Dallas Museum of Art- January 2007 Untitled #1– Sound, Dallas Museum of Art- 2007 Group Exhibitions: Faculty Group Exhibit, Brookhaven College Visual Arts Gallery, Fall 2011 Timeline- Performance Installation, Spring Arts Festival, University of Texas at Dallas- 2007 Installations- Sound Collective installation, University of Texas at Dallas, 2007 Apparitions- Sound, Arts and Technology Showcase, University of Texas at Dallas- Spring 2007 The Passage of Time- Sound, Dallas Museum of Art- November and December 2006

Sandifer, Associate
Jesse Ray Faculty Texas A&M University - 5+
Bachelor of
Environmental Design

SP12: ARTC1394.S7M
| **SP11:**
ARTC1394.S1M

Sano, Bret	Associate Faculty	Art Institute of Dallas - Associates Degree of Applied Arts in Visual Communication	10+	<p>Publications: DSVC Board Member, 2009-Current Juried the 2009 UCDA Design Competition</p> <p>Published in:</p> <ul style="list-style-type: none"> • Graphis • LogoLounge • PRINT • HOW Magazine <p>Awards:</p> <ul style="list-style-type: none"> • Various DSVC medals • Various ADCH (Art Director Club of Houston) medals • Regional and National Addy Award Winner 	<p>SP11: ARTC1349.S1M FL10: ARTC2349.S1M, SP10: ARTC2335.S7M FL09: ARTC2349.S7M</p>
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Schuh, John F	Associate Faculty	University of North Texas - Bachelor of Arts in Psychology Texas Tech University - Bachelor of Arts in Advertising	10+	Fall 2006 - Current Institution: Texas A&M Commerce Position: Adjunct Professor A BUNCH OF SHORT GUYS - Community Ambassador ADOBE COMMUNITY PROFESSIONAL - After Effects ADOBE INDESIGN USER GROUP - Adobe User Group Manager DALLAS PRODUCERS ASSOCIATION - Member DFW USABILITY PROFESSIONALS' ASSOCIATION - Member	FL12: FLMC1301.S7M SP12: ARTV1211.S1M SP11: FLMC1301.S7M FL10: FLMC1301.S7M, ARTC1302.S7M SMR10: FLMC1301.3SM SP10: FLMC1301.S7M FL09: ARTC1325.S9M, FLMC1301.S7M SP09: ARTC1302.S1M, ARTV1211.7PM
Shahidi, Saloumeh Armaiti	Associate Faculty	BFA - Communication Design, University North Texas	5+		SP09: ARTC1325.S6M, ARTC2311.S1M
Smithson, Nathan	Associate Faculty	The Art Institute of Dallas - Associates in Computer Animation			SP11: ARTV1345.S7M FL10: ARTV1345.S7M SP10: ARTV1345.S7M, ARTC1302.S1M FL09: ARTV1345.S7M SP09: ARTV1345.S7M

Thompson, Donald L	Associate Faculty	Art Institute of San Diego - Bachelor of Science	5+	FL12: ARTC1325.P7M, ARTC1325.P6M SP12: ARTC1325.S9M, ARTC1325.S6M FL11: ARTC1325.S9M, ARTC1325.P1M SP11: ARTC1325.S9M, ARTC1325.S7M
Titze, Christopher Deniz	Associate Faculty	Art Institute of Dallas - Bachelor of Fine Arts	5+	FL12: ARTC2305.S7M SP12: ARTC2305.S7M

Wood, Alexander J	Associate Faculty	Westwood College - Associates Berklee Music College - Certification of Music	10+	Fall 2010 - Institution: Texas A&M Position: Adjunct Professor Additional Teaching History: Adobe Systems, Inc. - Adobe Community Professional 2009 - current Media Cats, Inc. - Adobe Certified Instructor 2003 - current New Horizons - Principle Instructor - 2002-2003 Conference Speaker Engagements Designer/Developer Workflow Conference - July 2011 - "Creating Interactive Portfolios with InDesign", gave an interview on NBC Photo Pro Summer School - July 2011 - "Social Media for Photographers" OpenCamp Conference - August 2010 - "Photography, Photoshop & the Internet" Big(D)esign Conference - May 2010 - "Creating Interactive Portfolios with Adobe Acrobat" Publications: Featured Lightroom Article in the June 2011 issue of Photoshop User Magazine Guest Lightroom Article in the July 2011 issue of Photoshop User Magazine	FL11: ARTC2340.S7M, ARTC1353.S7M SP11: ARTC2340.S1M, ARTC2340.P70, ARTC1353.S1M, ARTC1353.P7M FL10: ARTC2340.S7M, ARTC1353.S7M, ARTC1302.S1M SP10: ARTC1302.P1M FL10: ARTC1302.S1M
Woods, Darrin Ray	Associate Faculty	AAS- New Mexico Juniro College			SP09: FLMC1301.S7M
Ellison, Gail	Tutor	AS - Pathology; BS Engineering- materials science, electronic materials; AS Animation			

EQUIPMENT, SUPPLIES, MAINTENANCE/REPAIRS

List all equipment valued at \$5,000 or more each

Item	Meets Current Needs	Meets 5 Year Needs	Justify Change
Digital Camera	Yes	No	Changing Technology, Functionality
Digital Camera	Yes	No	Changing Technology, Functionality
Digital Camera	Yes	No	Changing Technology, Functionality
Digital SLR Camera	Yes	No	Changing Technology, Functionality
Digital SLR Camera	Yes	No	Changing Technology, Functionality
Intuos2 Graphics Tablet 9x12	Yes	No	Changing Technology, Functionality
Intuos2 Grip Pen 2D	Yes	No	Changing Technology, Functionality
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality
Light Kit LK01	Yes	No	Changing Technology, Functionality
Light Kit LK02	Yes	No	Changing Technology, Functionality
Light Kit LK03	Yes	No	Changing Technology, Functionality
Portable Wireless Receiver	Yes	No	Changing Technology, Functionality
Portable Wireless Receiver	Yes	No	Changing Technology, Functionality
Video Camera	Yes	No	Changing Technology, Functionality
Video Camera	Yes	No	Changing Technology, Functionality
Video Camera	Yes	No	Changing Technology, Functionality
Video Camera	Yes	No	Changing Technology, Functionality
Video Camera	Yes	No	Changing Technology, Functionality
Video Camera	Yes	No	Changing Technology, Functionality
Video Camera VC01	Yes	No	Changing Technology, Functionality
Video Camera VC02	Yes	No	Changing Technology, Functionality
Video Camera VC03	Yes	No	Changing Technology, Functionality
Video Camera VC04	Yes	No	Changing Technology, Functionality

Video Camera VC05	Yes	No	Changing Technology, Functionality
Video Camera VC06	Yes	No	Changing Technology, Functionality
Video Camera VC07	Yes	No	Changing Technology, Functionality
Video Camera VC08	Yes	No	Changing Technology, Functionality
Video Camera VC09	Yes	No	Changing Technology, Functionality

FINANCIAL RESOURCES

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
College budget (Supplemental requests, as needed)	Y	Y		