



The Art Institute of Houston®



**The Art Institute
of Austin®**
A branch of The Art Institute of Houston



**The Art Institute
of San Antonio®**
A branch of The Art Institute of Houston

2022 - 2023 Catalog

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Letter from the President

The Art Institute of Houston

Welcome to The Art Institute of Houston! Our faculty, staff, and students all share a common bond: creativity, dedication, and a commitment to excellence in their endeavors. We all take great pride in the fact that our Art Institute is a wonderful place to teach, collaborate, and learn. I am confident that if you dedicate yourself to your chosen program and craft you will also be instilled with that same sense of pride in The Art Institute but more importantly pride in yourself and your accomplishments.

Our faculty—working professionals and seasoned educators—share their depth and breadth of knowledge and experience to prepare you for the rigors of the workplace. We foster a collaborative environment that promotes artistic freedom and challenges each of us to continue to grow personally and professionally.

Our general education offerings have been carefully chosen to complement the core curriculum. General education courses develop communication skills, stimulate creativity and originality, and help you embrace global perspectives and cultural diversity. These courses will enhance your work in your program of study, and most importantly, will cultivate the intellectual curiosity for you to thrive as an active lifelong learner.

Our commitment to our students extends beyond graduation. As a member of The Art Institutes system of schools, graduates continue to connect to The Art Institutes socially and professionally throughout their lives as they join more than 200,000 alumni from Art Institutes schools nationwide. We would be honored to have you among the ranks of our alumni, and that journey for you begins on day one.

Our success as a school is measured by your success and we take that very seriously. We have resources to help you at every turn and through every challenge. I encourage you to commit to your educational and career success and to ask for help anytime you need it. You can also help ensure your success by taking an active role in your education and dedicate yourself to attending each class session. We want you to create, learn and grow with us and we are so grateful that you have chosen us as your partner to continue your educational journey.

Sincerely,

Harvey M. Giblin, M. Ed. President

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Mission and Vision Statements

The mission of The Art Institute of Houston and its branch campuses, The Art Institute of Austin and The Art Institute of San Antonio, is to provide a quality, collaborative academic environment for individuals seeking creative careers through higher education. As a private, multi-campus college, our bachelor degrees, associate degrees, and diploma programs incorporate traditional liberal arts, professional education, and management level competencies with hands-on instruction. Faculty use learning-centered methodology to prepare students for entry-level positions in the design, media, fashion, and culinary arts fields as well as lifelong learning.

The vision of The Art Institute of Houston, The Art Institute of Austin, and The Art Institute of San Antonio is to be the preferred destination for individuals seeking careers through creative education.

ACCREDITATION & LICENSING

The Art Institute of Houston is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Questions about the accreditation of The Art Institute of Houston may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on the SACSCOC website (www.sacscoc.org).

The Art Institute of Houston, The Art Institute of Austin, and The Art Institute of San Antonio hold Certificates of Authorization acknowledging exemption from Texas Higher Education Coordinating Board regulations.

These schools are all authorized under Federal Law to enroll nonimmigrant alien students.

PROGRAMMATIC ACCREDITATION

The Art Institute of Houston:

The interior design program leading to the Bachelor of Fine Arts in Interior Design is accredited by the Council for Interior Design Accreditation, www.accredit-id.org, 206 Grandville Avenue, Suite 350, Grand Rapids, MI, 49503.

The CIDA-accredited program prepares students for entry-level interior design practice, for advanced study, and to apply for membership in professional interior design organizations. The Bachelor of Fine Arts in Interior Design granted by The Art Institute of Houston meets the educational requirement for eligibility to sit for the National Council for Interior Design Qualification Examination (NCIDQ Exam). For more information about NCIDQ Exam eligibility visit: <https://www.cidq.org/eligibility-requirements>.

The Art Institute of San Antonio:

The interior design program leading to the Bachelor of Fine Arts in Interior Design is accredited by the Council for Interior Design Accreditation, www.accredit-id.org, 206 Grandville Avenue, Suite 350, Grand Rapids, MI, 49503.

The CIDA-accredited program prepares students for entry-level interior design practice, for advanced study, and to apply for membership in professional interior design organizations. The Bachelor of Fine Arts in Interior Design granted by The Art Institute of San Antonio meets the educational requirement for eligibility to sit for the National Council for Interior Design Qualification Examination (NCIDQ Exam). For more information about NCIDQ Exam eligibility visit: <https://www.cidq.org/eligibility-requirements>.

These schools are authorized under Federal law to enroll nonimmigrant alien students.

BOARD OF TRUSTEES OF THE ART INSTITUTE OF HOUSTON

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Campus Locations

The Art Institute of Houston
4140 Southwest Freeway
Houston, TX 77027
Phone: 713-623-2040 or 800-275-4244
<https://www.artinstitutes.edu/houston>

The Art Institute of Austin
A branch campus of The Art Institute of Houston
1204 Chestnut Street
Bastrop, TX 78602
Phone: 512-691-1707 or 866-583-7952
<https://www.artinstitutes.edu/austin>

The Art Institute of San Antonio
A branch campus of The Art Institute of Houston
10000 IH-10 W., Suite 200
San Antonio, TX 78230
Phone: 210-338-7320 or 888-222-0040
<https://www.artinstitutes.edu/san-antonio>

College History, Characteristics, and Ownership

The Art Institute of Houston and its branch campuses, The Art Institute of Austin, and The Art Institute of San Antonio are regionally accredited campuses that offer programs designed to prepare students to seek entry-level positions in applied arts careers. The campuses at Houston, Austin, and San Antonio may also collectively refer to themselves as (“The Art Institute of Houston and its branch campuses” or “The Institute”).

The Art Institute of Houston was founded in 1965 as The Houston School of Commercial Art. In 1978 the college was purchased by The Art Institutes and became a wholly owned subsidiary of Education Management Corporation. Initial national accreditation was granted in 1979 by the Accrediting Commission on Colleges and Schools to award diploma programs in the visual and design fields. In 1991 the Texas Higher Education Coordinating Board (THECB) granted approval for the college to award associate degrees. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) granted regional accreditation as a Level I institution to The Art Institute of Houston in 2000 and Level II accreditation to award baccalaureate degrees in 2003.

The Art Institute of Houston has two branch campuses: The Art Institute of Austin, opened March 31, 2008; and The Art Institute of San Antonio, opened July 12, 2010. The Houston campus telephone number is 713-623-2040. The website is <http://www.artinstitutes.edu/houston>. The Austin campus telephone number is 512-691-1707. The website is <http://www.artinstitutes.edu/austin>. The San Antonio campus telephone number is 210-338-7320. The web site is <http://www.artinstitutes.edu/sanantonio>.

Ownership

The sole member of the “The Art Institute of Houston, LLC” is “The Arts Institutes International LLC” (AII LLC). The sole member of AII LLC is the “Education Principle Foundation” (EPF).

The sole member of the “The Art Institute of Austin Aii, LLC” is “The Art Institute of Houston, LLC” is “The Arts Institutes International LLC” (AII LLC). The sole member of AII LLC is the “Education Principle Foundation” (EPF).

The sole member of the “The Art Institute of San Antonio Aii, LLC” is “The Art Institute of Houston, LLC” is “The Arts Institutes International LLC” (AII LLC). The sole member of AII LLC is the “Education Principle Foundation” (EPF).

Curriculum, fees, expenses and other items described in the current catalog are subject to change at the discretion of The Institute.

Student Body

The Institute has a diverse student body that includes students who have enrolled directly after completing high school, have transferred from other post-secondary institutions, or are returning to college from the workforce to pursue a new career.

Exhibition of Student Work

Student artwork is very important to The Institute. It is of great benefit in teaching other students and is used by enrollment representatives to show prospective students and counselors what The Institute's students have achieved. Student artwork is also a basic part of the publications and exhibitions. The Institute reserves the right to make use of the artwork of its students, with student permission, for such purposes.

Student Input

The Institute encourages suggestions from our student body on ideas that might assist in carrying out the educational mission of the college. There are a number of ways for a student to share their comments:

- Contact the Academic Affairs office who will make sure it is shared with all appropriate parties.

The Art Institute of Houston
Academic Affairs Office
713-623-2040

The Art Institute of Austin
Academic Affairs Office
512-691-4915

The Art Institute of San Antonio
Academic Affairs Office
210-338-7320

- Fill out a suggestion form and deposit it in the suggestion boxes located on campus or bring it to the Academic Affairs Office. The Campus Leader regularly reviews suggestions. While not every suggestion may be feasible, The Institute regularly evaluates student suggestions and implements those that are in the best interest of all constituencies of the college.

Programs of Study

For purposes of this catalog each campus may be referred to individually by their geographical modifier:

The Art Institute of Houston (“Houston”)

The Art Institute of Austin (“Austin”)

The Art Institute of San Antonio (“San Antonio”)

The campuses at Houston, Austin, and San Antonio may also collectively refer to themselves as (“The Art Institute of Houston and its branch campuses” or “The Institute”).

For all programs, please visit our [Student Consumer Information](#) page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, beginning programs at the mid-term start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education. from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

Culinary Programs

Baking & Pastry (Associate of Applied Science, Diploma)
Culinary Arts (Associate of Applied Science, Diploma) Culinary
Management (Bachelor of Science)
Hospitality Management (Bachelor of Science)**
Restaurant & Catering Management (Associate of Applied Science)

Design Programs

Advertising (Bachelor of Fine Arts)**
Graphic Design (Associate of Applied Science)
Graphic & Web Design – Graphic Concentration (Bachelor of Fine Arts)
Graphic & Web Design – Web Design Concentration (Bachelor of Fine Arts)
Interior Design (Bachelor of Fine Arts)

Fashion Programs

Fashion Design (Bachelor of Fine Arts)
Fashion & Retail Management (Bachelor of Science)
Fashion Retailing (Diploma)

Media Arts Programs

Audio Production (Bachelor of Science)
Digital Filmmaking & Video Production (Bachelor of Fine Arts)
Digital Image Management (Diploma)
Digital Photography (Bachelor of Fine Arts)
Game Art & Design (Bachelor of Fine Arts)
Media Arts & Animation (Bachelor of Fine Arts)
Visual Effects & Motion Graphics (Bachelor of Science)**

*Not all programs are offered at all campuses. See each program page to identify what program is offered at the campus of your choice.

**These programs are no longer accepting new enrollments.

Baking & Pastry

Associate of Applied Science

Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

Offered:

The Art Institute of Houston

The Art Institute of Austin (No longer accepting new enrollments)

The Art Institute of San Antonio

PROGRAM DESCRIPTION

The Baking & Pastry program is designed to train students in the art of bread baking and classical pastry techniques. Students have the opportunity to develop competencies in breads, desserts, cake decoration, buffet centerpieces and food science. The program is designed to focus upon both production and the individualized skills necessary for entry-level employment in bakeries, restaurants, and other catering or institutional settings.

MISSION STATEMENT

The mission of The Art Institute of Houston and its branch campuses, The Art Institute of Austin and The Art Institute of San Antonio, is to provide a quality, collaborative academic environment for individuals seeking creative careers through higher education. As a private, multi-campus college, our bachelor degrees, associate degrees, and diploma programs incorporate traditional liberal arts, professional education, and management level competencies with hands-on instruction. Faculty use learning-centered methodology to prepare students for entry-level positions in the design, media, fashion, and culinary arts fields as well as lifelong learning.

ENTRY-LEVEL CAREER OPPORTUNITIES

Graduates of the Baking & Pastry Associate of Applied Science degree program will be prepared to seek entry-level employment in retail and commercial bakeries. Graduates will be prepared to seek employment as an entry-level bread baker, dough maker, pastry baker, or pastry finisher. Students are provided with an overview of production, organization, and the business of baking and pastry catering.

STUDENT LEARNING OBJECTIVES

Upon successful completion of the program, graduates should be able to:

1. Obtain an entry-level skill position in the foodservice industry
2. Prepare standardized recipes using a variety of cooking, baking and pastry techniques as well as appropriate equipment and tools.
3. Produce various baked goods and a variety of international and classical pastries and desserts using basic as well as advanced techniques, which meet industry quality standards.
4. Design, produce, assemble and decorate display and wedding cakes using various finishing methods which meet industry quality standards.
5. Describe and perform tasks related to common business practices within the foodservice industry including inventory, menu planning, cost control and food purchasing.

ASSOCIATE OF APPLIED SCIENCE, 90 Credits

Program Courses

BAPA102	European Cakes and Tortes	3
BAPA202	Advanced Patisserie and Display Cakes	6
BAPA203	Artisan Bread and Baking Production	6
BAPA205	Alternative Baking and Food Science	3
BAPA212	Chocolate, Confections and Centerpieces	6
CULA101	Concepts and Theories of Culinary Techniques	3
CULA102	Management by Menu	3
CULA103	Fundamentals of Classical Techniques	3
CULA108	Sustainable Purchasing and Controlling Costs	3
CULA120	Cuisine of the Americas	6
CULA123	Introduction to Baking and Pastry Techniques	6
CULA206	Food and Beverage Operations Management	3
CULA209	Capstone	3
CULA210	Nutritional Cooking	3
CULA213	À la Carte Kitchen	6

General Education Courses

COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 115	Applied Mathematics	4
PSYA 101	Intro to Psychology	4
	Humanities Elective	4

Baking & Pastry

Diploma Program

Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

Offered:

The Art Institute of Houston

The Art Institute of Austin (No longer accepting new enrollments)

The Art Institute of San Antonio

PROGRAM DESCRIPTION

Baking and Pastry Diploma students obtain knowledge and skills in the fundamental techniques and theories of the baking and pastry arts and in industry practices. Through applied coursework and hands-on experiences students will build the necessary skills and abilities to confidently meet the challenges of the baking, pastry and foodservice industry. The curriculum is based on classical principles emphasizing modern techniques and trends in both the classroom and the kitchen.

MISSION STATEMENT

The mission of the Baking & Pastry Diploma at The Art Institute of Houston is to prepare students to seek entry-level career opportunities related to the culinary arts, with a concentration in baking and pastry.

ENTRY-LEVEL CAREER OPPORTUNITIES

Students are prepared to seek entry-level employment in the culinary industry such as entry-level bread baker, dough maker, pastry baker, and pastry finisher.

STUDENT LEARNING OBJECTIVES

Upon successful completion of the program, graduates should be able to:

1. Establish and maintain safety and sanitation procedures
2. Prepare standardized recipes using a variety of cooking, baking and pastry techniques as well as appropriate equipment and tools.
3. Produce various baked goods and a variety of international and classical pastries and desserts using basic as well as advanced techniques, which meet industry quality standards.
4. Design, produce, assemble and decorate display and wedding cakes using various finishing methods which meet industry quality standards.

DIPLOMA PROGRAM, 55 Credits

Program Courses

BAPA102	European Cakes and Tortes	3
BAPA202	Advanced Patisserie and Display Cakes	6
BAPA203	Artisan Bread and Baking Production	6
BAPA212	Chocolate, Confections and Centerpieces	6
CULA101	Concepts and Theories of Culinary Techniques	3
CULA106	Cake Decorating	1
CULA103	Fundamentals of Classical Techniques	6
CULA108	Sustainable Purchasing and Controlling Costs	3
CULA120	Cuisine of the Americas	6
CULA123	Introduction to Baking and Pastry Techniques	6
CULA210	Nutritional Cooking	3
CULA213	À la Carte Kitchen	6

Culinary Arts

Associate of Applied Science

Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

Offered:

The Art Institute of Houston

The Art Institute of Austin (No longer accepting new enrollments)

The Art Institute of San Antonio

PROGRAM DESCRIPTION

The Associate of Applied Science degree program in Culinary Arts develops student's skills through a variety of culinary courses designed to teach classical cuisine techniques, as well as exploring International cuisine. Students will be exposed to a variety of world cuisines and use ingredients and techniques from around the globe. Instruction in kitchen management, purchasing, cost control, menu design, and dining room operation provides students with business acumen. The program focuses on both production and individual skills necessary for entry-level employment in restaurants, hotels, resorts, and other catering or foodservice institutional settings.

MISSION STATEMENT

The mission of the Culinary Arts program is to provide an environment for students to become learners who possess the skills, knowledge, creativity and ethical values necessary in the rapidly changing, culturally diverse culinary, restaurant and catering professions. Overall, the intent of the program is to have experienced industry professionals impart their knowledge and technical acumen to the students.

ENTRY-LEVEL CAREER OPPORTUNITIES

Graduates receiving the Associate of Applied Science degree in Culinary Arts develop skills through a variety of culinary courses designed to teach techniques of classical and international cuisine. Instruction in kitchen management, purchasing, cost control, menu design, and dining room operation provides students with business acumen. The program focuses on both production and individual skills necessary to seek employment in restaurants, hotels, resorts, and other catering or foodservice institutional settings. These graduates will be prepared to seek entry-level positions such as line cook, banquet cook, breakfast cook, saucier, foodservice supervisor, kitchen supervisor, personal chef, private chef, chef de partie, and other entry-level positions throughout the kitchen.

STUDENT LEARNING OBJECTIVES

Upon successful completion of the program, graduates should be able to:

1. Establish and maintain safety and sanitation procedures
2. Prepare standardized recipes using a variety of cooking techniques which meet industry quality standards
3. Prepare a variety of international recipes utilizing the correct techniques, ingredients and equipment which meet industry quality standards
4. Describe and perform tasks related to common business practices in the culinary industry, including inventory, menu planning, cost control, and food purchasing.
5. Describe the principles of food and beverage management.
6. Define and articulate the core values of the culinary professional.

ASSOCIATE OF APPLIED SCIENCE, 90 Total Credits

Program Courses

CULA101	Concepts and Theories of Culinary Techniques	3
CULA102	Management by Menu	3
CULA103	Fundamentals of Classical Techniques	6
CULA108	Sustainable Purchasing and Controlling Costs	3
CULA110	Advanced Culinary Foundations	3
CULA120	Cuisines of the Americas	6
CULA123	Introduction to Baking and Pastry Techniques	6
CULA201	Garde Manger	6
CULA206	Food and Beverage Operations Management	3
CULA209	Capstone	3
CULA210	Nutritional Cooking	3
CULA213	À la Carte Kitchen	6
CULA250	Classical Cuisine	3
CULA251	International Cuisine	3
CULA254	Alternative Cuisine and Food Science	3
CULA271	Art Culinaire	6

General Education Courses

COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 115	Applied Mathematics	4
PSYA 101	Introduction to Psychology	4
	Humanities Elective	4

Culinary Arts

Diploma Program

Offered:

The Art Institute of Houston

The Art Institute of Austin (No longer accepting new enrollments)

The Art Institute of San Antonio

Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

PROGRAM DESCRIPTION

Culinary Arts Diploma students obtain a foundational knowledge and skills in the fundamental techniques and theories of the culinary arts and in industry practices. Through applied coursework and hands-on experiences students will build the necessary skills and abilities to confidently meet the challenges of the foodservice industry. The curriculum is based on classical principles emphasizing modern techniques and trends in both the classroom and the kitchen. Students are prepared to seek entry-level employment in the culinary industry such as entry-level prep cooks, line attendants, and entry-level pastry assistants.

MISSION STATEMENT

The mission of the Culinary Arts program is to provide an environment for students to become learners who possess the skills, knowledge, creativity and ethical values necessary in the rapidly changing, culturally diverse culinary, restaurant and catering professions. Overall, the intent of the program is to have experienced industry professionals impart their knowledge and technical acumen to the students.

ENTRY-LEVEL CAREER OPPORTUNITIES

Culinary Diploma students obtain foundational knowledge and skills in the techniques and theories of the culinary arts and in industry practices. The curriculum is based on classical principles emphasizing modern techniques and trends in both the classroom and the kitchen through applied coursework and hands-on experiences. Students are prepared to seek entry-level employment in the culinary industry such as line cook, banquet cook, breakfast cook, saucier, foodservice supervisor, kitchen supervisor, personal chef, private chef, and chef de partie .

STUDENT LEARNING OBJECTIVES

Upon successful completion of the program, graduates should be able to:

1. Establish and maintain safety and sanitation procedures
2. Prepare standardized recipes using a variety of cooking techniques which meet industry quality standards
3. Prepare a variety recipes utilizing the correct techniques, ingredients and equipment which meet industry quality standards
4. Define and articulate the core values of the culinary professional.

DIPLOMA, 55 TOTAL CREDITS

Program Courses

CULA101	Concepts and Theories of Culinary Techniques	3
CULA102	Management by Menu	3
CULA103	Fundamentals of Classical Techniques	6
CULA108	Sustainable Purchasing and Controlling Costs	3
CULA110	Advanced Culinary Foundations	3
CULA120	Cuisines of the Americas	6
CULA123	Introduction to Baking and Pastry Techniques	6
CULA201	Garde Manger	6
CULA105	Culinary Basics	1
CULA210	Nutritional Cooking	3
CULA213	À la Carte Kitchen	6
CULA250	Classical Cuisine	3
CULA251	International Cuisine	3
CULA254	Alternative Cuisine & Food Science	3

Culinary Management

Bachelor of Science

Offered:

The Art Institute of Houston

The Art Institute of Austin (No longer accepting new enrollments)

The Art Institute of San Antonio

Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

PROGRAM DESCRIPTION

Bachelor's degree program students have the opportunity to integrate classical culinary techniques, entrepreneurial business skills, and general education in a curriculum designed to foster their culinary leadership ability. They can build fundamental cooking skills and progress to advanced food techniques, garnishing, and presentation. Students have the opportunity to develop abilities in marketing, human resources, accounting and financial management, technology, business communications, beverage management, legal issues, global operations, and customer service. They explore factors affecting the foodservice industry in a global marketplace and develop proficiency in industry technology through advanced training.

MISSION STATEMENT

The Bachelor of Science degree program in Culinary Management prepares students to seek an entry-level management career in the culinary arts. The program graduates students who have the foundation to become entry-level industry professionals and to make valuable contributions to the organizations that employ them.

ENTRY-LEVEL CAREER OPPORTUNITIES

Graduates of the Culinary Management program may seek entry-level careers as line cook, banquet chef, chef de cuisine, kitchen chef, pastry chef, sous chef, kitchen supervisor, personal chef, private chef, banquet cook, breakfast cook, chef de partie, banquet director, banquet manager, food and beverage manager, foodservice director, and foodservice manager.

STUDENT LEARNING OBJECTIVES

Upon successful completion of the program, graduates should be able to:

1. Identify, establish and maintain safety and sanitation procedures which meet industry quality standards.
2. Demonstrate and articulate an awareness of the cross-cultural, moral, ethical and environmental issues in hospitality organizations and their relationship with all stakeholders.
3. Analyze the food and beverage cost-control cycle and accounting practices, and implement controls to manage and maintain profitability
4. Prepare a variety of international recipes using a variety of cooking techniques which meet industry quality standards.
5. Apply standard Human Resource principles in regards to recruiting, retaining, and developing staff.
6. Create a business plan for a foodservice outlet or hospitality company

Bachelor of Science, 180 credits

Program Courses

ACGA320	Introduction to Accounting Principles	3
BULA322	Risk Management	3
BULA401	Innovation and Entrepreneurship	3
CIS323	Legal Issues and Ethics	3
CULA101	Concepts and Theories of Culinary Techniques	3
CULA102	Management by Menu	3
CULA103	Fundamentals of Classical Techniques	6
CULA108	Sustainable Purchasing and Controlling Costs	3
CULA110	Advanced Culinary Foundations	3
CULA120	Cuisine of the Americas	6
CULA123	Introduction to Baking and Pastry Techniques	6
CULA201	Garde Manger	6
CULA206	Food and Beverage Operations Management	3
CULA209	Capstone	3
CULA210	Nutritional Cooking	3
CULA213	À la Carte Kitchen	6
CULA250	Classical Cuisine	3
CULA251	International Cuisine	3
CULA254	Alternative Cuisine and Food Science	3
CULA271	Art Culinaire	6
CULA302	Facilities Management and Design	3
CULA303	Food Service Technology and Information	3
CULA305	Gastronomy	3
CULA313	Exploring Wines and the Culinary Arts	3
CULA322	Catering and Event Management	3
CULA332	Quality Service Management and Training	3
CULA412	Senior Project Capstone	3
EXTA406	Management Externship	3
FIN321	Financial Management	3
HOS350	Introduction to Hospitality	3
MANA301	Human Resource Management	3
MANA400	Leadership and Organizational Development	3
MANA405	Digital Media Management	3
MARA312	Marketing	3
	Program Elective (Choose 4)	12

General Education Courses

COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 115	Applied Mathematics	4
PYSA 101	Psychology	4
	Social Science Elective	4
	Science Elective (Choose 3)	12
	Humanities Elective (Choose 2)	8
	General Education Elective	4

Hospitality Management

Bachelor of Science

Offered:

The Art Institute of San Antonio*

*Program no longer accepting new enrollments.

Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

PROGRAM DESCRIPTION

The Bachelor of Science in Hospitality Management prepares students to seek management careers in hotels, restaurants, foodservice operations, convention centers, clubs, and other culinary arts businesses. The curriculum is designed to offer a broad approach to a career in the hospitality industry; students study all aspects of the industry rather than limiting themselves to any one segment. Students take classes in topics such as human resources management, organizational behavior, facilities and design management, hospitality law, and foodservice financial management. Students also study ethnic and regional cuisine, sales and public relations, risk management, accounting, service management, sustainable purchasing, foodservice technology and information, entrepreneurship, operations, and strategic management. The program builds on the major strengths that are critical for success in Hospitality Management: innovative management, customer service, technology, and developing a global perspective. The program also includes an internship, a senior-level capstone class, and a senior practicum, which requires students to apply all of their learned managerial and leadership skills.

MISSION STATEMENT

The mission of the Hospitality Management program is to prepare students to seek entry-level management positions in the hospitality industry and to provide a quality educational environment for students to become learners who possess the skills, knowledge, creativity, and ethics necessary in the rapidly changing, culturally diverse hospitality industry.

ENTRY-LEVEL CAREER OPPORTUNITIES

Graduates will be prepared to seek entry-level management positions in restaurant, catering, hotels and other segments of the hospitality industry. Possible job titles include Banquet Director, Banquet Manager, Food and Beverage Manager, Foodservice Director, Foodservice Manager, Restaurant General Manager, Banquet Chef, Kitchen Chef, Pastry Chef, Sous Chef, Banquet Supervisor, Bar Manager, Kitchen Supervisor, Personal Chef, Private Chef, Banquet Cook, Breakfast Cook, Chef de Partie, Line Cook, and Saucier.

STUDENT LEARNING OBJECTIVES

Upon successful completion of the program, graduates should be able to:

1. Demonstrate and articulate an awareness of the cross-cultural, moral, ethical and environmental issues in hospitality organizations and their relationship with all stakeholders.
2. List, explore and critically analyze the principles and practices impacting contemporary issues affecting the global hospitality industry.
3. Differentiate between the many roles and responsibilities of a manager within a range of hospitality environments.
4. Implement operational sales and marketing techniques in hospitality organizations.
5. Prepare, maintain, analyze, and utilize financial documents and data related to hospitality organizations.
6. Create a business plan for a foodservice outlet or hospitality company.

BACHELOR OF SCIENCE, 180 CREDITS

Program Courses

ACGA320	Introduction to Accounting Principles (3.0)
BULA322	Risk Management (3.0)
BULA401	Innovation and Entrepreneurship (3.0)
CIS323	Legal Issues and Ethics (3.0)
CULA101	Concepts and Theories of Culinary Technique (3.0)
CULA102	Management by Menu (3.0)
CULA103	Fundamentals of Classical Techniques (6.0)
CULA108	Sustainable Purchasing and Controlling Costs (3.0)
CULA110	Advanced Culinary Foundations (3.0)
CULA120	Cuisine of the Americas (6.0)
CULA123	Introduction to Baking & Pastry Techniques (6.0)
CULA201	Garde Manger (6.0)
CULA210	Nutritional Cooking (3.0)
CULA213	À la Carte Kitchen (6.0)
CULA209	Capstone (3.0)
CULA302	Facilities Management and Design (3.0)
CULA303	Foodservice Technology and Information (3.0)
CULA313	Exploring Wines and the Culinary Arts (3.0)
CULA322	Catering and Event Management (3.0)
CULA332	Quality Service Management and Training (3.0)
CULA412	Senior Project Capstone (3.0)
EXTA406	Management Externship (3.0)
FB 335	Sales and Public Relations (3.0)
FIN321	Financial Management (3.0)
HOS171	Introduction to Hospitality (3.0)
HOS232	Lodging Operations (3.0)
HOS234	Introduction to Tourism (3.0)
HOS235	Casino Operations (3.0)
HOS321	Senior Living and Special Needs (3.0)
HOS323	Multi-Unit Franchising (3.0)
HOS361	Hospitality Law (3.0)
MANA301	Human Resource Management (3.0)
MANA400	Leadership and Organizational Development (3.0)
MANA405	Digital Image Management (3.0)

Program Electives (Choose five) (15.0)

General Education Courses

COMA 112	Principles of Communication (4.0)
ENCA 101	English Composition I (4.0)
ENCA 102	English Composition II (4.0)
MATA 115	Applied Mathematics (4.0)
PSYA 101	Psychology (4.0)
	Humanities Electives (Choose two) (8.0)
	Social/Behavioral Sciences Elective (4.0)
	Natural Sciences/Mathematics Electives (Choose two) (8.0)
	Mathematics and Science Elective (4.0)
	General Education Elective (4.0)

Restaurant & Catering Management

Associate of Applied Science

Offered:

The Art Institute of Houston

The Art Institute of San Antonio

Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

PROGRAM DESCRIPTION

Students will be provided the opportunity to learn skills in management, marketing, human resources, accounting, and financial management. They can also become savvy in business communications, beverage management, legal issues, customer service, and global management and operations as they relate to the food industry. Developing managerial and leadership skills are important factors for students graduating from the program. The Restaurant & Catering Management program includes a possible internship in a quality foodservice operation and culminates with a Capstone project. This project consists of a complete business plan to open a restaurant that seats at least 100 guests, and two complete catered event plans.

MISSION STATEMENT

The mission of the Restaurant & Catering Management program is to provide an environment for students to become learners who possess the skills, knowledge, creativity, and ethical values necessary in the rapidly changing, culturally diverse culinary, restaurant and catering professions.

ENTRY-LEVEL CAREER OPPORTUNITIES

Graduates receiving the Associate of Applied Science degree in Restaurant & Catering Management may seek careers in entry-level positions such as Banquet Director, Banquet Manager, Food and Beverage Manager, Foodservice Director, Foodservice Manager, Restaurant General Manager, Banquet Chef, Kitchen Chef, Pastry Chef, Sous Chef, Banquet Supervisor, Bar Manager, Kitchen Supervisor, Personal Chef, Private Chef, Banquet Cook, Breakfast Cook, Chef de Partie, Line Cook, and Saucier.

STUDENT LEARNING OBJECTIVES

Upon successful completion of the program, graduates should be able to:

1. Establish and maintain safety and sanitation procedures
2. Develop customer service skills covering a range of hospitality industry applications
3. Demonstrate kitchen organization and its relation to customer service
4. Develop financial and managerial beverage controls for a foodservice outlet
5. Create a business plan for a foodservice outlet

ASSOCIATE OF APPLIED SCIENCE, 90 CREDITS

Program Courses

ACGA320	Introduction to Accounting Principles (3.0)
CULA101	Concepts and Theories of Culinary Techniques (3.0)
CULA102	Management by Menu (3.0)
CULA103	Fundamentals of Classical Techniques (6.0)
CULA108	Sustainable Purchasing and Controlling Costs (3.0)
CULA110	Advanced Culinary Foundations (3.0)
CULA120	Cuisine of the Americas (6.0)
CULA123	Introduction to Baking and Pastry Techniques (6.0)
CULA201	Garde Manger (6.0)
CULA206	Food and Beverage Operations Management (3.0)
CULA209	Capstone (3.0)
CULA210	Nutritional Cooking (3.0)
CULA213	À La Carte Kitchen (6.0)
CULA303	Food Service Technology and Information (3.0)
CULA322	Catering and Event Management (3.0)
MANA301	Human Resource Management (3.0)
MARA312	Marketing (3.0)

General Education Courses

COMA 112	Principles of Communication (4.0)
ENCA 101	English Composition I (4.0)
ENCA 102	English Composition II (4.0)
MATA 115	Applied Mathematics (4.0)
PSYA 101	Intro to Psychology (4.0)
	Humanities Elective (4.0)

Advertising

Bachelor of Fine Arts

Offered:

The Art Institute of Houston*

The Art Institute of Austin*

The Art Institute of San Antonio*

*This program is no longer accepting new enrollments.

PROGRAM DESCRIPTION

The Bachelor of Fine Arts program in Advertising provides students with skills in conceptual thinking, copywriting, design, marketing and public relations, advertising campaigns, the business side of advertising, and account and strategic planning. The Bachelor of Fine Arts Degree also provides a complement of liberal arts courses, as well as educates the student in the application of advertising principles to evolving interactive media and the life skills needed to develop and sustain a career in advertising and related fields.

MISSION STATEMENT

The mission of the Advertising program is to prepare students to seek entry-level careers in advertising, as well as to teach business and creative advertising across all media platforms with content to enrich the understanding of advertising as an essential component of our economic and social system, also to provide a curriculum based on regular examination of the industry and the evolving media. A commitment to lifelong learning is instilled in students as a means to develop their careers from entry-level position in the advertising field.

ENTRY-LEVEL CAREER OPPORTUNITIES

Entry-level positions are likely to be in the account management or media buying and planning sections of a business and may include the use of internet and other interactive media. An advertising-related internship while in school may increase the graduate's advantage when applying for a position. Many entry-level positions in an advertising agency require a bachelor's degree as a minimum. Graduates are prepared to seek employment in several types of companies: advertising agencies, both traditional and interactive, boutique service agencies, advertising departments in companies, and media sales companies and departments. Possible job titles include Catalogue Illustrator, Graphic Artist, Graphic Designer, Visual Designer, Advertising Account Executive, Advertising Agent, Inside Sales Advertising Executive, and Outside Sales Advertising Executive.

STUDENT LEARNING OBJECTIVES

1. **Theory:** Graduates apply industry knowledge and critical thinking skills to analyze, develop, and implement effective advertising solutions that meet professional standards.
2. **Design:** Graduates develop concepts as well as analyze and incorporate aesthetics and layout in the design process for advertising campaigns and marketing communications.
3. **Technology and Production:** Graduates demonstrate proficiency with the tools and graphic techniques of the profession to plan and implement production of advertising media such as print collateral, audio and video spots, and Web-interactive materials.
4. **Critical Thinking:** Graduates articulate the vision behind their creative work and promote their solutions to design and marketing problems consistent with professional standards.
5. **Professionalism:** Graduates demonstrate professional presentation skills, articulation of visual problem solving, and mastery of industry standards, business practices and ethics.

BACHELOR OF FINE ARTS, 180 CREDITS

Program Courses

ADVA 101	Fundamentals of Advertising	3
ADVA 205	History of Advertising	3
ADVA 207	Creative and Strategic Planning	3
ADVA 208	Principles of Marketing Research	3
ADVA 209	Portfolio I	3
ADVA 214	Advertising Copywriting	3
ADVA 215	Advertising, Storyboarding and Scriptwriting	3
ADVA 302	Introduction to Ad Campaigns	3
ADVA 303	Interactive Advertising	3
ADVA 307	Brand Strategy	3
ADVA 308	Account Planning	3
ADVA 318	Budget and Financial Management	3
ADVA 332	Intermediate Ad Campaigns	3
ADVA 338	Media Planning	3
ADVA 406	Internship	3
ADVA 407	E-Commerce Strategies and Analytics	3
ADVA 409	Portfolio Presentation	3
ADVA 412	Advanced Advertising Campaigns	3
ADVA 420	Portfolio II	3
BSC104	Public Relations I	3
FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 101	Applications and Industry	3
GWDA 102	Rapid Visualization	3
GWDA 103	Digital Illustration	3
GWDA 105	Concept Design	3
GWDA 111	Introduction to Layout Design	3
GWDA 112	Typography-Traditional	3
GWDA 133	Fundamentals of Web Design	3
GWDA 222	Intermediate Layout Design	3
GWDA 305	Art Direction	3
GWDA 308	Business of Graphic Design	3
MANA400	Leadership and Organizational Development	3
MARA307	Consumer Behavior	
MARA312	Marketing	3
PHOA 101	Principles of Photography	3
	Program Elective (Choose 6)	18

General Education Courses

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
ARHA 326	Postmodernism & Contemporary Art	4
COMA 112	Principles of Communications	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 115	Applied Mathematics	4
PSYA 101	Intro to Psychology	4
	English Elective	4
	Humanities Elective	4
	Science Elective	4
	Social Science Elective	4

Graphic Design

Associate of Applied Science

Offered:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

PROGRAM DESCRIPTION

Graphic Design students begin with fundamental courses in color, design, drawing, and technology. The Graphic Design Associate of Applied Science degree program is designed to focus on the software skills related to print production, typography, and print design. Students learn the visual, conceptual, historical and technical aspects of the discipline through a curriculum that offers comprehensive experiences in the analysis of communication problems, the development of creative solutions to those problems, and the implementation and evaluation of those solutions. The associate degree places an emphasis on the technical and production aspects of graphic design and prepares students for auxiliary positions in the industry.

MISSION STATEMENT

The mission of the Graphic Design program is to provide a focus on conceptual thinking while developing technical and creative design skills, including an introduction to the theory and practice of print and interactive design, a focus on audience and content-based research, electronic publishing, graphic imagery, sales promotion, strategic problem-solving and technology-based communication solutions.

ENTRY-LEVEL CAREER OPPORTUNITIES

Graduates in the associate's degree program may choose to continue in the bachelor's degree program or pursue entry-level positions such as a Catalogue Illustrator, Graphic Artist, Graphic Designer, or Visual Designer.

STUDENT LEARNING OBJECTIVES

1. Design: Graduates apply aesthetics and formal concepts of layout and design, including spatial relationships; communication effectiveness; interrelationships among imagery and text; balance; typography; and color theory.
2. Concept: Graduates apply design concepts to produce successful visual solutions to assigned problems.
3. Communication - Graduates articulate the vision behind their creative work and explain and defend their solutions.
4. Technical: Graduates apply skills in industry-specific computer software programs to produce concrete projects
5. Professionalism: Graduates demonstrate an understanding of industry standards, professional practices and ethics in their work and self-presentation.

ASSOCIATE OF APPLIED SCIENCE, 90 CREDITS

Program Courses

FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 103	Digital Illustration	3
GWDA 105	Concept Design	3
GWDA 111	Introduction to Layout Design	3
GWDA 112	Typography-Traditional	3
GWDA 122	Typography-Hierarchy	3
GWDA 133	Fundamentals of Web Design	3
GWDA 202	Interface Design	3
GWDA 203	Prepress and Print Production	3
GWDA 208	Advanced Image Manipulation	3
GWDA 209	Portfolio I	3
GWDA 222	Intermediate Layout Design	3
GWDA 252	Advanced Layout Design	3
GWDA 262	Package Design	3
GWDA 273	Intermediate Web Design	3
GWDA 405	Internship	3
PHOA 101	Principles of Photography	3
	Graphic Design Elective (Choose 2)	6

General Education Courses

COMA 112	Principles of Communication	4
ENCA 101	English Composition	4
MATA 101	College Algebra	4
	Humanities Elective	4
	Science Elective	4
	Social Science Elective	4

Graphic & Web Design

Bachelor of Fine Arts

Offered:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

PROGRAM DESCRIPTION

The Graphic & Web Design degree program is designed to teach students how to express themselves creatively while visually communicating a message without losing sight of the end-user. The Graphic & Web Design degree program emphasizes hands-on learning. Students in the Graphic & Web Design degree program have the opportunity to use industry-related technology and software. Course topics in the Graphic & Web Design degree program include typography, illustration, interface design and web development. Initially, students will have the opportunity to develop an understanding of color and composition, design and technology. As they progress through the program, students are trained in creative problem solving and learn to offer solutions that are effective in the business world and applicable on various mediums. Emphasis is placed on concept development and creative problem solving as it relates to technology, design, and development. Industry professionals often teach skills and techniques of advanced technologies. Tools include scanners, digital cameras, handheld devices and various hardware and software. The program includes the execution of assignments encountered during industry internships.

MISSION STATEMENT

The mission of the Graphic & Web Design program is to provide a focus on conceptual thinking while developing technical and creative design skills, including an introduction to the theory and practice of print and interactive design, a focus on audience and content-based research, electronic publishing, graphic imagery, sales promotion, strategic problem-solving and technology-based communication solutions.

ENTRY-LEVEL CAREER OPPORTUNITIES

Bachelor of Fine Arts degree program graduates may join the creative staffs of advertising agencies, design studios, publishing houses, or corporate communication departments in entry-level positions as a graphic designer, web designer and interactive designer. Opportunities may also be available for entrepreneurial graduates to enter the market as freelance graphic and web designers. Possible job titles include Internet Application Developer, Internet Developer, Intranet Developer, Web Content Developer, Web Designer, Web Developer, 3D Animator, Animator, Multimedia Artist, Special Effects Artist, Catalogue Illustrator, Graphic Artist, Graphic Designer, and Visual Designer.

STUDENT LEARNING OBJECTIVES

1. Graduates demonstrate versatile aesthetic layout and design solutions, including effective usage of space, line, color, shape, texture, form, balance and value; typographic and photographic hierarchy structures.
2. Graduates demonstrate conceptual thinking through work that reflects historical and contemporary trends, answering design problems with creative visual and writing elements.
3. Graduates demonstrate the interdependence of content and visual expression; evaluate and critique their design concept; articulate the vision behind their creative work, and defend their creative solutions.
4. Graduates articulate their design direction by communicating mastery of graphic and web design, problem solving, ethics and industry standards in visual presentations.

Graphic Design Concentration Specific Objectives:

Graduates demonstrate and apply competencies in industry-specific computer software. These include preparation and presentation of work, technical aspects of prepress, output, and quality reproduction as well as web design.

BACHELOR OF FINE ARTS, 180 CREDITS

Program Courses

FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 101	Applications and Industry	3
GWDA 102	Rapid Visualization	3
GWDA 103	Digital Illustration	3
GWDA 105	Concept Design	3
GWDA 111	Introduction to Layout Design	3
GWDA 112	Typography- Traditional	3
GWDA 122	Typography-Hierarchy	3
GWDA 133	Fundamentals of Web Design	3
GWDA 202	Interface Design	3
GWDA 203	Prepress and Print Production	3
GWDA 208	Advanced Image Manipulation	3
GWDA 209	Portfolio I	3
GWDA 212	Typography - Expressive & Experimental	3
GWDA 222	Intermediate Layout Design	3
GWDA 224	Advanced Digital Illustration	3
GWDA 232	Form & Space	3
GWDA 243	Object Oriented Scripting	3
GWDA 252	Advanced Layout Design	3
GWDA 262	Package Design	3
GWDA 272	Corporate Identity	3
GWDA 273	Intermediate Web Design	3
GWDA 282	Collateral Design	3
GWDA 302	Information Design	3
GWDA 305	Art Direction	3
GWDA 308	Business of Graphic Design	3
GWDA 323	Design Team: Pre-Production	3
GWDA 382	Design for Mobile Devices	3
GWDA 405	Internship	3
GWDA 409	Capstone	3
GWDA 413	Design Team: Production	3
GWDA 420	Portfolio II	3
MAAA 233	Motion Graphics	3
PHOA 101	Principles of Photography	3
	Graphic Design Electives (Choose 7)	21

General Education Courses

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
ARHA 326	Postmodern & Contemporary Art	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
ENCA 201	Creative Writing	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PHLA 110	Philosophy of Critical Thinking	4
PSYA 101	Introduction to Psychology	4
	Science Elective	4

Graphic & Web Design

Web Design Concentration Bachelor of Fine Arts

Offered:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

PROGRAM DESCRIPTION

The Graphic & Web Design degree program is designed to teach students how to express themselves creatively while visually communicating a message without not losing sight of the end-user. The Graphic & Web Design degree program emphasizes hands-on learning. Students in the Graphic & Web Design degree program have the opportunity to use industry-related technology and software. Course topics in the Graphic & Web Design degree program include typography, illustration, interface design and web development. With a Graphic & Web Design degree, graduates may pursue entry-level jobs such as graphic designer, production artist, web designer, and interactive designer.

Initially, students will have the opportunity to develop an understanding of color and composition, design and technology. As they progress through the program, students are trained in creative problem solving and learn to offer solutions that are effective in the business world and applicable on various mediums. Emphasis is placed on concept development and creative problem solving as it relates to technology, design, and development. Industry professionals often teach skills and techniques of advanced technologies. Tools include scanners, digital cameras, handheld devices and various hardware and software. The program includes the execution of assignments encountered during industry internships.

MISSION STATEMENT

The mission of the Graphic & Web Design program is to provide a focus on conceptual thinking while developing technical and creative design skills, including an introduction to the theory and practice of print and interactive design, a focus on audience and content-based research, electronic publishing, graphic imagery, sales promotion, strategic problem-solving and technology-based communication solutions.

Graphic & Web Design Objectives:

- Graduates demonstrate versatile aesthetic layout and design solutions, including effective usage of space, line, color, shape, texture, form, balance and value; typographic and photographic hierarchy structures.
- Graduates demonstrate conceptual thinking through work that reflects historical and contemporary trends, answering design problems with creative visual and writing elements.
- Graduates demonstrate the interdependence of content and visual expression; evaluate and critique their design concept; articulate the vision behind their creative work, and defend their creative solutions.
- Graduates articulate their design direction by communicating mastery of graphic and web design, problem solving, ethics and industry standards in visual presentations.

Web Design Concentration Specific Objectives:

- Graduates demonstrate knowledge of interactive design & development using industry software, authoring systems and/or web scripting.

ENTRY-LEVEL CAREER OPPORTUNITIES

Students with a Bachelor of Fine Arts degree in Graphic & Web Design are prepared to seek entry-level positions in fields such as marketing, corporate communications, or advertising. Possible job titles include Internet Application Developer, Internet Developer, Intranet Developer, Web Content Developer, Web Designer, Web Developer, 3D Animator, Animator, Multimedia Artist, Special Effects Artist, Catalogue Illustrator, Graphic Artist, Graphic Designer, and Visual Designer.

STUDENT LEARNING OBJECTIVES

1. Graduates demonstrate versatile aesthetic layout and design solutions, including effective usage of space, line, color, shape, texture, form, balance and value; typographic and photographic hierarchy structures.
2. Graduates demonstrate conceptual thinking through work that reflects historical and contemporary trends, answering design problems with creative visual and writing elements.
3. Graduates demonstrate the interdependence of content and visual expression; evaluate and critique their design concept; articulate the vision behind their creative work, and defend their creative solutions.
4. Graduates articulate their design direction by communicating mastery of graphic and web design, problem solving, ethics and industry standards in visual presentations.
5. Graduates demonstrate knowledge of interactive design & development using industry software, authoring systems and/or web scripting.

BACHELOR OF FINE ARTS, 180 CREDITS

Program Courses

ADVA 407	E-Commerce Strategies and Analytics	3
FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 101	Applications and Industry	3
GWDA 103	Digital Illustration	3
GWDA 105	Concept Design	3
GWDA 111	Introduction to Layout Design	3
GWDA 112	Typography- Traditional	3
GWDA 122	Typography- Hierarchy	3
GWDA 123	Programming Logic	3
GWDA 132	Information Architecture	3
GWDA 133	Fundamentals of Web Design	3
GWDA 201	Audio and Video	3
GWDA 202	Interface Design	3
GWDA 204	Introduction to Writing for Interactive Media	3
GWDA 209	Portfolio I	3
GWDA 213	Timeline Animation & Interaction	3
GWDA 243	Object Oriented Scripting	3
GWDA 253	Authoring for Interaction	3
GWDA 263	Web Standards	3
GWDA 272	Corporate Identity	3
GWDA 273	Intermediate Web Design	3
GWDA 283	Advanced Web Design	3
GWDA 313	Emerging Technologies	3
GWDA 317	Interactive Communication, Planning and Research	3
GWDA318	Interactive Industry & Business Operations	3
GWDA 323	Design Team: Pre-Production	3
GWDA 372	Content Management Systems	3
GWDA382	Design for Mobile Devices	3
GWDA 405	Internship	3
GWDA 407	Interactive Communication Usability and Prototyping	3
GWDA 413	Design Team: Production	3
GWDA 419	Portfolio II	3

GWDA 453	Interactive Communication Development and Delivery	3
MAAA 233	Motion Graphics	3
	Graphic & Web Design Elective (Choose 7)	21

General Education Courses

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
ARHA 326	Postmodern and Contemporary Art	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
ENCA 201	Creative Writing	4
ENCA 204	Business and Technical Writing	4
MATA 115	Applied Mathematics	4
MATA 201	College Geometry	4
PSYA 101	Introduction to Psychology	4
	Social Science Elective	4

Interior Design

Bachelor of Fine Arts

Offered:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

PROGRAM DESCRIPTION

Interior designers impact the lives of others by creating spaces in which people live, work, and play. The Interior Design program is designed to encourage creativity while providing students practical experience in space planning, color, lighting, furniture, and materials.

MISSION STATEMENT

The mission of the Interior Design Bachelor's Program is to prepare students to seek entry-level positions in their field and function as trained professionals. Students have the opportunity to conceive and develop viable design solutions within the interior environment utilizing creative, critical and technical methodologies. The program is designed to prepared for the purpose of improving the quality of life, increasing productivity and protecting the health, safety, and wellbeing of the public by incorporating function, aesthetics and environmentally sustainable products. By meeting the educational goals, students should develop an attitude of flexibility and a desire for life-long learning necessary to meet the changing demands of the interior design profession.

ENTRY-LEVEL CAREER OPPORTUNITIES

The Bachelor of Fine Arts program is designed to prepare our graduates to seek entry-level positions with interior design firms or companies specializing in facilities or space planning. Possible job titles include Interior Designer, Home Lighting Adviser, Kitchen and Bath Designer, and Kitchen Designer.

STUDENT LEARNING OBJECTIVES

1. Graduates solve complex interior design problems using the design process and their knowledge of principles, theories and applications to analyze the client profile and project program, both individually and collaboratively.
2. Graduates provide interior design services using effective oral, written, and visual communication employing a variety of means, methods and technologies, in both 2- and 3-dimensions.
3. Graduates produce interior design solutions that constructively integrate with available building, environmental, and property management systems, as well as prevailing codes and standards of use, maintenance and sustainability.
4. Graduates specify and apply to their solutions, finish materials that meet prevailing standards of use, maintenance, sustainability, regulatory compliance, and aesthetics.
5. Graduates provide professional services based on their body of knowledge with a standard of care that meets both client needs and protects the health, safety, and welfare of the public in an ethical and legal manner.

To become a registered Interior Designer in the state of Texas, applicants must satisfy the requirements of the Texas Board of Architectural Examiners (TBAE). At the time of this writing, the TBAE requires that applicants must graduate from a program that is accredited by the Council for Interior Design Accreditation (CIDA) or the National Architectural Accrediting Board., must earn two years' experience under a registered interior designer, and must pass the NCIDQ exam. Please refer to the TBAE website for the most current requirements:

<http://www.tbae.state.tx.us/HowToApply/InteriorDesigners>.

In the State of Texas, in order for students to become professionally credentialed as Interior Designers they must graduate from an institution offering a bachelor's degree program in Interior Design accredited by The Council for Interior Design Accreditation (CIDA).

BACHELOR OF FINE ARTS, 180 CREDITS

Program Courses

FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 120	Perspective Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 101	Applications and Industry	3
INTA 101	Architectural Drafting I	3
INTA 102	Introduction to Interior Design	3
INTA 103	CAD	3
INTA 105	Sketching & Ideation	3
INTA 111	Space Planning	3
INTA 112	Design Basics 3D	3
INTA 121	Architectural Drafting II	3
INTA 122	Textiles	3
INTA 201	Materials & Specifications	3
INTA 202	Presentation Techniques	3
INTA 211	Codes & Regulations	3
INTA 212	Residential Design	3
INTA 213	Kitchen & Bath Design	3
INTA 222	Human Factors	3
INTA 232	Lighting Design	3
INTA 242	Commercial Design I	3
INTA 252	Interior Detailing	3
INTA 262	Construction Documents	3
INTA 303	Digital Modeling I	3
INTA 306	Professional Practice	3
INTA 312	Global Design	3
INTA 313	Digital Modeling II	3
INTA 322	Building & Mechanical Systems	3
INTA 332	Environmental & Sustainable Design	3
INTA 342	Commercial Design II	3
INTA 352	Hospitality Design	3
INTA 402	Senior Studio I	3
INTA 410	Portfolio	3
INTA 412	Institutional Design	3
INTA 416	Internship	3
INTA 424	Project Management	3
INTA 426	Senior Studio II	6
	Interior Design Electives (Choose 5)	15

General Education *Courses*

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
ARHA 145	History of Architecture, Interiors, & Furniture I	4
ARHA 146	History of Architecture, Interiors, & Furniture II	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PSYA 101	Introduction to Psychology	4
	General Education Elective	4
	Science Elective	4

Fashion Design

Bachelor of Fine Arts

Offered:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

PROGRAM DESCRIPTION

Fashion design is the applied art of designing clothing and lifestyle accessories created within the cultural and social influences of a specific time. The Fashion Design program is designed to explore industry practices from concept to consumer. Coursework incorporates technical sketching and fashion illustration, flat patternmaking and draping, Computer-Aided design, garment construction and fit, industry software knowledge, and conceptual and critical thinking. The curriculum is designed to offer exposure to global fashion business practices, product development, entrepreneurship, and professional presentations.

MISSION STATEMENT

The Fashion Design bachelors program prepares students to seek entry-level positions within the fashion design industry by attaining a fundamental grounding in fashion design, technical illustration, design research and forecasting. The program includes an introduction to the theory and practice of creative design, draping, pattern drafting, construction and sewing. These skills are enhanced through industry-standard computerized hardware and software systems. Upper Level courses provide students with the opportunity to focus on specific design areas. Upon completion of the program, graduates will be prepared to seek a wide variety of entry-level positions in the fashion design field.

ENTRY-LEVEL CAREER OPPORTUNITIES

Employment opportunities within the various sectors of the fashion industry include entry-level positions in retail and wholesale garment businesses, haute couture, handloom/textile manufacturers, fashion show organizers and publishers, export houses dealing with garment/textile/handloom exports, television/film fashion program producers, and costume designers. Graduates may seek entry-level positions with titles such as Apparel Designer, Clothes Designer, Clothing Designer, Costume Designer, Dance Costume Designer, Dress Designer, and Fashion Designer.

STUDENT LEARNING OBJECTIVES

1. Graduates integrate the art of fashion design with the knowledge of materials and apparel production.
2. Graduates integrate textile knowledge and process skills in the production of garments from concept development to finished product.
3. Graduates effectively employ industry software and equipment to design and produce garments and produce garment technical packages.
4. Graduates evaluate interconnections of historical perspectives, global events, forecasting, design, and color to create products relevant to fashion industry business trends.
5. Graduates exemplify professional standards, ethics, and business concepts.
6. Graduates display the ability to professionally communicate their ideas visually and verbally.

BACHELOR OF FINE ARTS, 180 CREDITS

Program Courses

BULA401	Innovation and Entrepreneurship	3
FADA301	Tailoring Techniques	3
FADA305	Computer Grading and Patternmaking	3
FADA315	Knitwear Design	3
FADA323	Grading, Marking and Cutting	3
FADA407	Apparel Product Management	3
FADA417	Computerized Textile Design	3
FADA416	Licensing	3
FADA420	3D Fashion Design	3
FADA422	Bridal/Evening Wear	3
FADA424	Portfolio Development	3
FADA427	Haute Couture Techniques	3
FADA428	Collection	3
FASA105	Fashion Design I	3
FASA 106	Fashion Show Production	3
FASA113	Construction I	3
FASA123	Construction II	3
FASA125	Fashion Design II	3
FASA133	Pattern Making & Draping I	3
FASA135	Fashion Illustration II	3
FASA143	Pattern Making & Draping II	3
FASA 145	Fashion Trends I	3
FASA 155	Fashion Illustration I	3
FASA160	Sustainable Textiles	3
FASA203	Pattern Making & Draping III	3
FASA205	Fashion Design III	3
FASA215	History of Fashion I	3
FASA218	Fashion Buying for Design	3
FASA223	Construction III	3
FASA225	Fashion Illustration III	3
FASA233	Construction IV	3
FASA234	Pattern Making & Draping IV	3
FASA244	Fabrics & Textiles	3
FASA 245	Fashion Trends II	3
FASA250	Special Topics in Fashion	3
FASA255	Fashion Trends III	3
FASA256	Menswear Design	3
FASA263	Computerized Pattern Making	3
FASA273	Advanced Pattern Making & Draping	3
FASA283	Advanced Construction	3
FASA415	Internship	3
FNDA 135	Image Manipulation	3
GWDA 103	Digital Illustration	3
	Fashion Design Elective	3

General Education Courses

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
CGSA 202	Computer Concepts and 2D Applications	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 115	Applied Mathematics	4
	Science Elective	4
	Humanities Elective	4
	Social Science Elective (Choose 3)	12

Fashion & Retail Management

Bachelor of Science

Offered:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

PROGRAM DESCRIPTION

The Fashion & Retail Management Bachelor of Science degree program at The Institute is designed to offer experience across disciplines in business and fashion management. This cross-functional focus allows students to expand beyond traditional fashion positions and seek entry-level opportunities in manufacturing, retail management, buying and merchandising, fashion publicity, and with experience even business ownership. Students have opportunities to develop real-world projects that are taken from concept to final product. This program also includes Internet and international components that respond to the rapidly changing world of retail.

MISSION STATEMENT

The Fashion & Retail Management program provides graduates with relevant industry and professional development skills needed for entry-level careers within the retail industry. Course work will provide graduates with a strong academic and professional foundation through both applied coursework and technological applications. The market driven curriculum teaches students to utilize problem solving and critical thinking skills, which meet the expressed needs of the retail industry. Focusing on marketing, management, and interpersonal skills, graduates are prepared to seek entry-level opportunities in the retail industry.

ENTRY-LEVEL CAREER OPPORTUNITIES

Graduates of the bachelor's degree program are prepared to seek entry-level positions in the fashion and retail management industry. Possible job titles include Department Store Salesperson, Merchandise Buyer, Retail Buyer, and Wholesale Buyer.

STUDENT LEARNING OBJECTIVES

1. Graduates utilize advanced business and design software for marketing, management, publications, social media, communication and visual merchandising.
2. Graduates analyze consumer behavior utilizing target markets, demographics, product development, psychographics, and cultural, social and individual variables to influence the buyer decision process.
3. Graduates apply the elements of management processes including personnel, operations, finance, and supply chain distribution.
4. Graduates design and critique visual merchandising as a communication tool to target-market merchandise to the consumer.
5. Graduates demonstrate professional presentation skills through integrating and articulating appropriate communication skills, knowledge of fashion marketing and management and industry standards, professional practices, and ethics.
6. Graduates evaluate and assess fashion branding, utilizing product trends, brand identity, and forecasting as related to creating a brand image.

BACHELOR OF SCIENCE, 180 CREDITS

Program Courses

BSC104	Public Relations I	3
BULA401	Innovation and Entrepreneurship	3
FASA 106	Fashion Show Production	3
FASA108	Management I	3
FASA114	Public Relations II	3
FASA 116	Visual Merchandising I	3
FASA118	Retail Marketing	3
FASA128	Sales Promotion I	3
FASA138	Sales Promotion II	3
FASA 145	Fashion Trends I	3
FASA148	Management II	3
FASA 158	International Retailing	3
FASA160	Sustainable Textiles	3
FASA206	Styling I	3
FASA208	Advertising for Fashion II	3
FASA215	History of Fashion I	3
FASA216	Styling II	3
FASA220	Digital Store Planning	3
FASA224	Visual Merchandising II	3
FASA228	Fashion Buying I	3
FASA229	Portfolio	3
FASA235	History of Fashion II	3
FASA238	Business Policy	3
FASA 245	Fashion Trends II	3
FASA248	Fashion Buying II	3
FASA250	Special Topics in Fashion	3
FASA255	Fashion Trends III	3
FASA258	Advertising for Fashion I	3
FASA415	Internship	3
FMDA302	Product Development I	3
FMDA305	Fashion and Luxury Brand Management	3
FMDA308	Electronic and Direct Marketing	3
FMDA318	Introduction to Cosmetics and Fragrance	3
FMDA350	Digital and Print Media	3
FMDA351	Fashion Omnichannel and E-Commerce	3
FMDA402	Product Development II	3
FMDA403	Social Media and E-Marketing	3
FMDA404	Effective Communication for Fashion	3
FMDA406	Success Seminar	3
FNDA 135	Image Manipulation	3
GWDA 103	Digital Illustration	3
MARA307	Consumer Behavior	3
	Program Elective (Choose 2)	6

General Education Courses

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
CGSA 202	Computer Concepts and 2D Applications	4
COMA 112	Principles of Communications	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 115	Applied Mathematics	4
MATA 201	College Geometry	4
	Humanities Elective	4
	Social Science Elective	4
	Science Electives (Choose 2)	8

Fashion Retailing

Diploma Program

Offered:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

PROGRAM DESCRIPTION

The Fashion Retailing Diploma program is designed to teach students how to use their combined creative and business skills to display, market, and sell fashion merchandise. The well-trained student will be able to effectively understand and meet the customer's needs, and ultimately encourage sales. This is accomplished by having a keen awareness to the changing needs of the consumer, learning how to identify and predict new style trends, and by being able to conceptualize and promote fashion displays and sales campaigns. Individuals in Fashion Retailing will have the opportunity to learn how to evaluate apparel construction, and identify appropriate characteristics and uses of different textiles. They will also have the opportunity to gain knowledge of consumer behavior, retail operations, visual merchandising, the larger marketplace, and business skills.

MISSION STATEMENT

The mission of the Diploma program in Fashion Retailing is to prepare students to seek entry – level positions in the field of fashion retailing. The program is intended for students who have a background in fashion and are interested in developing retail management and business skills, or who are preparing for a career in fashion retailing in boutiques, specialty stores, national department stores, and discount chains. Students primarily focus on retail sales, management, operations, fashion trends, and promotion.

ENTRY-LEVEL CAREER OPPORTUNITIES

Graduates of the Fashion Retailing Diploma program are prepared to seek entry-level positions in the fashion retailing industry. Possible job titles include Department Store Salesperson, Merchandise Buyer, Retail Buyer, and Wholesale Buyer.

STUDENT LEARNING OBJECTIVES

1. Graduates demonstrate proficiency in current industry technology and software related to business and marketing.
2. Graduates demonstrate knowledge of the four elements of marketing: product, place, promotion and price.
3. Graduates demonstrate the knowledge of visual merchandising as a communication tool.
4. Graduates apply and articulate professional standards and business concepts related to retail and fashion industries.
5. Graduates demonstrate awareness of product attributes, benefits, and consumer beliefs and values.

DIPLOMA PROGRAM, 48 CREDITS

Program Courses

FASA108	Management I	3
FASA 116	Visual Merchandising I	3
FASA118	Retail Marketing	3
FASA128	Sales Promotion I	3
FASA 145	Fashion Trends I	3
FASA 158	International Retailing	3
FASA160	Sustainable Textiles	3
FASA206	Styling I	3
FASA220	Digital Store Planning	3
FASA228	Fashion Buying I	3
FASA258	Advertising for Fashion I	3
FMDA302	Product Development I	3
FMDA308	Electronic and Direct Marketing	3
FMDA318	Introduction to Cosmetics and Fragrance	3
FMDA351	Fashion Omnichannel and E-Commerce	3
MARA307	Consumer Behavior	3

Audio Production

Bachelor of Science

Offered:

The Art Institute of Houston

The Art Institute of Austin

PROGRAM DESCRIPTION

Today's professional audio engineers and producers must constantly stay abreast of current developments in equipment, technology, and production methods. To do this, they must have a solid foundation in the basic physics of sound and acoustics as well as skills in equipment operation, usage, and design. The Audio Production program is designed to meet the needs of the industry by offering a curriculum that is designed to provide students with a solid background in technology, theory, and industry practices.

MISSION STATEMENT

The Audio Production program is designed to prepare graduates for careers in the field of Audio Engineering and Production. Through rigorous study of theoretical concepts, industry practices, and hands-on techniques, students work to develop the technical skills and aesthetic sensibilities needed to become professional audio engineers, technicians, and business people.

ENTRY-LEVEL CAREER OPPORTUNITIES

The current market for entry-level workers trained in audio knowledge and production skills includes the following areas: audio engineering for radio and television broadcasting, audio sound design for film and video, audio engineering and production in music recording, audio engineering in equipment design, maintenance and repair, audio engineering for live venues and field recording and audio design for cell phone, electronic games and other digital applications. Graduates completing this program are prepared to seek entry-level opportunities at production houses, record labels, radio and TV stations, recording studios, single houses and production companies, CD manufacturing facilities, posting houses, mastering houses, film audio post studios, and sound design studios for games and the Internet. Possible job titles include Audio-Visual Production Specialist, Event AV Operator, Event Crew Technician, Multimedia Production Assistant, Audio Recording Engineer, Disc Recordist, Dub Room Engineer, Film Sound Engineer, Play Back Operator, Public Address Technician, Recording Engineer, Sound Assistant, Sound Cutter, Sound Designer, Sound Editor, Sound Effects Technician, and Sound Engineering Technician.

STUDENT LEARNING OBJECTIVES

1. Graduates conceptualize, plan, execute, and deliver quality multitrack recordings and voiceovers, and post-production projects, integrating knowledge and application of audio theory, critical listening skills, and industry standards, using industry-related tools.
2. Graduates demonstrate an understanding of job responsibilities and industry standards.
3. Graduates efficiently troubleshoot and solve problems typically encountered by audio professionals.
4. Graduates evaluate and integrate the business and economic principles and practices of the audio industry in production and project management.

BACHELOR OF SCIENCE PROGRAM, 180 CREDITS

Program Courses

ADVA 307	Brand Strategy	3
AUDA 101	Fundamentals of Audio	3
AUDA 102	Music Theory for Audio Professionals I	3
AUDA 103	Audio Technology I	3
AUDA 112	Music Theory for Audio Professionals II	3
AUDA 113	Digital Audio I	3
AUDA 133	Audio Recording I	3
AUDA 143	Electronics I	3
or AUDA 332	or Music Editing	3
AUDA 202	Synthesis and Sound Design I	3
AUDA 203	Production Sound	3
AUDA 205	Listening & Analysis	3
AUDA 213	Audio Technology II	3
AUDA 215	Acoustics	3
AUDA 223	MIDI Systems I	3
AUDA 233	Post-Production Sound	3
AUDA 243	Digital Audio II	3
AUDA 253	Audio Recording II	3
AUDA 263	Live Sound Reinforcement I	3
or AUDA 301	or Broadcast Audio	3
AUDA 302	Synthesis and Sound Design II	3
AUDA 303	Advance Post-Production Sound	3
AUDA 311	Mastering	3
AUDA 313	Digital Audio III-Mixing	3
AUDA 322	Senior Project I	3
AUDA 323	Advanced Recording Techniques	3
AUDA 335	Digital Audio IV	3
AUDA 353	Live Sound Reinforcement II	3
or AUDA 425	or Songwriting	3
AUDA 403	Senior Project II	3
AUDA 470	Studio Maintenance and Electronics	3
or AUDA 405	or Audio for Advertising	3
DFVA 103	Fundamentals of Video Production	3
DFVA 113	Fundamentals of Editing	3
DFVA 208	Media Business Practices	3
FNDA 105	Design Fundamentals	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
MAAP309	Portfolio I	3
MAAP409	Portfolio II	3
MAIN200	Internship I	3
MARA312	Marketing	3
SVMA101	Survey of Media	3
	Program Elective (Choose 4)	12

General Education Courses

COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
HUMA 125	History of Media	4
HUMA 202	Contemporary World	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PSYA 101	Introduction to Psychology	4
SCIA 206	Physics	4
	Science Elective	4
	Humanities Elective	4
	Social Science Elective	4

Digital Filmmaking & Video Production

Bachelor of Fine Arts

Offered:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

PROGRAM DESCRIPTION

The Digital Filmmaking & Video Production program is intended for students who are committed to creative visual storytelling, mastery of video production equipment and computer software, and who enjoy working in a highly collaborative environment. Students have the opportunity to learn to create compelling television programming, use digital production tools, and receive a comprehensive education in the skills to reach any audience with video. From concept development and research, through scriptwriting, production, and distribution, graduates will have the opportunity to gain experience essential to entering careers in broadcasting, cable TV, advertising, corporate and educational video, and the growing field of video for interactive media—streaming media and webcasting on the internet, DVD, and soon, the new generation of video cell phone technology. Students have the opportunity to take advantage of studios, computer labs, a wide range of industry-utilized software, as well as from working closely with dedicated faculty, many of whom have extensive industry experience.

MISSION STATEMENT

The mission of the Digital Filmmaking & Video Production program is to prepare students for the next generation of production and delivery of digital motion picture; thereby meeting the needs of corporate communication, television, narrative, and other media outlets for the existing markets. Students are both challenged and supported to create compelling, effective media with high production value, while preparing to seek entry-level careers in the field. Students will have the opportunity to learn to deliver across multiple media including the Cloud.

ENTRY-LEVEL CAREER OPPORTUNITIES

Graduates of the bachelor's degree program are prepared to seek entry-level positions where they create dynamic content by formulating, constructing, combining, and delivering digital audio, video, broadcast graphics, and animation, using a variety of traditional and new media, including CD, DVD, television, and broadband Internet. Possible job titles include Broadcast Producer, Cinematographer, Cue Selector, Electronic News Gathering Camera Operator, Electronic News Gathering Editor, Film Editor, Film Maker, Independent Film Maker, Independent Video Producer, Motion Picture Camera Operator, Motion Picture Director, Movie Editor, Movie Producer, Movie Shot Camera Operator, Music Video Director, Music Video Producer, News Camera Operator, News Production Supervisor, News Video Editor, News Videographer, News Videotape Editor, Newscast Director, Newscast Producer, On-Air Director, Production Control Coordinator, Production Scheduler, Radio Television Technical Director, Tape Editor, Television Camera Operator, Television News Producer, Television News Video Editor, Television Newscast Director, Television Producer, Television Department Chairs, Video Camera Operator, and Video Producer.

STUDENT LEARNING OBJECTIVES

1. Graduates will demonstrate the ability to conceptualize, plan and execute different styles of media productions. Graduates will demonstrate an understanding of their leadership and collaborative responsibilities in relationship to artistic partners, crews, clients, the wider community and their own personal development.
2. Graduates will demonstrate the ability to effectively communicate ideas, stories and expectations in written work. Graduates will have an understanding of the historical, cultural and social contexts for moving images.
3. Graduates will demonstrate control of camera, cinematic and lighting equipment in relation to a given subject.
4. Graduates will demonstrate control of audio recording and sound equipment in a variety of applications. Graduates will show ability to create a meaningful relationship between image and sound.
5. Graduates will demonstrate appropriate skill in editing with attention to duration, shot to shot relation, shot to scene and relation to the whole. Graduates will demonstrate a basic understanding of design principles in use of typography, motion graphics and animation, as well as compositing and image processing skills (where applicable).
6. Graduates present and conduct themselves professionally and demonstrate an understanding of specific career paths, job responsibilities, and industry expectations.

BACHLEOR OF FINE ARTS, 180 CREDITS

Program Courses

ADVA 307	Brand Strategy	3
AUDA 101	Fundamentals of Audio	3
AUDA 113	Digital Audio I	3
DFVA 103	Fundamentals of Video Production	3
DFVA 105	Conceptual Storytelling	3
DFVA 107	Fundamentals of Producing & Directing	3
DFVA 111	Principles of Cinematography	3
DFVA 113	Fundamentals of Editing	3
DFVA 133	Lighting for Digital Film	3
DFVA 201	Fundamentals of Scriptwriting	3
DFVA 202	Digital Cinematography	3
DFVA 203	Intermediate Editing	3
DFVA 204	Acting & Directing	3
DFVA 208	Media Business Practices	3
DFVA 214	Scriptwriting	3
DFVA 332	Senior Project Preparation	3
DFVA 333	Senior Project Production	3
DFVA 403	Senior Project Post-Production	3
FNDA 105	Design Fundamentals	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography	3
MAAA 233	Motion Graphics	3
MAAP309	Media Arts Portfolio I	3
MAAP409	Media Arts Portfolio II	3
MAAW300	Media Production Workshop I	3
MAIN200	Internship I	3
MARA312	Marketing	3
SVMA101	Survey of Media	3
	Media Arts Concentration Track (Choose 6)	18
	Media Arts Program Elective (Choose 8)	24

General Education Requirements

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition	4
ENCA 102	English Composition II	4
HUMA 125	History of Media	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PSYA 101	Introduction to Psychology	4
SCIA 125	Environmental Science	4
	Social Science Elective	4
	Humanities Elective	4

Digital Image Management

Diploma Program

Offered:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

PROGRAM DESCRIPTION

Students will have the opportunity to gain knowledge in the key functions of digital photography and video; this involves the basics of how to produce digital photographs and videos that effectively communicate their ideas, the techniques of digital editing, asset management, and publishing and printing of digital files. The program is designed to teach students business principles including how to keep financial records, market their work, and the basic knowledge of licensing, copyright laws, contracts, and negotiation. Students will have the opportunity to develop an online portfolio that demonstrates their skills learned to effectively transition them into the workplace.

MISSION STATEMENT

The mission of the Diploma program in Digital Image Management is to prepare students to seek entry-level positions in their chosen field and function as assistants for a professional photographer. Students primarily focus on the creation of digital photographs and videos, the development of websites, publishing electronic images for print and the web and basic business principles.

ENTRY-LEVEL CAREER OPPORTUNITIES

Graduates are prepared to seek entry-level positions such as Advertising Photographer, Aerial Photographer, Industrial Photographer, Marine Photographer, Medical Photographer, News Photographer, Newspaper Photojournalist, Photojournalist, Portrait Photographer, School Photographer, Wedding Photographer, Digital Imaging Technician, Digital Photo Printer, Digital Photo Technician, Digital Retoucher, Photo Print Specialist, Photo Retoucher, and Print Retoucher.

STUDENT LEARNING OBJECTIVES

1. Demonstrate knowledge and control of the photographic process, including image manipulation, photo retouching, color management, printing, network use and digital asset management
2. Demonstrate knowledge of the workings of a large, multi-functional commercial photographic studio, its business and operations, including key concepts of business plans, competitive business strategies, human resources, database management, and financial principles
3. Create advanced market research including branding, competitive analysis, and direct marketing

DIPLOMA PROGRAM 48 CREDITS

Program Courses

FNDA 105	Design Fundamentals	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography - Traditional	3
GWDA 133	Fundamentals of Web Design	3
MARA312	Marketing	3
PHOA 101	Principles of Photography	3
PHOA 102	Photographic Applications	3
PHOA 105	Photojournalism	3
PHOA 113	Lighting	3
PHOA 115	History of Photography	3
PHOA 123	Color Management & Printing	3
PHOA 203	Photographic Post-Production	3
PHOA 213	Time-Based Media I	3
SVMA101	Survey of Media	3

Digital Photography

Bachelor of Fine Arts

Offered:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

PROGRAM DESCRIPTION

The Bachelor of Fine Arts degree program in Digital Photography is designed to reflect both the breadth of skills needed by students to meet the demands of a rapidly changing marketplace and the continued impact of technology on commercial photography. This course of study is designed to build a strong technical and creative foundation by increasing the student's level of skill in areas such as digital color management, digital asset management, lighting, composition, and image manipulation. Courses in business fundamentals, operations, marketing, and electives on special topics round out the program.

MISSION STATEMENT

The Digital Photography program prepares students to seek careers in the field of commercial photography, by providing an educational environment that encompasses current trends in photography, market-place awareness in the photography field, and essential technical and conceptual photographic skills.

ENTRY-LEVEL CAREER OPPORTUNITIES

Graduates are prepared to seek entry-level positions such as Advertising Photographer, Aerial Photographer, Industrial Photographer, Marine Photographer, Medical Photographer, News Photographer, Newspaper Photojournalist, Photojournalist, Portrait Photographer, School Photographer, Wedding Photographer, Digital Imaging Technician, Digital Photo Printer, Digital Photo Technician, Digital Retoucher, Photo Print Specialist, Photo Retoucher, and Print Retoucher.

STUDENT LEARNING OBJECTIVES

1. Graduates produce a portfolio of original work for current media and multiple platforms, integrating industry standards, personal interest, and career specialization.
2. Graduates assess the historical and social impact of photography and evaluate how their photographs fit within this context.
3. Graduates develop a style and vision conveying a personal point of view using problem solving processes that integrate extraordinary print quality and skillful judgment of aesthetic value.
4. Graduates conceptualize, plan, and implement marketing strategies to create a successful business model.
5. Graduates exhibit technical excellence in lighting and demonstrate inclusion or exclusion of ambient light sources, placement of main light source, degree of diffusion, control of overall lighting contrast, and separation of subject and background.
6. Graduates exhibit technical excellence in post-production and demonstrate retouching based on professional parameters, integrate multiple images together to illustrate a concept, and use selection techniques, alpha channels, layer masks, blending modes, and layer techniques demonstrating a mastery of image manipulation techniques.
7. Graduates exhibit technical excellence in digital asset management and demonstrate how to process and manage images and time-based media, employ tools, menus, and keywords, manage and archive digital image files on external sources.

BACHELOR OF FINE ARTS, 180 CREDITS

Program Courses

ADVA 307	Brand Strategy	3
AUDA 101	Fundamentals of Audio	3
DFVA 103	Fundamentals of Video Production	3
DFVA 113	Fundamentals of Editing	3
DFVA 208	Media Business Practices	3
FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography	3
GWDA 133	Fundamentals of Web Design	3
MAAP309	Media Arts Portfolio I	3
MAAP409	Media Arts Portfolio II	3
MAAW300	Media Production Workshop I	3
MAIN200	Internship I	3
MARA312	Marketing	3
MASP300	Media Arts Senior Project I	3
MASP400	Media Arts Senior Project II	3
PHOA 101	Principles of Photography	3
PHOA 102	Photographic Applications	3
PHOA 105	Photojournalism	3
PHOA 113	Lighting	3
PHOA 115	History of Photography	3
PHOA 123	Color Management & Printing	3
PHOA 203	Photographic Post-Production	3
PHOA 212	Editorial	3
PHOA 213	Time-Based Media I	3
PHOA 223	Advanced Lighting	3
PHOA 232	Portraiture	3
PHOA 302	Location Photography	3
PHOA 303	Time-Based Media II	3
PHOA 307	Photographic Essay	3
SVMA101	Survey of Media	3
	Program Elective (Choose 10)	30

General Education Courses

ARHA 125	History of Western Art I	4
ARHA 326	Post-Modern and Contemporary Art	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition	4
ENCA 102	English Composition II	4
HUMA 125	History of Media	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PSYA 101	Introduction to Psychology	4
SCIA 125	Environmental Science	4
	Social Science Elective	4
	Humanities Elective	4

Game Art & Design

Bachelor of Fine Arts

Offered:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

PROGRAM DESCRIPTION

In pursuing the Bachelor of Fine Arts Degree in Game Art & Design, students are encouraged to master traditional skills through a rich variety of fundamental art courses while learning to use 2D and 3D design tools to create characters, backgrounds, animations, and textures used in producing digital games and related interactive media. In addition, they have the opportunity to acquire a level of awareness and knowledge of the terminology used in programming and scripting to be able to converse intelligently with programmers. The bachelor's degree program is designed to provide a unique learning opportunity in the management of projects and game development teams. Anticipated assignments and projects include designing gameplay and back stories; creating characters and related environments; employing 3D modeling and animation software to create game art; employing 2D image software to create backgrounds and 3D textures; and applying knowledge of games to evaluate game products.

MISSION STATEMENT

The Bachelors of Fine Arts in Game Art & Design prepares graduates to seek entry-level careers in the game and other industries as entry-level 2D and 3D artists, hard surface and organic modelers, level designers, texture mappers, and pipeline ready employees; with experience and advancement some graduates may become project managers. Graduates will have the opportunity to work as members of development teams to produce digital games, interactive entertainment, and educational and training software products.

ENTRY-LEVEL CAREER OPPORTUNITIES

Entry-level career opportunities identified for the Bachelor of Fine Arts in Game Art & Design degree include Game Artist, Asset Artist, Background Artist, Multimedia Artist, Special Effects Artist, Animator, and 3D Animator.

STUDENT LEARNING OBJECTIVES

1. Graduates demonstrate the ability to apply design and art skills, both traditional and digital, towards game related projects.
2. Graduates employ the principles of gaming, to plan, design, and create environments, level play, background stories, and characters.
3. Graduates demonstrate the requisite skills in presentation, interviewing, networking, resume-building and game business knowledge critical to seeking an entry-level artist and/or designer position in the industry.
4. Graduates demonstrate the ability to apply the skills necessary to create quality game-ready assets using industry standard techniques and tools.
5. Graduates demonstrate knowledge of the managerial and developmental aspects of the game production pipeline and demonstrate knowledge of planning, budgeting, specifications, constraints, scope, teamwork, problem solving, and deadlines that go into making a market-ready game.

BACHELOR OF FINE ARTS, 180 CREDITS

Program Courses

ADVA 307	Brand Strategy	3
AUDA 101	Introduction to Audio	3
DFVA 103	Fundamentals of Video Production	3
DFVA 105	Conceptual Storytelling	3
DFVA 208	Media Business Practices	3
FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GADA 202	Game Design and Gameplay	3
GADA203	Texture Mapping for Games	3
GADA205	Concept Design and Illustration	3
GADA212	Level Design	3
GADA 243	Programming for Artists	3
GADA303	Game Prototyping	3
GADA 312	Game Animation	3
GADA323	Team Production I	3
GADA403	Team Production II	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography- Traditional	3
MAAA 102	Life Drawing and Gesture	3
MAAA 111	Introduction to Animation Principles	3
MAAA 122	Drawing and Anatomy	3
MAAA 202	Character & Object Design	3
MAAA 213	3D Modeling	3
MAAA 222	Storyboarding and Animatics	3
MAAA 223	Hard Surface and Organic Modeling	3
MAAA 232	3D Animation	3
MAAA 242	Character Modeling	3
MAAA 243	Materials and Lighting	3
MAAA 303	3D Character Rigging	3
MAAA 252	Background Design & Layout	3
MAAP309	Portfolio I	3
MAAP409	Portfolio II	3
MAIN300	Internship II	3
MARA312	Marketing	3
SVMA101	Survey of Media	3
VIAA345	Figure Sculpting	3
VIAA414	Animal Imagery and Archetypes	3
	Program Electives (Choose 5)	15

General Education Courses

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
HUMA 125	History of Media	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PSYA 101	Intro to Psychology	4
	Humanities Elective	4
	Social Sciences Elective (Choose 2)	8

Media Arts & Animation

Bachelor of Fine Arts

Offered:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

PROGRAM DESCRIPTION

The Bachelor of Fine Arts degree program is designed to provide students with an important foundation in drawing skills, color theory, design concepts, audio/video techniques, and basic computer applications. From this foundation, degree candidates can develop advanced skills in various aspects of computer graphics and animation. Students have the opportunity to explore the various tools used in computer animation, including operating systems, 3-D modeling and animation software, 2-D animation techniques, and desktop video production. These tools and concepts are designed to enhance our students' versatility and creativity, and enable them to produce a digital portfolio that demonstrates their practical and technical abilities to employers.

MISSION STATEMENT

The Media Arts & Animation program is designed to provide graduates with the relevant career skills needed to seek entry-level careers as animators, 3D modelers, environment artist, and pipeline ready employees within the animation industry. Graduates have the opportunity to work as members of development teams to produce short animations, industrial presentations, educational and training demonstrations, medical simulations, and architectural visualization.

ENTRY-LEVEL CAREER OPPORTUNITIES

Animation use is widespread in advertising, broadcast television, film and video production, virtual reality, rides and location-based entertainment, games, architectural, educational, corporate communication, medical, petro-chemical, and the legal and insurance industries. Graduates may seek entry-level careers in positions as modelers, storyboard artists, animation artists, 3-D illustrators, FX artists, broadcast graphic designers, or other similar positions. Possible job titles include Multimedia Artist, Special Effects Artist, Animator, and 3D Animator.

STUDENT LEARNING OBJECTIVES

1. Graduates will demonstrate application of learned concepts from foundation level art courses. These would include: drawing, color, form, design, composition and foundation level digital art skills.
2. Graduates will demonstrate an applied technical knowledge of animation tools and software according to current industry standards.
3. Graduates will demonstrate a practical understanding and application in the principles of animation, acting and movement and cinematic storytelling as it relates to 2D and 3D animation (as applicable).
4. Graduates will demonstrate professionalism, through the creation and presentation of a demo-reel and self-promotion package, according to current industry standards.
5. Graduates will demonstrate the ability to conceptualize, plan, execute, and deliver quality animation projects.
6. Graduates will demonstrate the ability to work on team-based projects.

BACHELOR OF FINE ARTS, 180 CREDITS

Program Courses

ADVA 307	Brand Strategy	3
AUDA 101	Introduction to Audio	3
DFVA 103	Fundamentals of Video Production	3
DFVA 105	Conceptual Storytelling	3
DFVA 208	Media Business Practices	3
FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography - Traditional	3
MAAA 102	Life Drawing and Gesture	3
MAAA 111	Introduction to Animation Principles	3
MAAA 122	Drawing and Anatomy	3
MAAA 202	Character and Object Design	3
MAAA 213	3D Modeling	3
MAAA 222	Storyboarding and Animatics	3
MAAA 223	Hard Surface and Organic Modeling	3
MAAA 232	3D Animation	3
MAAA 242	Character Modeling	3
MAAA 243	Materials and Lighting	3
MAAA 252	Background and Layout Design	3
MAAA 303	3D Character Rigging	3
MAAA 343	Pre-Production Team	3
MAAA 403	Production Team	3
MAAP309	Portfolio I	3
MAAP409	Portfolio II	3
MAIN300	Internship II	3
MARA312	Marketing	3
SVMA101	Survey of Media	3
VIAA345	Figure Sculpting	3
VIAA414	Animal Imagery and Archetypes	3
	Media Arts Concentration Courses (Choose 6)	18
	Program Electives (Choose 6)	18

General Education Courses

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
HUMA 125	History of Media	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PSYA 101	Intro to Psychology	4
	Humanities Elective	4
	Social Sciences Elective (Choose 2)	8

Visual Effects & Motion Graphics

Bachelor of Science

Offered:

The Art Institute of San Antonio*

*Program no longer accepting new enrollments.

PROGRAM DESCRIPTION

The Bachelor of Science degree program in Visual Effects & Motion Graphics is designed to train students in the two interrelated fields of motion graphics and digital compositing. Motion graphics is graphic design for broadcast and film, requiring additional skills in television technology, audio, video, animation, and experimental graphics. A motion graphics specialist may make type, colors, and images move in order to communicate, educate, entertain, or build brand value.

MISSION STATEMENT

The mission of the program is to prepare graduates to seek entry-level positions in the field of Visual Effects & Motion Graphics by providing them with relevant career skills needed to seek entry-level careers as matte painters, particle artists, motion graphic artists, compositors, and visual effects artists. Graduates may seek work as members of development teams in visual effects and motion graphics industry.

ENTRY-LEVEL CAREER OPPORTUNITIES

Graduates of the program will be prepared to seek entry-level positions in broadcast and cable television, movie and television production, and in corporate video production. Possible job titles include VFX Specialist, Motion Graphics Artist, Multimedia Artist, Special Effects Artist, Animator, and 3D Animator.

STUDENT LEARNING OBJECTIVES

1. Graduates will demonstrate the ability to use traditional design skills in the production of digital art projects.
2. Graduates will demonstrate an applied technical knowledge of compositing, effects, animation tools and software according to current industry standards.
3. Graduates will demonstrate professionalism through the creation and presentation of a demo-reel and self-promotion package, according to current industry standards.
4. Graduates will apply visual effects and motion graphics skills to meet the needs of corporate communication, television, motion picture, video production, and other media outlets.
5. Graduates will demonstrate the ability to conceptualize, plan, execute, and deliver quality visual effects and motion graphics projects.
6. Graduates will demonstrate the ability to work on team-based projects.

BACHELOR OF SCIENCE, 180 CREDITS

Program Courses

AP102	Fundamentals of Audio (3.0)
CA305	Motion Graphics (3.0)
DFVP111	Fundamentals of Video Production (3.0)
DFVP113	Fundamentals of Editing (3.0)
DFVP122	Conceptual Storytelling (3.0)
GD101	Digital Illustration I (3.0)
GD111	Typography—Traditional (3.0)
GD212	Digital Photography for Designers (3.0)
GD219	Graphic Symbolism (3.0)
GD416	Media Business Law (3.0)
VEMG105	Introduction to Visual Effects (3.0)
VEMG115	Storyboarding (3.0)
VEMG123	Two-Dimensional Animation (3.0)
VEMG125	Maps, Mattes, and Masks (3.0)
VEMG205	Three-Dimensional Modeling and Animation I (3.0)
VEMG211	Intermediate Visual Effects I (3.0)
VEMG215	Three-Dimensional Modeling and Animation II (3.0)
VEMG217	Intermediate Editing (3.0)
VEMG221	Intermediate Visual Effects II (3.0)
VEMG223	Intermediate Broadcast Graphics (3.0)
VEMG227	Advanced Editing (3.0)
VEMG301	Advanced Visual Effects I (3.0)
VEMG303	Interactive Visual Design (3.0)
VEMG305	Post-Production Management (3.0)
VEMG307	Three-Dimensional Effects (3.0)
VEMG311	Advanced Visual Effects II (3.0)
VEMG313	Video Production (3.0)
VEMG315	Art Direction (3.0)
VEMG321	Production Studio I (3.0)
VEMG323	Advanced Broadcast Graphics (3.0)
VEMG327	Advanced Sound Techniques (3.0)
VEMG401	Production Studio II (3.0)
VEMG403	Special Topics (3.0)
VEMG405	Portfolio Preparation (3.0)
VEMG411	Principles of Aesthetics (3.0)
VEMG415	Portfolio Development (3.0)
VEMG425	Portfolio Presentation (3.0)
INT419	Internship (3.0)

Program Elective (3.0)

Foundational Courses

ART106	Design Fundamentals (3.0)
ART109	Image Manipulation (3.0)
ART111	Perspective Drawing (3.0)
ART114	Color Fundamentals (3.0)
CD400	Career Development (3.0)

General Education Courses

ARTS1303 Art History I (4.0)
ARTS1304 Art History II (4.0)
ENGL1301 English Composition (4.0)
MATH1332 Contemporary Mathematics (4.0)
PHYS1301 Physics (4.0)
PSYC2301 General Psychology (4.0)
SOC11306 Social Problems (4.0)
SPCH1315 Public Speaking (4.0)

Humanities English Elective (choose one):

ENGL1302 Introduction to Literature (4.0)
ENGL2307 Creative Writing (4.0)
ENGL2311 Business Writing for Professionals (4.0)
ENGL3511 Literature and Film Analysis (4.0)

Humanities History Elective (choose one):

HIST1301 U.S. History I (4.0)
HIST1302 U.S. History II (4.0)
HIST2321 World Civilizations I (4.0)
HIST2322 World Civilizations II (4.0)

Mathematics and Science Elective (choose one):

BIOL1308 Biology (4.0)
ENVR1401 Environmental Science (4.0)
MATH4332 Mathematics for Decision Making (4.0)
PHYS1301 Physics (4.0)

Social Science Elective (choose one):

PSYC2319 Social Psychology (4.0)
PSYC3019 Human Sexuality (4.0)

Course Descriptions

ACGA320 Introduction to Accounting Principles (3 credits)

This course introduces the basic concepts of financial accounting, including the principles upon which the determination of a company's net income and financial position are based. The course presents the accounting cycle, recording process, financial statements, budgetary planning, and performance evaluation. Basic financial statements are introduced, the items included in these reports and the economic events and accounting related to them. The course provides information to facilitate how to use and interpret accounting information.

Prerequisites: None

ADVA 101 Fundamentals of Advertising (3 credits)

This course is a basic introduction to advertising, its history, potential, and limitations. Students will examine various definitions of advertising and different methods of communication, as well as the advertising spiral, objectives, copy, and federal regulations. Changes in advertising over the years and the effects produced by culture, major events, trends, and influences will also be examined.

Prerequisites: None

ADVA 205 History of Advertising (3 credits)

Examines the origins and evolution of advertising and how it has changed over time; its history, potential, limitations and impact on current culture and emerging trends.

Prerequisites: None

ADVA 207 Creative and Strategic Planning (3 credits)

Translate marketing objectives into advertising strategy. Take the business challenge the client has presented and translate it into a creative strategy with specific deliverables.

Prerequisites: MARA312

ADVA 209 Portfolio I (3 credits)

This course prepares students for the transition to the professional world. This course will prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.

Prerequisites: Academic Approval Required

ADVA 214 Advertising Copywriting (3 credits)

Developing effective advertising strategies and copy executions that underlie and enable creative marketing and advertising campaigns and cultivate clear, logical, and creative copywriting skills. The unique characteristics of digital media and the creation of copy for digital media will be explored.

Prerequisites: MARA312

ADVA 215 Advertising, Storyboarding and Scriptwriting (3 credits)

Basic storyboard layouts and techniques are examined and practiced. Students write scripts that convey messages in a clear, effective style that communicates to specific audiences. Emphasis is placed on developing concepts and researching, planning and writing scripts for broadcast commercials, public service announcements and interactive media communications.

Prerequisites: ADVA101

ADVA 302 Introduction to Ad Campaigns (3 credits)

Students create an integrated advertising campaign consisting of multiple media executions of a single, unified theme or concept.

Prerequisites: ADVA 209

Note: Students in the BFA in Advertising may take this course as a corequisite.

ADVA 303 Interactive Advertising (3 credits)

Students compare and contrast traditional and interactive outlets in order to develop a clear understanding of the demand for advertising and marketing on-line. Students discover and apply new methodologies in developing and working with interactive e-commerce. Students learn the unique characteristics and techniques of media writing and apply them to interactive media production.

Prerequisites: ADVA 332

ADVA 307 Brand Strategy (3 credits)

The role of branding and brand identity. Examines brand value, framework and positioning and their importance to building strong, enduring brands.

Prerequisites: Academic Approval Required

ADVA 308 Account Planning (3 credits)

The account planner represents the consumer focus in an advertising agency. Inside the agency, an account planner helps choose and integrate research and considers proposed advertising decisions from the perspective of consumer behavior. The planner integrates the marketing research, creative and account management perspectives into the development of

the creative brief as the foundation for advertising creative development.

Prerequisites: ADVA 303

ADVA 318 Budgeting and Financial Management (3 credits)

Examine budgeting, short-term and long-term financing, billing, and the economics of financial markets as they impact organizations.

Prerequisites: MATA 115

ADVA 332 Intermediate Ad Campaigns (3 credits)

Students design and implement advanced marketing campaigns utilizing emerging digital media concepts, paradigms, and business models. Students combine and integrate interactive business models using both online and offline media. Students integrate knowledge of e-commerce and interactive media to include emerging technologies such as mobile marketing, social media marketing (SMM), viral advertising, and video and user generated content (UGC).

Prerequisites: ADVA 302

ADVA 338 Media Planning (3 credits)

Review of advertising channel options in delivery of the marketing message. Budgeting advertising buys, creating media proposals and articulating return on investment. Creating media sales opportunities.

Prerequisites: ADVA308

ADVA 360 Special Topics in Advertising I (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

ADVA 361 Special Topics in Advertising II (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

ADVA 362 Special Topics in Advertising III (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

ADVA 406 Internship (3 credits)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate.

Prerequisites: Academic Approval Required

ADVA 407 E-Commerce Strategies and Analytics (3 credits)

Explore various metrics and analytics tools for tracking the social and consumer behaviors of online visitors. Students will apply these tools by selecting appropriate key performance indicators (KPIs) for a campaign, identifying and responding to trends in real time, and generating and evaluating reports to determine campaign success. Students will formulate appropriate recommendations and data-driven decisions to optimize online activities.

Prerequisites: None

ADVA 409 Portfolio Presentation (3 credits)

Students will demonstrate their conceptual, design, craftsmanship and other skills as they assemble and refine portfolio elements in preparation for the transition into the professional world. Working individually with an instructor, each student will select representative pieces, showcasing work that reflects their personal style. Particular emphasis is placed on identifying short- and long-term professional employment goals, as well as related strategies and resources. Elements of the digital portfolio are developed.

Prerequisites: Academic Approval Required

ADVA 412 Advanced Advertising Campaigns (3 credits)

Students research and develop a fully integrated advertising/promotional campaign. Value is placed on the importance of deadline, budget, client relationship and presentation as they relate to the creative process. Final project should document, support and argue the rationale and effectiveness of the campaign. Students prepare, present and defend a graduate project suitable for a professional audience.

Prerequisites: ADVA 332

ADVA 420 Portfolio II (3 credits)

This course will guide students through the process of compiling their work into a final interactive portfolio. It will also stress the importance of professional development and help students complete their initial job search requirements including personal branding.

Prerequisites: ADVA409 and Academic Approval Required

ARHA 125 History of Western Art I (4 credits)

This course offers a visual and historical survey from prehistory through the Middle Ages. Emphasis is placed on the visual analysis of painting, sculpture, and architecture as well as the relationship of the artists to the society of the period.

Prerequisites: None

ARHA 126 History of Western Art II (4 credits)

This course offers a visual and historical survey of art from Renaissance to the modern period. The relationship of the artist to the society of the period as well as the characteristics of painting, sculpture, and architecture is covered.

Prerequisites: None

ARHA 145 History of Architecture, Interiors and Furniture I (3 credits)

This course covers the evolution of architecture, interiors, furniture, and design from the ancient world to the mid-19th Century. The cultural, political, social, and/or economic conditions of the times are included.

Prerequisites: None

ARHA 146 History of Architecture, Interiors and Furniture II (3 credits)

This course covers the development of architecture, interiors, furniture, and design from the Industrial Revolution to the present. The cultural, political, social, and/or economic conditions of the times are included. Assignments provide opportunities to recognize how the styles of the past continue to influence design today.
Prerequisites: ARHA 145

ARHA 200 Greek and Roman Art (4 credits)

A study of Greek painting, sculpture and architecture from Mycenaean to the Hellenistic period; and an examination of Roman Art from the Etruscan age to Constantine. Emphasis is placed on the Greek Classical period and the Roman Empire.
Prerequisite(s): ARHA 125 and ARHA 126

ARHA 326 Postmodernism and Contemporary Art (4 credits)

This course presents a history of styles and ideas in the arts beginning with 1960s Pop and Minimal Art through present time.
Prerequisites: ARHA 125 or ARHA 126

ARHA 328 History of Non-Western Art (4 credits)

This course offers case studies of the art of cultures outside those traditionally taught in art history survey courses. Case studies are distributed across Africa, Oceania, India, and the pre-Columbian North, Central and South Americas which create art in different media and with varied styles and that represent different parts of the continuum of socio-cultural complexity. The class explores each culture's aesthetic philosophy, the fundamental nature and the value of art, and its distinctive technologies.
Prerequisite(s): None

ART106 Design Fundamentals (3 credits)

This introductory course will explore the principles of design, and introduce and develop the creative process. Design elements and relationships will be identified and employed to establish a basis for aesthetic sensitivity and critical analysis. Design will be presented as a tool of communication.
Prerequisites: none

ART109 Image Manipulation (3 credits)

In this introduction to raster-based digital image manipulation, students become acquainted with the concepts, hardware, and software related to digital image acquisition, image editing, manipulation, color management basics, masking, layering, retouching, scanning, and output.
Prerequisites: none

ART111 Perspective Drawing (3 credits)

This course is a fundamental drawing course where the students will explore various art and media and learn to use a variety of drawing tools with an emphasis on perspective, where the students will draw three-dimensional objects in one-, two-, and three-point perspective.
Prerequisites: none

ART114 Color Fundamentals (3 credits)

This fundamental course will provide an introduction to the principles of color, and an exploration of color theory as it relates to design. Students will learn how to use color in both traditional and contemporary media, and to render color effects for print and electronic production methods. In addition, the psychological and cultural aspects of color will be explored, as well as their role in the design process.
Prerequisites: none

ARTS1303 Art History I (4 credits)

This course conducts a comparative study of the visual arts from ancient times to the Renaissance. It concentrates on the chronological progression of techniques and the evolving styles of artistic expression.
Prerequisites: none

ARTS1304 Art History II (4 credits)

This course is a comparative study of art, sculpture, and architecture, which addresses evolving styles and artistic expression from the Renaissance to the present.

Prerequisites: none

AUDA 101 Fundamentals of Audio (3 credits)

Addresses the principles of recording sound and covers sound characteristics, basic acoustics, and techniques for field recording. The role of sound in media production is explained.

Prerequisites: None

AUDA 102 Music Theory for Audio Professionals I (3 credits)

This course is an introduction to the rudiments of music theory. Students learn to identify notes and common scales as well as the notation of notes, scales and simple rhythms. The concept and structure of the lead sheet will be introduced. An ear-training component will develop the students' skill in identifying and transcribing simple chords, melodies, and rhythms.

Prerequisites: None

AUDA 103 Audio Technology I (3 credits)

This course examines the principles of audio signals and the equipment used to record, process, and distribute audio content. Students will begin to develop an understanding of signal flow of audio systems using block diagrams. A survey of audio transmission, manipulation, and delivery systems including cables, connectors, basic stereo mixers, microphones, amplifiers, and loudspeakers will be presented.

Prerequisites: AUDA 101

AUDA 112 Music Theory for Audio Professionals II (3 credits)

This course continues with the development of the rudiments of music theory and expands into an introduction to harmony, voice leading, modes and compound time signatures. Students will learn to create simple lead sheets. An ear-training component will extend the work from Music Theory for Audio Professionals I to include more complex chords and intervals.

Prerequisites: AUDA 102

AUDA 113 Digital Audio I - Introduction to the Interface (3 credits)

This course introduces the theories, practices, and tools used in digital audio production and techniques of non-linear digital audio editing focusing on the fundamental theories and concepts behind various types of digital audio tools. Students develop knowledge and skills needed to operate non-linear audio workstations.

Prerequisites: AUDA 101

AUDA 133 Audio Recording I (3 credits)

Theoretical foundations presented in Digital Audio I - Introduction to the Interface is reinforced in this course through practical, hands-on applications. Students learn the operational techniques of basic audio systems with an emphasis on mixdown of prerecorded multitrack sessions.

Prerequisites: None

AUDA 143 Electronics I (3 credits)

Students are introduced to the fundamental concepts of electronics as they relate to audio production. Topics include Ohm's Law, AC and DC circuits, basic troubleshooting for audio equipment, AC line voltage and filtered DC voltage, etc.

Prerequisites: AUDA 103 and MATA 101 or MATA 115

AUDA 202 Synthesis and Sound Design I (3 credits)

In this course students develop advanced skills using synthesizers and samplers. Students study the elements of sound and how they apply to simple and complex waveforms, envelopes, Low Frequency Oscillations (LFO), filters, and keyboard architecture. Theory and practice with sampling and subtractive synthesis using software and hardware sound sources.

Prerequisites: None

AUDA 203 Production Sound (3 credits)

This course is an introduction to the science and art of production sound. Students learn how to use microphones, field mixers and digital sound equipment to record dialogue and sound effects in a variety of settings. The fundamentals of sound editing and mixing are introduced.

Prerequisites: DFVA 103

AUDA 205 Listening and Analysis (3 credits)

This course covers ear-training and critical listening from the perspective of the audio engineer and contemporary production techniques. The student will learn to aurally analyze and identify typical contemporary popular song forms and the production techniques used to create them.

Prerequisites: None

AUDA 213 Audio Technology II (3 credits)

Students continue to study the principles of audio signals and the equipment used to record, process, and distribute audio content in this course. Sound in acoustical form is discussed in relation to studio acoustics. Students expand their understanding of signal flow of advanced audio systems by creating and reading complex block diagrams.

Prerequisites: AUDA 103

AUDA 215 Acoustics (3 credits)

This course examines the physical behavior of sound indoors and outdoors. Topics include human hearing and the principles of psychoacoustics, sound propagation, transmission, reflection, diffraction, diffusion, noise reduction, basic studio and room acoustics, and sound isolation.

Prerequisites: None

AUDA 223 Midi Systems I (3 credits)

Students develop a working theoretical and skills-based knowledge of the multi-timbral synthesizer and the sequencing environment within the context of the contemporary MIDI production studio.

Prerequisites: AUDA113

AUDA 233 Post-Production Sound (3 credits)

This course focuses on the artistic and technical problems of preparing sound in relation to picture. Students will learn the terminology and techniques of editing, mixing, and sound design.

Prerequisites: AUDA 203

AUDA 243 Digital Audio II (3 credits)

Students learn the concepts and production techniques used with Pro Tools integrated into a digital audio workstation. Topics include computer based digital audio workstations, sound design, field recording, digital audio transfer protocols, software-based effects plug-ins, and online automation.

Prerequisites: AUDA 113

AUDA 253 Audio Recording II (3 credits)

Students expand and develop the skills learned in Audio Recording I through multi-track recording projects. The course focuses on recording techniques used in music production. Emphasis is placed on signal flow for basic tracks, mixdown, and overdubs. Other topics include close and distant microphone techniques, recording session management, analog tape recorders, studio documentation, signal processing, and moving fader automation systems.

Prerequisites: AUDA 133

AUDA 263 Live Sound Reinforcement I (3 credits)

Students learn to set up and operate various audio equipment for a typical live sound reinforcement. Topics include reading block diagrams of audio systems, wiring speakers, connecting powers, testing and adjusting microphones, troubleshooting sound systems, and fine-tune reinforcement effects.

Prerequisites: None

AUDA 273 Electronics II (3 credits)

Students explore the concepts, building, and application of transformers and filters and learn to read, interpret, and utilize data from more advanced schematic circuit diagrams. Emphasis is placed upon applying these electronic devices to the operation and troubleshooting of audio equipment.

Prerequisite(s): AUDA 143

AUDA 283 Audio Distribution Technologies (3 credits)

This course addresses the end part of media production—delivery and distribution. Students will study a variety of delivery methods and systems and determine the advantages and limitations of each. They will also examine the relationships between delivery systems and distribution methods and evaluate the relative efficiency, cost and effectiveness of each.

Prerequisite(s): None

AUDA 301 Broadcast Audio (3 credits)

This course provides the student with the fundamentals of audio production skills for Audio TV, Radio and New media.

Prerequisites: AUDA 233 or Academic Approval Required

AUDA 302 Synthesis and Sound Design II (3 credits)

In this course, students explore and implement available synthesis methods that enhance the narrative in various media. Analytical listening sessions will expose students to synthesis methods in various contexts.

Prerequisites: AUDA 202

AUDA 303 Advanced Post-Production Sound (3 credits)

This course focuses on practical experience in advanced sound design and audio production for video. The course includes applied techniques used in Automated Dialog Replacement (ADR), and the creation of realistic, synchronized sound effects (Foley), and multi-track recording, editing, and mixing in the post-production story-telling process.

Prerequisites: AUDA 233

AUDA 311 Mastering (3 credits)

This course introduces students to the equipment, techniques, protocols, and procedures used in mastering music and video for duplication in various media.

Prerequisites: Academic Approval Required

AUDA 312 Special Topics (3 credits)

This course addresses emerging technologies and techniques in the field of Audio Production. The course will also provide an intense examination of issues relevant to the Audio industry in a specific geographic region or sector of the Audio industry (Broadcast, Live Sound Reinforcement, Recording Techniques, etc.)

Prerequisite(s): Academic Approval Required

AUDA 313 Digital Audio III – Mixing (3 credits)

This course covers digital audio theory and interacts with analog consoles, digital recorders, external Digital Signal Processor (DSP), software signal routing, interfacing equipment, and synchronizing digital audio streams. Topics include analog-to-digital/digital-to-analog conversion, dithering, error correction and concealment, digital storage media, encoding methods involving data compression, digital audio interface standards, Digital Audio Workstation (DAW) interchange standards and synchronization methods.

Prerequisites: AUDA 243

AUDA 322 Senior Project I (3 credits)

This course initiates a two-quarter long comprehensive project, which will be integral to students' final portfolios. Students will employ their cumulative skills to pre-produce a significant, sophisticated, multi-track digital audio work. Committee and/or faculty will approve the project content and type of the audio work. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.

Prerequisites: Academic Approval Required

AUDA 323 Advanced Recording Techniques I (3 credits)

This course covers the techniques and technology typical to professional music recording and mixing using advanced large format consoles. Topics include: studio procedures and professionalism, Solid State Logic (SSL) Console operation, advanced signal flow, signal processing, analytical and critical listening skills, close, distant and stereo mic techniques for a variety of musical instruments, and basic mixdown strategies.

Prerequisites: AUDA 253

AUDA 332 Music Editing (3 credits)

This course covers approaches to editing music in relation to television and film including matching, mood, and aesthetic. Areas of concentration may include commercials, narratives, and music videos.

Prerequisites: Academic Approval Required

AUDA 335 Digital Audio IV (3 credits)

This course will address the stage of the audio production process called mastering. This process follows the mixing phase and is associated with signal processing enhancements that make the mixed session a finished product that has the optimum level of production quality. This stage also involves preparation of the audio media for whatever form of media or broadcast that the audio needs to be prepared for. The course will focus on the different approaches used in successfully mastering a completed audio mix and the considerations one needs to address for various forms of media.

Prerequisites: AUDA 313

AUDA 353 Live Sound Reinforcement II (3 credits)

This course presents students more sophisticated and complex situations for live sound reinforcement. Through studio settings or real world events, students learn to operate large format analogue and digital mixing consoles and solve signal manipulation problems with transformers. Students also learn professional protocols in live sound reinforcement settings.

Prerequisites: AUDA 263

AUDA 403 Senior Project II (3 credits)

This course continues the two-quarter long comprehensive project begun in Senior Project I. Students will employ cumulative skills to produce a significant, sophisticated, multi-track digital audio work. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.

Prerequisites: AUDA 322

AUD A405 Audio for Advertising (3 credits)

Students apply skills in dialog, music and effects (DME) to create and produce audio for broadcast and interactive advertising, and compare and contrast the goals of advertising with those of cinematic movies and artistic music. Prerequisites: AUDA 303

AUDA425 Songwriting (3 credits)

In this course students study song forms of pop, country, jazz and ethnic music in order to be able to compose melodies and chord cadences in various structures, tempos, meters and keys. Emphasis is on the symbiotic relationship of music and lyrics.

Prerequisites: AUDA 112

AUDA 470 Studio Maintenance and Electronics (3 credits)

This course focuses on the theoretical and applied principles, physical properties, design, and characteristics of various audio electronics. Students apply electronics theory, physical properties, design, and component level knowledge to common audio electronics. Emphasis is placed on system design as well as troubleshooting, maintenance and repair of standard studio, live sound, and various audio devices and sound systems.

Prerequisites: AUDA 143

BAPA102 European Cakes and Tortes (3 credits)

Students will build on competencies previously learned and apply those skills into new products to create more elaborate tortes and cakes using complex finishing methods by applying glazes, using decorative sponges, and building multi-component cakes. Topics to be covered include comparison of classical and modern preparations, classical cakes; glazed, iced, molded, and cream filled cakes, and bombes.

Prerequisites: CULA123

BAPA202 Advanced Patisserie and Display Cakes (6 credits)

This course meets nine hours per week over the entire quarter, three hours are lecture and six hours are Lab. The course explores the techniques of plated desserts and the theory behind building edible art for A la Carte service, competition or banquet functions. Methods and procedures for producing high quality specialty decorated cakes, as well as the design, assembly, and decorating of wedding cakes will be introduced.

Prerequisites: CULA123

BAPA203 Artisan Breads and Baking Production (6 credits)

This course meets nine hours per week over the entire quarter, three hours are lecture and six hours are Lab. The course provides the information, tools and instruction to gain proficiency in the preparation of a variety of artisan breads. Emphasis will be placed upon learning to mix, ferment, shape, bake and store handcrafted breads. Students will focus on traditional fermentation, as well as the science of the ingredients. Students will have the opportunity to learn assembly speed and increased their proficiency in meeting production deadlines with quality products.

Prerequisites: CULA123

BAPA205 Alternative Baking and Food Science (3 Credits)

Alternative Baking and Food Science explores special topics both influences and ingredients that address unique diets. Emphasis will be placed on nutritional and holistic approaches to healthier and medical alternative to baking and pastry techniques. Students prepare, taste, serve, and evaluate dishes. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

Prerequisites: CULA123

BAPA212 Chocolate, Confections and Centerpieces (6 credits)

This course meets nine hours per week over the entire quarter, three hours are lecture and six hours are Lab. Students are introduced to the fundamental concepts, skills and techniques of chocolates and confections. Students are introduced to the basic techniques used in forming simple centerpieces. Lectures and demonstrations teach chocolate tempering, candy production and the rules that apply when creating centerpieces.

Prerequisites: CULA123

BIOL1308 Biology (4 credits)

Students study basic concepts in biology. Topics discussed include the following: beginnings of life, genetics, evolution, living plants, animals, humans, ecosystems, and our planet and its special needs.

Prerequisites: none

BSC104 Public Relations (3 credits)

Examines the role of public relations, showing the principles, methods and means of influencing public opinion.

Prerequisites: None

BULA322 Risk Management (3 credits)

This course explores risk management issues in the business property and liability area. It includes the operation of insurance companies, as well as the duties and functions of the hospitality manager as risk manager at the property level. An analysis of commercial property, business interruption, owners, surety, general liability, workers compensation, health, life and professional insurance needs and coverage will be examined in the context of the hospitality operation.

Prerequisites: CULA209

BULA401 Innovation and Entrepreneurship (3 credits)

This course provides an introductory overview to the knowledge and skills needed for entrepreneurship. The course offers a chance to gain new knowledge and skills about how to identify and pursue entrepreneurial opportunities that can be applied to a student's own interests. Topics include: how entrepreneurs find, screen, and evaluate ideas and new business opportunities.

Prerequisites: None

CA305 Motion Graphics (3 credits)

This course is an introduction to the use of titling in theatrical and broadcast graphics. Techniques for design and implementation will be covered. Students will produce title sequences and montages integrating image manipulation applications and other image processing support.

Prerequisite: CA210 or DFVP113

CD400 Career Development (3 credits)

This course is designed to prepare students for the business environment and the transition into an applied arts profession. It emphasizes the concepts of professionalism and an overall understanding of self-marketing in the field. Professional development tools are presented, including resume and cover letter writing, networking, and interviewing skills. Freelance business operating practices such as negotiations of contracts, pricing and estimation of services, ethical guidelines, and pertinent tax laws will be addressed.

Prerequisites: none

CGSA 202 Computer Concepts and 2-D Applications (4 credits)

This course is an introduction to basic theory and skill techniques of visual communications using computers. It gives students a basic understanding of technical devices for the electronic production of visual images. Students will receive training on Adobe Illustrator, Adobe Photoshop. These software will help them in producing professional presentations and high graphic quality portfolios. Lab classes consist of a series of full color projects designed to highlight the features of each program.

Prerequisites: None

CIS323 Legal Issues and Ethics (3 credits)

The course is designed to give the student an overview of legal issues arising in the foodservice environment. The students will examine laws pertinent to the hospitality/food service industry and will investigate the relationship of these laws to the administration of a service organization. This course also identifies common ethical dilemmas encountered by culinarians; introduces the student to the foundations, purpose, and content of ethical codes and approaches to ethical decision making.

Prerequisites: None

COMA 112 Principles of Communication (4 credits)

This course introduces the theory of communication and develops skills in interpersonal professional communication, including interpersonal relationship communication, small group dynamics, and corporate and professional presentations. It is a practical course improving areas such as listening skills, conducting meetings, and persuasive communication techniques. This course stresses the utilization of modern technologies, such as PowerPoint, for professional presentations.

Prerequisites: None

CS101 College Success Seminar (0.0)

(Prerequisite: none) This course introduces students to the general academic culture of The Art Institute of Houston. It also provides students an opportunity to practice their critical thinking skills through the analysis of case studies, discussion of issues, brainstorming of solutions, and various in-class and homework assignments. The course will also cover self-awareness, interpersonal skills and professionalism.

CULA101 Concepts and Theories of Culinary Techniques (3 credits)

The fundamental concepts, skills and techniques involved in basic cookery are covered in this course. Special emphasis is given to the study of ingredients and cooking theories. Lectures teach organization skills in the kitchen and work coordination. The basics of stocks, soups, sauces, vegetable cookery, starch cookery, meat and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising, and frying.

Prerequisites: None

CULA102 Management by Menu (3 credits)

This course prepares future food service managers by giving a clear picture of the important role menu planning plays within operations. It covers topics ranging from menu development, pricing, and evaluation to facilities design and layout. Students will benefit because good menu development is crucial to the success of any foodservice operation, i.e., a planning tool, source of operational information and a merchandising method for reaching patrons. Prerequisites: None

CULA103 Fundamentals of Classical Techniques (6 credits)

This course meets nine hours per week over the entire quarter, three hours are lecture and six hours are Lab. The fundamental concepts, skills and techniques involved in basic cookery are covered in this course. Special emphasis is given to the study of ingredients, cooking theories, and the preparation of stocks, broth, glazes, and soups, thickening agents, the grand sauces and emulsion sauces. Lectures and demonstrations teach organization skills in the kitchen, work coordination, and knife skills. The basics of vegetable cookery, starch cookery, meat and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising and frying. Students must successfully pass a practical cooking examination covering a variety of cooking techniques.

Prerequisites: None

CULA105 Culinary Basics (1 Credit)

This course emphasizes both career readiness and kitchen preparedness. Students will study the brigade system and position in the modern kitchen, common equipment in the commercial kitchen, common industry kitchen terms, and work etiquette and safety

Prerequisites: None

CULA106 Cake Decorating (1 Credit)

This course emphasizes the basics Baking and Pastry skills development need for advanced cake decorating techniques, students will use of multiple forms of tools and icing to decorate.

Prerequisites: None

CULA107 Culinary Basics (2 Credits)

This course emphasizes both career readiness and kitchen preparedness. Students will study the brigade system and position in the modern kitchen, common equipment in the commercial kitchen, common industry kitchen terms, and work etiquette and safety

Prerequisite(s): None

CULA108 Sustainable Purchasing and Controlling Costs (3 credits)

This course introduces the student to the methodologies and tools used to control costs and purchase supplies. This course helps the student value the purchasing, planning, and control processes in the food and beverage industry. Primary focus is on supplier selection, planning, and controlling costs, with an emphasis on the study of sustainable products and approaches. Topics include planning and controlling costs using budgeting techniques, standard costing, standardized recipes, performance measurements, and food, beverage, and labor cost controls.

Prerequisites: None

CULA110 Advanced Culinary Foundations (3 Credits)

Advanced Culinary Foundation concentrates on previously learned cooking fundamentals and techniques and applies them to plated cuisine utilizing skills and techniques involved in developing the more advanced cookery skill learned in foundational courses. Special emphasis is given to the study of ingredients, cooking theories, and the preparation of menu items. Students must successfully pass a practical cooking examination covering a variety of cooking techniques.

Prerequisites: CULA101 and CULA103

CULA120 Cuisines of the Americas (6 credits)

Cuisines of America explores the use of indigenous ingredients in the preparation of traditional and contemporary cuisines of the Americas. Students prepare, taste, serve, and evaluate regional dishes of the U.S., Mexico, South America and the Caribbean Islands. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

Prerequisites: CULA101 and CULA103

CULA123 Introduction to Baking and Pastry Techniques (6 credits)

This course is a combination of theory, lecture, demonstration, and hands-on production to provide an introduction to baking and pastry techniques for use in a commercial kitchen. Special focus is placed on the study of ingredient functions, product identification, and weights and measures as applied to baking and pastry techniques. Instruction is provided on the preparation of yeast-raised dough mixing methods, roll-in doughs, pie doughs, basic cake mixing methods, fillings, icings, pastry cream, and finishing techniques. Emphasis is also placed on dessert plating and presentation. Students must pass a practical exam.

Prerequisites: None

CULA201 Garde Manger (6 credits)

This course meets nine hours per week over the entire quarter, three hours are lecture and six hours are Lab. The course provides students with skills and knowledge of the organization, equipment and responsibilities of the "cold kitchen". Students are introduced to and prepare cold hors d'oeuvres, sandwiches, salads, as well as basic charcuterie items while focusing on the total utilization of product. Reception foods and buffet arrangements are introduced. Students must pass a written and practical exam.

Prerequisites: CULA101 and CULA103

CULA206 Food and Beverage Operations Management (3 credits)

This course addresses front-of-the-house operations and is designed to provide students with an introduction from a managerial perspective of providing exceptional service to increasingly sophisticated and demanding guests. Survey of the world's leading wines classified by type, as well as other distilled beverages. Topics covered include the management and training of personnel to be responsible, professional alcohol servers, product knowledge, the income statement, job descriptions, sales forecasting and cost control. The students will produce a complete dining room and bar operation manual. This project should be saved on jump drive, as it will be used during Capstone or the development of a business plan.

Prerequisites: None

CULA209 Capstone (3 credits)

Through competencies developed with previous related studies course work, students will develop a business plan for a minimum one hundred-seat restaurant. The project will include: Market Analysis and Marketing Strategy, Operating Budget, Sales Projections, Opening Inventories, Capital Equipment, Standardized Recipes and Costing for all standardized recipes, Menu and Facilities Design. The course covers the components of a business plan as well as techniques for developing and presenting sections of the plan. Business related competencies are reviewed and tutored as necessary for completion of the project.

Prerequisites: Academic Approval Required

CULA210 Nutritional Cooking (3 credits)

This course centers on an explanation of the basic principles of nutrition and their relationship to health. The structure, functions, and sources of nutrients, including carbohydrates, fats, vitamins, minerals, and water are discussed. Current issues in nutrition are reviewed, including dietary guidelines, energy balance, vitamin supplements, and food fats. Students also focus on the principles of planning wholesome, nutritionally balanced meals using traditional foods and ingredients. Students will plan, analyze, and prepare menus that meet nutritional guidelines.

Prerequisites: Academic Approval Required

CULA213 À la Carte Kitchen (6 credits)

This course meets nine hours per week over the entire quarter, three hours are lecture and six hours are Lab. The course introduces students to the À La Carte kitchen, emphasis is on “à la minute” method of food preparation, plus dining room service standards. Industry terminology, correct application of culinary skills, plate presentation, organization and timing in producing items off both a fixed-price menu and à la carte menu are stressed. The principles of dining room service are practiced and emphasized. The philosophy of food is further explored and examined in light of today’s understanding of food, nutrition and presentation.

Prerequisites: None

CULA250 Classical Cuisine (3 credits)

This course emphasizes both the influences and ingredients that create the unique character of selected Classical European Cuisines. Students prepare, taste, serve, and evaluate traditional, regional dishes of the European Continent. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

Prerequisites: CULA101 and CULA103

CULA251 International Cuisine (3 credits)

This course emphasizes both the influences and ingredients that create the unique character of selected international cuisines. Students prepare, taste, serve, and evaluate traditional, regional dishes from continent of Asia and selected dishes of Africa. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

Prerequisites: CULA103 and CULA101

CULA254 Alternative Cuisine and Food Science (3 Credits)

Alternative Cuisine and Food Science explores special topics both influences and ingredients that address unique diets. Emphasis will be placed on nutritional and holistic approaches to healthier and medical alternative to food. Students prepare, taste, serve, and evaluate dishes. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

Prerequisites: CULA103 and CULA101

CULA271 Art Culinaire (6 credits)

This course will celebrate the culinary styles, restaurants, restaurateur and chefs who are in the current industry spotlight. Their style, substance and quality will be discussed and examined. During the hands-on production aspect of the class, students will have the opportunity to be exposed to specialty produce and products.

Prerequisites: Academic Approval Required

CULA302 Facilities Management and Design (3 credits)

This course provides students with information related to hospitality facility design and maintenance. Food service layout and design is related to operating issues, new building construction, and renovations. Planning and design of facilities including equipment, space and functional relationships, cost and operating efficiencies; emphasis on maintenance programs, safety regulations, building code requirements and energy conservation.

Prerequisites: None

CULA303 Food Service Technology and Information (3 credits)

This course is a survey course in foodservice information systems and technology (IS&T) designed to introduce students to the many diverse facets of IS&T in the foodservice industry. Current systems and issues of major importance in the field of IS&T will be considered as they relate to the foodservice industry. Emphasis will be placed on the managerial and business aspects of IS&T, rather than the technical perspectives. Core topics will include key foodservice systems (e.g., accounting and property management systems, point-of-sale, sales and catering, etc.), guest service and customer relationship management (CRM), knowledge management, and IS&T strategy.

Prerequisites: None

CULA305 Gastronomy (3 Credits)

This course explores the social boundaries and identities of food. There is a culinary focus on the emotions received from the nutrients within food and the reflective values within society. This class allows students to expand upon the history behind French and American Haute Cuisines. As a class, we will review the contemporary issues that occur in agriculture and the effects it has on the culinary industry.

Prerequisites: None

CULA313 Exploring Wines and the Culinary Arts (3 credits)

This course provides an introduction to the production of wine from vineyard to bottle, as well as a review of the basic grape varieties that are used to make wine. Through lectures, research and tasting, students are exposed to different types, styles and quality levels of wine. Students will become familiar with the world's most important wine regions and learn the common criteria by which wines from these different regions are evaluated. This course is designed to teach students the applied approach to matching wine and food, using flavors, textures, and components present in food and wine as complementing strategies. The course emphasizes menu planning, preparation of foods, cooking methods, and tasting wines with food.

Prerequisites: None

CULA322 Catering and Event Management (3 credits)

This course introduces students to the fundamentals of catering, special events and sales in the hospitality industry. The course focuses on understanding the catering's role within the hospitality industry and the various catering disciplines. Students also discuss topics such as contracts, checklists, legal considerations, staffing and training, food production, and sanitation. This course is project driven which requires significant creative and independent work.

Prerequisites: Academic Approval Required.

CULA332 Quality Service Management and Training (3 credits)

This class will examine the role of service in the food service industry and explore how to give quality customer service. Service systems and training programs in quality operations will be examined through the use of case studies and hypothetical scenarios. The course will cover employee training and development from both a strategic and operational perspective. The class will culminate by examining Charlie Trotter's service standards in what is often the best-rated restaurant in the United States.

Prerequisites: None

CULA412 Senior Project Capstone (3 credits)

Through competencies developed with previous related studies course work, students will develop a business plan for a minimum one hundred-seat restaurant. The project will include: a Marketing Plan specialized to the organization, Cost Control Procedures, Operating Budget, Sales Projections, Opening Inventories, Capital Equipment, Standardized Recipes and Costing for all standardized recipes, Menu, Management Plan and Facilities Design. The course covers the components of a business plan as well as techniques for developing and presenting sections of the plan. Business related competencies are reviewed and tutored as necessary for completion of the project.

Prerequisites: CULA209

DFVA 103 Fundamentals of Video Production (3 credits)

Students begin the implementation of fundamental terminology, concepts, equipment and techniques of video production.

Prerequisites: None

DFVA 105 Conceptual Storytelling (3 credits)

Introduces students to storytelling and the various elements of an effective story. Students will also translate a written story into visual elements in a storyboard.

Prerequisites: None

DFVA 107 Fundamentals of Producing and Directing (3 credits)

Focuses on the production processes from the perspectives of a producer and director.

Prerequisites: None

DFVA 111 Principles of Cinematography (3 credits)

Introduction of the history and principles of visual design for motion pictures through the use of a camera.

Prerequisites: None

DFVA 113 Fundamentals of Editing (3 credits)

Introduces the student to the editing of visuals and sound using non-linear editing software.

Prerequisites: None

DFVA 133 Lighting for Digital Film (3 credits)

Students will be introduced to the basic concepts and principles of lighting for cinematography. Fundamentals of utilizing and controlling both natural and studio lighting with emphasis on the quality, quantity, and direction and its effect on the photographic image.

Prerequisites: DFVA 103

DFVA 201 Fundamentals of Scriptwriting (3 credits)

Students explore the writing and creative elements needed to create scripts. They will also acquire knowledge of all elements from research to proposal to treatment to script.

Prerequisites: DFVA 105

DFVA 202 Digital Cinematography (3 credits)

Explores various cameras, lighting techniques and styles used in digital filmmaking and video production. Discussions will cover advanced concepts and principles of camera operation, camera movement, use of lenses, composition and lighting techniques.

Prerequisites: None

DFVA 203 Intermediate Editing (3 credits)

Students will learn to utilize creative problem-solving skills through editing using approach, pace, tone, and rhythm of sequences.

Prerequisites: DFVA 113 or Academic Approval Required

DFVA 204 Acting and Directing (3 credits)

Develops students' understanding of the role and responsibilities of a director and their role in helping actors bring characters to life.

Prerequisites: DFVA 107

DFVA 208 Media Business Practices (3 credits)

Addresses basic business theory and practices for the media professional, as well as key legal requirements for artistic industries.

Prerequisites: None

DFVA 214 Advanced Scriptwriting (3 credits)

A presentation of the professional scriptwriting process, from pitching, through treatment, and the development process to final draft.

Prerequisites: DFVA 201

DFVA 233 Electronic Field Production (3 credits)

Students will learn video field production in two styles: Electronic News Gathering and Electronic Field Production.

Prerequisite(s): DFVA 213

DFVA 303 Multi-Camera Production (3 credits)

Students work together as a team to produce in-studio and/or remote multi-camera productions of live performances.

Prerequisite(s): DFVA 213

DFVA 307 Media Theory and Criticism (3 credits)

Introduce students to the major theories used to analyze various media, including film, television and audio.

Prerequisite(s): DFVA 205

DFVA 308 Media Delivery Systems and Distribution (3 credits)

Addresses the end part of digital filmmaking and video production—delivery and distribution. Students will study a variety of delivery methods and systems and determine the advantages and limitations of each. They will also examine the relationship between delivery systems and distribution methods and evaluate the relative efficiency, cost, and effectiveness of each.

Prerequisite(s): DFVA 353

DFVA 313 Sound Design (3 credits)

Explores the various methods and techniques for digital sound composition and design in film and video.

Prerequisite(s): DFVA 223

DFVA 323 Short Media Production (3 credits)

Discusses short form as a genre of media production and its features in subject matter and style. Students learn to produce short-form news, information, or dramatic content for multiple delivery platforms.

Prerequisite(s): DFVA 233

DFVA 332 Senior Project Preparation (3 credits)

Initiates a multi-quarter, comprehensive project which will be integral to students' final portfolios. With department approval, students will employ their cumulative skills to pre-produce a digital film in a chosen genre.

Prerequisites: None

DFVA 333 Senior Project Production (3 credits)

This course continues the three-quarter long comprehensive project begun in Senior Project Preparation. Students will employ cumulative skills to produce a significant, sophisticated, digital film in a chosen genre. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.

Prerequisites: DFVA 332

DFVA 403 Senior Project Post Production (3 credits)

This course concludes the three-quarter long comprehensive project begun in Senior Project Preparation and created in Senior Project Production. Students will employ cumulative skills to post-produce a significant, sophisticated digital film in a chosen genre.

Prerequisites: DFVA 333

DFVP111 Fundamentals of Video Production (3 credits)

Students will study the technical terms of video production and learn to operate basic video production equipment, using typical industry techniques.

Prerequisites: none

DFVP113 Fundamentals of Editing (3 credits)

This course introduces the student to the editing of visuals and sound. The course covers using video recorders and players, and the techniques of dubbing, assembling, and inserting visuals from source to record.
Prerequisites: DFVP111

DFVP122 Conceptual Storytelling (3 credits)

The course introduces students to storytelling and the various elements of an effective story. Students will also translate a written story into visual elements in a storyboard.
Prerequisites: ENGL1301

ECOA 108 Economics (4 credits)

This course introduces the basic topics of major microeconomic and macroeconomic problems.
Prerequisite(s): Academic Approval Required

ENCA 101 English Composition I (4 credits)

The focus of this required course is effective written communication through student mastery of the expository essay form. To this end, a significant amount of class time is spent on writing. The learning process includes discussing, reviewing, and practicing the evolution of main and subordinate ideas, development and structure, rhetorical strategies, organizational approaches, interpretive modes, and essay analysis.
Prerequisites: None

ENCA 102 English Composition II (4 credits)

This required course builds upon the student's essay-writing abilities and moves into the realm of the research paper. The student will develop library and electronic media research skills resulting in an integrative, MLA documented, research paper. Additionally, the student will have the opportunity to learn the essentials of the literary analysis paper.
Prerequisites: ENCA 101

ENCA 204 Business and Technical Writing (4 credits)

This course concentrates on the analysis and development of business and technical writing skills. It covers the creation process and actual writing of technical manuals, business reports, proposals, and business correspondence.
Prerequisite(s): ENCA 102

ENGA 201 Creative Writing (4 credits)

In this course students will be introduced to the creative writing formats of workshop, lecture, and individual conference. The class is designed to develop creative writing skills in a variety of genres such as poetry, prose fiction, essay, short play, short screenplay, children's stories, autobiography, etc. Students will read and respond to various texts, produce a portfolio of work, and refine critical thinking skills using peer review and critique.
Prerequisites: ENCA101

ENGA 300 Critical Writing in the Arts (4 credits)

This course is an introduction to contemporary critical theories from new criticism to cultural studies as part of the practice of writing about literature and the arts (fine arts, film, fashion, interior design, animation, and so on). The course will explore art criticism as well as various forms of academic and non-academic essays, editorials, articles, and features.
Prerequisite(s): ENCA 102

ENGA 330 English Literature and Writing (4 credits)

This course refines writing skills and focuses on improving analytical and interpretive abilities through a survey of American and English literary traditions, including selected novels, poetry, nonfiction, essays, and plays. Each quarter will focus on a different era, including Victorian, Modern, and Post-Modern literature.
Prerequisite(s): Academic Approval Required

ENGA 350 Special Topics (4 credits)

This course builds skills in analytical writing and critical thinking by utilizing special topics in the arts and critical theory. Prerequisite(s): ENCA 102

ENGL1301 English Composition (4 credits)

This course emphasizes the principles and techniques of textual interpretation, textual analysis, written composition, and critical thinking.

Prerequisites: College English Competency

ENGL1302 Introduction to Literature (4 credits)

Through advanced critical reading and analysis of imaginative forms of writing, students gain insight into the richness of language resources and learn to write well developed critical essays that effectively communicate the writer's viewpoints. Readings include fiction, poetry, and drama.

Prerequisite: ENGL1301

ENGL2307 Creative Writing (4 credits)

This course is designed to teach students the principles and techniques of writing for individual expression, emphasizing the genre of poetry and forms within that genre.

Prerequisite: ENGL1301

ENGL2311 Business Writing for Professionals (4 credits)

This course emphasizes the principles and techniques of writing for the common business environment. Everyday writing formats and deliverables are examined and practiced. Specific emphasis is placed on thoroughness and completeness of all materials produced.

Prerequisite: ENGL1301

ENGL3511 Literature and Film Analysis (4 credits)

This course emphasizes the principles and techniques of thematic interpretation, textual analysis, written composition, and critical thinking. Five famous written stories and novels will be read and examined. Each will be closely compared to the five films made from those original sources. Contrast and comparison of the stories and films will yield analysis, synthesis, and evaluation in written form, and be supported by research and documentation of sources. Historical trends in filmmaking will be examined.

Prerequisite: ENGL1301

ENVR1401 Environmental Science (4 credits)

This is a general interest course that relates scientific knowledge to problems involving energy and the environment.

Prerequisites: none

EXTA406 Management Externship (3 credits)

Students observe and participate in the supervisory operation of a successful foodservice business. They apply their professional skills to gain experience in order to enter and become successful in the foodservice business. Emphasis is placed on developing hospitality management skills.

Prerequisites: Academic Approval Required

FADA301 Tailoring Techniques I (3 credits)

This course focuses on design room practices of making coats and suits. It includes construction, assembling, and finishes for tailored garments.

Prerequisites: FASA273 and FASA283

FADA305 Computer Grading/Patternmaking (3 credits)

This course continues the development of pattern making working on basic blocks to generate computerized patterns, digitizing grading and marker making in a technology based environment. The emphasis is on connecting traditional techniques to modern methods, understanding the apparel industry production process.

Prerequisites: FADA323

FADA315 Knitwear Design (3 credits)

Students will use their own designs to develop patterns and construct knitwear styles using specialized industrial machines.

Prerequisites: FASA273 and FASA283

FADA323 Grading, Marking and Cutting (3 credits)

This course continues the development and understanding of pattern making skills with a focus on grading and marker making. Students work from basic sloppers and specs that are graded and placed on different types of markers. Basic spreading and cutting room functions are covered.

Prerequisites: FASA273 and FASA283

FADA407 Apparel Product Management (2 credits)

Students apply product development and management principles using current industry software. Emphasis is on creating garment information and specifications at different stages of development. Technical style packages are created that are production ready.

Prerequisites FASA125

FADA416 Licensing (3 credits)

Students will be introduced to the production process for licensed products. Taking a product to market, licensing agreements and contracts will be studied.

Prerequisites: None

FADA420 3D Fashion Design (3 Credits)

In this introductory course to 3D garment creation and animation, students will learn the fundamentals of 3D modeling software, including concepts, developing their designs, creating 3D textile manipulations, fittings, creating renders, and animations.

Prerequisite (s): FASA273, FASA283 and FASA125

FADA422 Bridal/Evening Wear (3 Credits)

In a laboratory setting, students will design and construct apparel appropriate for the Bridal market. Attention is given to special design characteristics and marketing strategies unique to this category.

Prerequisites: FASA273 and FASA283

FADA424 Portfolio Development (3 credits)

This course will guide students through the process of compiling their work into a final interactive portfolio. It will also stress the importance of professional development and help students complete their initial job search requirements including personal branding.

Prerequisite(s): FADA427

Corequisites: FADA428 and FASA415

FADA427 Haute Couture Techniques (3 credits)

This course will focus on different Couture Sewing Techniques. Students will research techniques and embellishments used in Couture and produce a garment. Emphasis will be placed on; fabric selection, proper cutting techniques, inner construction methods, fitting and finishing details.

Prerequisites: FASA273 and FASA283

FADA428 Collection (3 credits)

This course is part of the Capstone Project. Students work simultaneously on their portfolio and their final collection. The collection will focus on the area of design they want to pursue. Emphasis is placed on market research, presentation, development and production of their final collection.

Prerequisites: FADA427

FASA105 Fashion Design I (3 credits)

Students become aware of how to develop their creative inspirations into imaginative and marketable designs. The course explores the basics of colors, fabrics, and silhouettes. The course is conducted as though the students are actual members of a design team.

Prerequisites: FASA 155

FASA 106 Fashion Show Production (3 credits)

In this course, students study the wholesale, retail, video, and television production of fashion shows. The responsibilities of the show director and coordinator are explored as students assist in fashion events, starting with the initial theme and culmination in the actual production. The basics of professional runway and print modeling are examined.

Prerequisites: None

FASA108 Management I (3 credits)

Students will have the opportunity to learn basic business management through the examination of business models, case studies and environmental scanning. Techniques and approaches useful in solving management, leadership and motivational issues are also analyzed.

Prerequisites: None

FASA113 Construction I (3 credits)

This course introduces students to basic tools and construction techniques used in the fashion industry. The classroom is conducted as a sample room utilizing industrial equipment.

Prerequisites: None

Corequisites: FASA133

FASA114 Public Relations II (3 credits)

This course provides the students with hands-on opportunities to produce press releases and other media essential elements along with strategic interpretation and planning skills necessary within the fashion industry. The final project is the production of a comprehensive press kit, which becomes an important part of their portfolio.

Prerequisites: BSC104

FASA 116 Visual Merchandising I (3 credits)

In today's retail environment, visual merchandising plays an important role in establishing, promoting and enhancing a store's image, with the purpose of increasing sales. In this course, students develop an understanding of basic visual merchandising theory and concepts essential to developing effective presentations and displays. Prerequisites: None

FASA118 Retail Marketing (3 credits)

In this course, students develop an understanding of most aspects of retail marketing. Theories and concepts are developed as well as analysis of specific issues related to operations.

Prerequisites: None

FASA123 Construction II (3 credits)

In this course, students continue to develop an understanding of construction techniques. Projects are assigned to further refine those skills.

Prerequisite(s): FASA113

Corequisites: FASA143

FASA125 Fashion Design II (3 credits)

This course emphasizes the skills and talents required to become a creative and successful designer. Students are taught the intricate interrelationship between fabrics, colors, and designs with focus on obtaining the necessary foundation to develop a collection of garments.

Prerequisites: FASA105, FASA135 and CGSA 202

FASA126 Visual Merchandising III (3 credits)

This course depends upon student participation in class, and in groups, where they learn how to work together successfully as a team. In addition, basic aesthetic and organization of portfolio design are covered for future development. The course culminates in the planning and installation of a fashion window based on fashion trends.

Prerequisites: FASA224

FASA128 Sales Promotion I (3 credits)

This course introduces students to all the elements of the marketing mix and enhances the ability to promote and sell products and services.

Prerequisites: None

FASA133 Patternmaking and Draping I (3 credits)

This course is an introduction to basic patternmaking methods, tools and terminology used in the fashion industry. Students will gain an understanding of drafting, flat pattern and draping techniques.

Prerequisites: None

Corequisites: FASA113

FASA135 Fashion Illustration II (3 credits)

In this advanced course of fashion illustration, students will further their knowledge of the female fashion figure as well as other types of croquis like, male and children. This course will go through different fabrics, from textures to prints. Students will also explore the different marker techniques as well as the development of composition.

Prerequisites: FASA 155

FASA138 Sales Promotion II (3 credits)

This course further develops and identifies the ultimate promotional objectives and the functionality and implementation of the marketing mix.

Prerequisites: FASA128

FASA143 Patternmaking and Draping II (3 credits)

This course continues the development of patternmaking and draping skills as more advanced techniques are introduced.

Prerequisites: FASA133

Corequisites: FASA123

FASA 145 Fashion Trends I (3 credits)

In this course the student studies the past and current designers who have made a mark on the fashion industry. The current fashion trends are studied and followed from the fashion capitols of the world. Emphasis is given to the trade trend reporting services as well as fashion newsletters and videos of the market shows. There is participation in fashion activities through this class.

Prerequisites: None

FASA148 Management II (3 credits)

This course will develop management and leadership skills that are necessary to manage a workforce. Major topic areas include the following: organizational skills, delegation, communication, goal setting, measurement and evaluation of performance, stress management, finance and training.

Prerequisites: FASA108

FASA 155 Fashion Illustration I (3 credits)

In this introductory course to fashion drawing for design students, the student will have the opportunity to learn to develop a croqui or a fashion figure. The student will have the opportunity to learn how to properly dress the figure utilizing the style lines and begin to use markers as a technique to color their designs with the proper properties of light and shadows.

Prerequisites: None

FASA 158 International Retailing (3 credits)

This course teaches the students to explore the global retail industry. Emphasis is placed on foreign markets and how they are affected by the sociological, economic and cultural differences. Current analysis and case studies are used to develop critical thinking skills

Prerequisites: None

FASA160 Sustainable Textiles (3 credits)

Studies explore all stages of the environmental textile development. Textile industry has become eco-friendlier with fibers, yarns/fabrics, dyeing/printing, finishing, care of products and recycling programs. To Understand the impact of textiles on the environment. Comprehend the efforts of textile industry to be eco-friendly. Realize the pros and cons of an environmentally conscious marketplace. Understand how products are made using fewer natural resource, resource conservation reduces pollution and conservation of water.

Prerequisites: None

FASA203 Patternmaking and Draping III (3 credits)

Students are introduced to patternmaking and draping methods for sleeves, collars and tailored jackets.

Prerequisites: FASA143

Corequisites: FASA223

FASA205 Fashion Design III (3 credits)

Students will combine and develop their creative ideas into designs that are marketable and sellable. Students will use current terminology and technology. Students will apply the necessary foundation to develop a collection and be successful designers.

Prerequisites: FASA125 and FASA225

FASA206 Styling I (3 credits)

Students will have the opportunity to learn the fundamentals of fashion styling including editorial styling, retail styling and personal shopping. Terminology, composition, and editorials are also examined.

Prerequisites: None

FASA208 Advertising for Fashion II (3 credits)

In addition to building upon the advertising fundamentals, this course will challenge the student's comprehension of lessons learned in previous advertising chapters and other marketing communication disciplines through immersion in a real life agency situation. A comprehensive project allows students to demonstrate their individual, creative, critical thinking, management and marketing skills.

Prerequisites: FASA258

FASA215 History of Fashion I (3 credits)

This course traces the evolution of garments and accessories from prehistoric times to the modern era. Special emphasis is placed on awareness and understanding of the aesthetic, religious, sociological and geographical reasons for the various body adornments as well as how clothing and accessories from previous times reappear in adapted versions in later times.

Prerequisites: None

FASA216 Styling II (3 credits)

This advanced course examines photo styling by observing the roles and responsibilities of assistants and stylists, from shopping and prepping merchandise to actual photo layouts based on a fashion storyline. The student will also be able to build a **strong marketable** styling portfolio.

Prerequisites: FASA206

FASA218 Fashion Buying for Design (3 credits)

This course focuses on a practical understanding of the current retail environment, the needs of fashion buyers and their target customers. Students will view designs from a buyer's perspective by learning their numerical planning and pricing techniques. They will price their own designs based on industry markup principles and target market research.

Prerequisites: MATA 101 or MATA 115

FASA220 Digital Store Planning (3 Credits)

This course applies the basic concepts of design to create effective displays. Students gain insight into the basics of digital store planning and analyzing actual floor plans and symbols. In addition, they focus on developing a visual presentation for a new product.

Prerequisite (s): FASA 116

FASA223 Construction III (3 credits)

This is an introductory course to tailoring techniques used in the fashion industry.

Prerequisites: FASA123

Corequisites: FASA203

FASA224 Visual Merchandising II (3 credits)

This course depends upon student participation in class, and in groups, where they learn how to work together successfully as a team. In addition, basic aesthetic and organization of portfolio design are covered for future development. The course culminates in the planning and installation of a fashion window based on fashion trends.

Prerequisites: FASA 116

FASA225 Fashion Illustration III (3 credits)

Using all the techniques taught in Fashion Illustration I and II, the students will explore the use of different mediums, like charcoal, and gouache, as they develop different styles and techniques in illustrating the fashion figure. The students will also draw croquis, paying close attention to the interplay between body movement, fabric, and lighting, while taking into consideration composition.

Prerequisites: FASA125 and FASA135

FASA228 Fashion Buying I (3 credits)

In this course, students will develop an understanding of the creative and analytical abilities that successful buyers need through “real world” projects focusing on visual perception, aesthetics, basic retail math and the market research needed to target and satisfy fashion customer needs.

Prerequisites: MATA 115 and CGSA 202 or Academic Approval Required

FASA229 Portfolio (3 credits)

In this course students develop a professional portfolio with their projects concentrating on their career goals. Working individually with their instructor they focus on their strengths and work on their presentations that will be used for interviews in the fashion industry. They will prepare a current and professional resume along with interview techniques and job research. The final work will be critiqued by industry and faculty professionals.

Prerequisites: FASA216 and FASA224

Corequisite: FASA248

FASA232 Footwear Design and Construction (3 credits)

Students analyze the designs of shoe styles with functionality. They continue to develop patternmaking skills for the design of their collection.

Prerequisites: FASA222

FASA233 Construction IV (3 credits)

Sewing techniques used in the couture industry are introduced to the students. Garment construction standards with strong emphasis on detail in hand stitches, finishes, embellishments and fit are stressed.

Prerequisites: FASA223

Corequisites: FASA234

FASA234 Patternmaking and Draping IV (3 credits)

In this course, students further enhance their competency in the creation of patterns using couture techniques. Working with their project in their Construction IV class, they perfect their couture design

Prerequisites: FASA203

Corequisites: FASA233

FASA235 History of Fashion II (3 credits)

Students study the development of clothing from ancient times to modern, and the silhouette reflected through the eyes of the designer.

Prerequisites: FASA215

FASA238 Business Policy I (3 credits)

This course provides students with the concepts and fundamentals needed in today's global business environment. It stimulates strategic thinking related to the fundamentals of decision making and the generation of desired outcomes

Prerequisites: None

FASA244 Fabrics & Textiles (3 Credits)

This course continues the study of fabric construction techniques and designs. Students will research current fabric trends and study which fabrics are best suited for particular styles.

Prerequisites: None

FASA 245 Fashion Trends II (3 credits)

This is an in-depth study of fashion terminology, videos and trend reports, enabling the student to acquire the skills and knowledge needed to become competent in adapting these trends and the correct terminology to the retail world. Focus is also placed on developing good presentation skills, both oral and visual.

Prerequisites: FASA 145

FASA248 Fashion Buying II (3 credits)

The emphasis of this course is on further implementation of buying skills that include predicting, planning, purchasing and promoting the student's choice of fashion merchandise

Prerequisite(s): FASA228, FASA216, and FASA224

Corequisite: FASA229

FASA250 Special Topics in Fashion (3 Credits)

Students select a subject based on the current trends in the fashion business and develop a project of substantial scope. This project will be used for portfolios and contests when available. Topics decided upon by faculty will vary within the area of study.

Prerequisite (s): None

FASA255 Fashion Trends III (3 credits)

This course implements fashion knowledge of color, silhouettes and fabric trends. It simulates the business of trend forecasting as a company using the aspects of trend research to formulate and forecast future global trends.

Prerequisites: FASA 245

FASA256 Menswear Design (3 credits)

Introduces the students to the many processes involved in the design of menswear. Students develop and use their knowledge gained in Patternmaking and Construction to complete their final garment focused on current trends.

Prerequisites: FASA273, FASA283

FASA258 Advertising for Fashion I (3 credits)

This course provides the student with a fundamental understanding of advertising as a dynamic business and communication process including the role it fulfills within a firm's overall marketing and communications programs. Advertising research methodologies and creative development processes are examined and applied toward the development of a final fashion directed project.

Prerequisites: None

FASA263 Computerized Patternmaking (3 credits)

This course introduces the student to computerized patternmaking software and hardware used in the Fashion Industry. Emphasis will be in the use of different menus and its options to manipulate and create patterns.

Prerequisites: FASA203

FASA273 Advanced Patternmaking and Draping (3 credits)

In this course, students apply the knowledge gained during their previous courses in patternmaking and draping to create an original design.

Prerequisite(s): FASA234

Corequisites: FASA283

FASA283 Advanced Construction (3 credits)

Each student is required to use their own design idea to complete a garment. Emphasis will be placed on the fit and production of a garment using industry standards.

Prerequisite(s): FASA233

Co-requisites: FASA273

FASA415 Internship (3 credits)

Students will work with industry professionals to acquire practical work experience within their field of interest. Emphasis is placed on completing work projects with professionalism and the importance of ethical standards.

Prerequisite(s): FADA227 or Academic Approval Required

Corequisites: FADA428 and FADA424 or Academic Approval Required

FB 325 Merchandising for Foodservices (3 credits)

This course will focus on the study of visual merchandising in varied foodservice settings. Students will apply merchandising theory, principles, and practices to solve industry case studies and emerging trends.

Merchandising formats will consist of traditional, nontraditional, and virtual. Upon successful completion of the course, the student should be able to define visual merchandising, explain how customers process visual merchandising messages, describe how retailers communicate through visual images, identify why visual merchandising efforts increase sales, explain how visual merchandising efforts support foodservice trends, utilize case studies to increase problem solving skills, explore visual merchandising strategies on the Internet, and develop a visual merchandising concept.

Prerequisites: none

FB 335 Sales and Public Relations (3 credits)

This course will focus on the sales function in varied hospitality settings. The relationship of sales to marketing will be explored, and the process involved in making a successful sales call will be emphasized. The role of a successful public relations plan will also be examined, as well as the benefits of favorable public impression on the hospitality operation.

Prerequisites: none

FB 340 Beverage Purchasing, and Inventory Control and Menu Authoring (3 credits)

In this course, students acquire an understanding of the planning and control processes in the beverage industry. Principles covered include purchasing procedures for beverage operations, the culture between purveyor and client, tailoring buying decisions based on concept, pricing negotiations, and payment terms. The basics of inventory management, including manual and automated loss prevention measures, will be given particular focus.

Prerequisites: none

Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact Academic Affairs for information.

FB3 45 Club Operations Management (3 credits)

This course is designed to give students a foundational understanding of the organization and management of various types of private clubs including city, country, and other recreational and social clubs. It will provide students with exposure to the unique sensitivities required in managing and operating in the club management market.

Prerequisites: none

FB 350 Etiquette of Professional Service (3 credits)

This course is designed to teach students appropriate professional business etiquette necessary for success in the food and beverage segment of the hospitality industry. The ability to respond confidently to most social and business situations will be addressed beginning with introduction of oneself, as well as introducing others. The importance of food and beverage operational functions such as table settings, written communications, stationery, gifts, cards, determination of who is the host, and the consideration of time and setting priorities will all be discussed in detail. Additionally, the key aspects of business etiquette, business dress, and the history of good manners will be discussed in a manner that is reflective of early citations of accepted codes of conduct then moving forward to the increasing informality we experience today.

Prerequisites: none

Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact Academic Affairs for information.

FB 470 New World Wines and Emerging Regions (3 credits)

This class provides comprehensive information pertaining to the New World's wine regions and the varietals, vineyard conditions, and cellar practices essential to their production. Economic, political, and sociological conditions, as well as historical context are explored. Particular attention will be given to developing the student's skills with wine selection and food pairing.

Prerequisites: CUL313

Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact Academic Affairs for information.

FIN321 Financial Management (3 credits)

In this course, the students develop a working knowledge of the current theories, issues and challenges involved with financial management. Students are introduced to the tools and skills that financial managers use in effective decision making. Topics include budgeting, cash management, cost concepts and behavior, investment analysis, borrowing funds, and financial forecasting.

Prerequisites: MATA101 or MATA115

FMDA302 Product Development I (3 credits)

This course introduces the concepts and methods of the product development process. It follows a branded or private label product line from concept to production and into product placement. Students will begin to develop products from industries that include apparel, accessories, home, and the beauty industry.

Prerequisites: None

FMDA305 Fashion and Luxury Brand Management (3 credits)

This course introduces students to key concepts and principles of luxury brand management. It will provide students with an understanding of the fundamentals of the luxury industry, including marketing strategy, branding, and retailing.

Prerequisites: None

FMDA308 Electronic and Direct Marketing (3 credits)

The course presents a comprehensive overview of direct marketing for the fashion industry. Emphasis is placed on the strategic planning skills needed to merchandise, target, test and analyze results of traditional and electronic methodology. Students are then required to create a direct marketing campaign.

Prerequisites: None

FMDA314 Creative Fashion Presentation (3 credits)

Students will have the opportunity to learn how to research, analyze and predict fashion and business trends in the fashion industry.

Prerequisite(s): FMDA404

FMDA318 Introduction to Cosmetics and Fragrance (3 credits)

This course gives students an overview of the cosmetics and fragrance industries. Students will become familiar with manufacturers, marketing strategies, trade associations and trade publications. Students will have the opportunity to learn the terminology, product knowledge and application techniques in retail. This course provides an outlook on all opportunities in the cosmetics and fragrance fields.

Prerequisites: None

FMDA350 Digital and Print Media (3 credits)

This course focuses on learning about the internal operations and production of fashion magazines. Students will examine traditional and electronic magazine composition, photoshoots, and marketing techniques, along with an examination of the ethical and legal issues associated with publishing.

Prerequisites: None

FMDA351 Fashion Omnichannel and E-Commerce (3 credits)

This course draws on the technology used in the fashion industry such as mobile commerce, management technology, internet marketing, online processing and the creative outlets used in the electronic to buy and sell merchandise. Explore various metrics and analytics tools for tracking the social and consumer behaviors of online visitors. Students will apply these tools by selecting appropriate key performance indicators for a campaign, identifying and responding to trends in real time, and generating and evaluating reports to determine campaign success. Students will formulate appropriate recommendations and data-driven decisions to optimize online activities.

Prerequisites: None

FMDA402 Product Development II (3 credits)

Students will further apply product development knowledge to develop a branded or private label product from concept to production and into retail placement.

Prerequisites: FMDA302

FMDA403 Social Media and E-Marketing (3 credits)

This course will introduce students to the fundamentals of social media marketing in a fashion context. Students will explore practical strategies used by social media platforms to increase brand awareness. Learn how to use this media productively, and have a framework for understanding and evaluating social media platforms.

Prerequisites: None

FMDA404 Effective Communication for Fashion (3 credits)

This course provides the student with the framework to develop and enhance their own style of public speaking in the fashion industry. Students will prepare and deliver persuasive speeches by examining idea selection, content organization, word choice, voice inflection, body language and audience analysis.

Prerequisite(s): COMA 112 and ENCA 102

FMDA406 Success Seminar (3 credits)

This course focuses on professionalism in the fashion industry. A professional resume and merchandising portfolio are developed and presented. Students also explore current career opportunities and prepare for interviews

Prerequisites: FASA229

FMDA 105 Design Fundamentals (3 credits)

This introductory course will explore the principles of design, and introduce and develop the creative process. Design elements and relationships will be identified and employed to establish a basis for aesthetic sensitivity and critical analysis. Design will be presented as a tool of communication.

Prerequisites: none

FNDA 110 Observational Drawing (3 credits)

This course involves the observation and translation of three-dimensional form into two-dimensional drawings. Starting with simple shapes and progressing to more complex organic forms, students will build skill levels in composition and line quality, through the use of tone, light, and shadow.

Prerequisites: none

FNDA 120 Perspective Drawing (3 credits)

This course is a fundamental drawing course where the students will explore various art and media and learn to use a variety of drawing tools with an emphasis on perspective, where the students will draw three-dimensional objects in one-, two-, and three-point perspective.

Prerequisites: None

FNDA 135 Image Manipulation (3 credits)

In this introduction to raster-based digital image manipulation, students become acquainted with the concepts, hardware, and software related to digital image acquisition, image editing, manipulation, color management basics, masking, layering, retouching, scanning, and output.

Prerequisites: none

FNDA 150 Digital Color Theory (3 credits)

Introduction to the principles of color and an exploration of color theory as it relates to media.

Prerequisites: None

GADA202 Game Design and Game Play (3 credits)

A well-designed game is an integration of artistic and technological components that must have a clearly defined goal, set of game criteria and rules for game play. Students learn the fundamentals of what makes a game enjoyable, playable, challenging, and marketable by creating a game document.

Prerequisites: SVMA101

GADA203 Texture Mapping for Games (3 credits)

In this class students will be introduced to the process of creating and working with textures for the game genre. Advanced image manipulation techniques will be learned and applied here. Introduction to a shading network as it applies in a 3D Software package will be explored.

Prerequisites: FNDA 135

GADA205 Concept Design and Illustration (3 credits)

This course focuses on concept art for games. Students explore the concept design and development process to create several drawings from thumbnail sketches to fully rendered images.

Prerequisites: MAAA 202

GADA212 Level Design (3 credits)

Building on concepts from previous courses, students analyze and extract level design needs. Students develop early-stage block tests through finished level.

Prerequisites: GADA202

GADA213 Game Modeling (3 credits)

Real time 3D animation requires a thorough understanding and ability to create scenes and characters in such a way as to minimize the time it takes for a computer to redraw the scene as it moves in a game. Students will learn level detail creation techniques using industry-standard 3D modeling software and computers.

Prerequisites: MAAA 213

GADA222 Advanced Level Design (3 credits)

In this course students create advanced level designs using complex assets including: scripts, environments, characters, audio, artificial intelligence, flow, interaction, and game optimization techniques.

Prerequisite(s): GADA212

GADA223 Advanced Hard Surface and Organic Modeling (3 credits)

This course explores advanced modeling techniques used for building organic and hard surface objects and environments. Students will utilize industry standard techniques to produce 3D objects.

Prerequisite(s): MAAA 223

GADA233 Material and Lighting for Games (3 credits)

In this course students will apply a variety of engine-based lighting and texturing techniques. Lighting for characters and environments will be explored.

Prerequisite(s): MAAA 243

GADA 243 Programming for Artists (3 credits)

This course introduces basic scripting to extend the capabilities of the artist working in a game engine. Students will be introduced to data structures, constructs, methods, classes, and high level scripting languages as it relates to game development. Functional video game components will be produced utilizing a scripting language.

Prerequisite(s): MAAA 232

GADA253 Environmental Modeling (3 credits)

In this course students will create 3D environments for game integration. Topics in this course will include principles of lighting, architectural elements and using industry standard techniques for asset creation.

Prerequisite(s): MAAA 243

GADA302 Mobile and Social Game Design (3 credits)

Students will learn to create custom solutions for content delivery on mobile devices by developing web application and device application user interface tools optimized for delivery on mobile devices. Students will work in class with mobile devices to learn needs and restrictions of designing for mobile devices as well as test student-designed interfaces.

Prerequisite(s): GADA 243

GADA303 Game Prototyping (3 credits)

In this course, students will perform individually or as members of a team to create functional game projects within an existing engine. Industry standard tools will be used for rapid prototyping of various electronic game genres.

Prerequisites: GADA212

GADA 312 Game Animation (3 credits)

Students explore game specific animation and how it is applied in interactive environments. This course will also evaluate creative solutions to handle limitations unique to individual game engines.

Prerequisites: MAAA 232

GADA313 Advanced Game Prototyping (3 credits)

In this course, students will perform as members of a team to create a game level within an existing engine. Students will continue to develop a project that began in the Game Prototyping class. The course will conclude with the delivery of a complete project. Students will present game and associated marketing materials.

Prerequisite(s): GADA212

GADA314 Team Production Planning (3 credits)

In this course students research a Game Art & Design topic and begin the pre-production process for their game projects. The emphasis is on quantitative and qualitative research, scheduling of the project using milestones, methods of presentation, and qualitative results. Students will gather reference, generate concept art, grey box models and game document.

Prerequisite(s): GADA222

GADA323 Team Production I (3 credits)

This course will build upon the Team Project Planning course. Students will assume a specific role on the production team and, acting in a professional capacity, ensure that the game project is completed by deadline. Teams of students will create and refine the game production document, level designs, basic 2D art and 3D models to be combined into a playable Game Demo in Production Team II.

Prerequisites: GADA314

GADA403 Team Production II (3 credits)

This course will build upon the Team Production I course. Students will maintain their role on the production team and, acting in a professional capacity, ensure that the game project is completed. Teams of students will complete the game and all ancillary materials. Post-mortem will be presented upon conclusion of the course and students will create a personal archive of assets.

Prerequisites: GADA323

GD101 Digital Illustration I (3 credits)

This course advances the students' understanding of the computer as an artistic tool. Students will be asked to generate a number of expressive solutions that address specific illustrative problems, both technical and creative. As part of this course, students will be given the opportunity to develop their digital illustration skills by exploring numerous tools and techniques to obtain desired results.

Prerequisites: none

GD111 Typography—Traditional (3 credits)

This course is an introduction to lettering skills and the history and foundation of letterforms. The placement of display and text type in a formatted space and the relationship between the appearance and readability of letterforms are also studied. Students will work in a traditional context of hand-rendering type and also be introduced to contemporary typesetting technology.

Prerequisites: none

GD212 Digital Photography for Designers (3 credits)

This course introduces students to the fundamental terminology, concepts, and techniques of digital photography. It focuses on the principles of using color, composition, lighting, and other techniques for overall thematic and visual effects of photographic images.

Prerequisite: ART109

GD219 Graphic Symbolism (3 credits)

This course examines the importance of graphic symbols in design. Logos and other symbolic images will be examined in historic and contemporary contexts. Graphic elements including typography, simplified imagery, and abstract shapes will then be utilized to create individual logo designs and other symbolic images.

Prerequisite: ART106

GD416 Media Business Law (3 credits)

This course covers the multiple facets of media business law. Topics include: an overview of the legal system, contracts, personal property, intellectual property, copyright, and additional legal and ethical business issues as it impacts media and design professionals.

Prerequisites: none

GWDA 101 Applications and Industry (3 credits)

Web design and graphic design applications, tools, and industry practices. Includes file management practices, basics of markup language and styling. Introduction to illustration and image manipulation software relevant to the web design and graphic design industries.

Prerequisites: none

GWDA 102 Rapid Visualization (3 credits)

This course introduces the philosophy behind illustration, emphasizing conceptual visual problem solving and quick sketching methods to portray ideas. It also highlights the uses of illustration in the graphic design and advertising industries. Assignments will focus on black and white and color techniques, using contrast, values, composition and function.

Prerequisites: FNDA 110

GWDA 103 Digital Illustration (3 credits)

This course advances the students understanding of the computer as an artist tool. Building on previous courses in drawing, concept development and introductory computer aided design; students will be asked to generate a number of expressive solutions that address specific illustrative problems, both technical and creative. As part of this course, students will be given the opportunity to develop their digital illustration skills by exploring numerous tools and techniques to obtain desired results.

Prerequisites: None

GWDA 105 Concept Design (3 credits)

This course will emphasize the conceptualization process of design and its function in solving given problems. The student will use creative problem solving and research techniques, specifically: problem identification, analysis, brainstorming and idea refinement.

Prerequisites: GWDA 111

Note: Students in the BFA in Advertising may take this course as a corequisite.

GWDA 111 Introduction to Layout Design (3 credits)

This class will concentrate on utilizing design principles and theories in problem solving, focusing on the importance of layout composition. Emphasis will be on the process of design development from thumbnails to comprehensives, layout, and the use of grid systems for multi-component layouts.

Prerequisites: None

GWDA 112 Typography – Traditional (3 credits)

This course is an introduction of lettering skills and the history and foundation of letterforms. The placement of display and text type in a formatted space, and the relationship between the appearance and readability of letterforms, are also studied. Students will work in a traditional context of hand-rendering type and also be introduced to contemporary typesetting technology.

Prerequisites: None

GWDA 122 Typography – Hierarchy (3 credits)

This course is a continuation of the study of traditional typography. Exercises and projects focus on the hierarchical qualities of typography. The development of marketable, original, and creative problem solving solutions will also be examined with an emphasis on creative techniques. Industry standard software will be used in the development of digital typography and hierarchal skills.

Prerequisite(s): GWDA 112

GWDA 123 Programming Logic (3 credits)

Students acquire basic programming skills needed to design, develop, and produce practical applications with a specific scripting or programming language. The course addresses sound programming practices, structured logic, and object-oriented concepts, including methods, properties, events, and handlers.

Prerequisites: None

GWDA 132 Information Architecture (3 credits)

This course is an introduction to the concepts and processes of planning interactive projects that solve business and user needs. Students research users, goals, competition, and content, and develop the navigation structure. They also explore process flow, layouts and labeling systems that best address these needs. They prepare and present a professional information architecture proposal.

Prerequisites: GWDA 101 or GWDA 103

GWDA 133 Fundamentals of Web Design (3 credits)

An introduction to the terms, technologies, trends and best practices of the interactive design industry. Student design, develop, and upload a simple web site using HTML and basis CSS. The importance of writing valid and semantic code is emphasized. Basic web site production stages and requirements such as naming conventions, file organization, project development life cycle, and image optimization are also covered.

Prerequisites: None

GWDA 201 Audio and Video (3 credits)

Students will develop editing skills while communicating messages and telling stories through the introduction of various media and technology. Examining the latest advances in audio and video, computer graphics, special effects, editing, and the important role these new technologies play in digital video production will be employed.

Prerequisites: None

GWDA 202 Interface Design (3 credits)

An exploration of the synthesis of visual and information design principles. This course will examine the conceptual and practical design of interfaces. Students discuss interface design heuristics and user interface patterns and explain their importance. The components of the interface design process such as sketches, mood boards, wireframes, visual comprehensives, and prototypes are executed.

Prerequisites: GWDA 222 or GWDA 133 and GWDA 111

GWDA 203 Pre-Press and Production (3 credits)

This course prepares students in the electronic preparation of simple designs. Image reproduction, color specification, file preparation procedures, and binding and finishing techniques will be explored. Discussion of various printing processes and paper selections are covered in this class.

Prerequisites: GWDA 111

GWDA 204 Introduction to Writing for Interactive Media (3 credits)

This course covers the process of copywriting for interactive media. Students explore the role of the writer as an individual or as a member of the creative team.

Prerequisites: None

GWDA 208 Advanced Image Manipulation (3 credits)

This course is designed to further enhance the skills acquired in previous image manipulation and technology-based classes. Emphasis will be placed on advanced applications and the appropriate selection of variables for the required task. Integration of programs to achieve a required product will also be emphasized.

Prerequisites: FNDA 135

GWDA 209 Portfolio I (3 credits)

This course prepares students for the transition to the professional world. This course will prepare students to seek entry-level employment in the industry upon graduation by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.

Prerequisites: Academic Approval Required

GWDA 212 Typography - Expressive and Experimental (3 credits)

Emphasis is placed on the expressive potential of typography. How the form of the written letter affects meaning is studied experimentally. The emphasis is on design elements from the perspective of history, psychology, and artistic interpretation executed with digital tools.

Prerequisites: GWDA 122

GWDA 213 Timeline Animation and Interaction (3 credits)

Use timeline animation in the development of interactive interfaces and experiences. Concept development and storyboarding will be explored. Designing and delivering low-bandwidth animations, presentations, and web sites will be explored, as well as, basic scripting capabilities. The course covers design, standards, procedures, and delivery. Emphasis is placed on industry standards, ensuring compatibility (browser/platform), and developing a complete product from concept to delivery.

Prerequisites: FNDA 135

GWDA 222 Intermediate Layout Design (3 credits)

This advanced layout course enhances and reflects skills developed in fundamental design courses. Critical analysis will be applied through the usage of type and layout to create clear, communicative design. Portfolio quality projects will be developed as part of the process. Portfolio-quality projects will be developed as part of this process.

Prerequisites: GWDA 111

GWDA 224 Advanced Digital Illustration (3 credits)

Students will refine their illustration techniques through an advanced study of illustration media while solving design problems related to a variety of print and online venues. Personal style will be emphasized while students create an illustration portfolio using appropriate rendering techniques as well as typography.

Deadlines and professional presentation will be stressed throughout the course.

Prerequisites: FNDA 135

GWDA 232 Form and Space (3 credits)

Form and Space involves the formal understanding and manipulation of the basic-organizing principals of the 3 dimensional worlds. Point, line, plane, mass, volume, density and form are discussed. Students learn to create and discuss 3-D situations using basic hand tools and readily available materials. Form and Space also involves the relationship of perceptual issues to manipulate the 3-D situation.

Prerequisites: None

GWDA 242 Graphic Symbolism (3 credits)

This course examines the importance of graphic symbols in design. Logos and other symbolic images will be examined in historic and contemporary contexts. Graphic elements including typography, simplified imagery, and abstract shapes will then be utilized to create individual logo designs and other symbolic images.

Prerequisite(s): GWDA 222 and GWDA 105

GWDA 243 Object Oriented Scripting (3 credits)

Students will be introduced to JavaScript utilizing the Document Object Model. Refining and enhanced programming skills will be employed. The student gains experience developing advanced applications using specific computer languages.

Prerequisites: GWDA 273

Note: Students in the BFA in Graphic & Web Design may take this course as a corequisite.

GWDA 252 Advanced Layout Design (3 credits)

This course will explore various means of indicating, placing and manipulating visual elements in page design, systematically developing strong and creative layout solutions by means of a cumulative, conceptual design process. The ability to effectively integrate photographs, illustrations, and display and text type will be developed using page composition software.

Prerequisites: GWDA 222

GWDA 253 Authoring for Interaction (3 credits)

Students combine experience in design concepts with advanced programming solutions. Emphasis placed on learning object-oriented approaches to developing dynamic/reusable rich media modules combined with data applications.

Prerequisites: None

GWDA 262 Package Design (3 credits)

Exploration of the design process in package design and the challenges of adapting 2D designs to 3D forms, both simple and complex. Projects will explore materials, structure, aesthetics, production methods, marketing objectives and budgetary constraints.

Prerequisite(s): GWDA203

GWDA 263 Web Standards (3 credits)

An investigation into the importance of adhering to web standards and following accessibility guidelines. Students gain an understanding of how these best practices enable inclusive designs that address diverse user needs, contribute to improved Search Engine Optimization, and meet legal requirements such as Section 508. Students code and test sites for cross-browser compatibility, valid markup, and compliance with accessibility guidelines.

Prerequisites: GWDA 133

GWDA 272 Corporate Identity (3 credits)

Students will investigate the use of corporate design and identity for branding. Further exploration of corporate id as a branding tool in advertising, marketing and social media will be employed. Comprehensive corporate identity systems, as well as, additional business collateral and a Graphic Standards Manual will be developed.

Prerequisites: GWDA 282 or Academic Approval Required

GWDA 273 Intermediate Web Design (3 credits)

Students expand their prior knowledge of HTML and CSS by learning additional methods for structuring and styling web page content. The ability to style multi-column layouts and various interface components is explored. Students participate in visual design critiques, evaluate the designs and code of existing websites, and use CSS to visually design the presentation of HTML content.

Prerequisites: GWDA 133

GWDA 282 Collateral Design (3 credits)

The role that collateral design plays in the support of advertising campaigns is introduced and developed. Students explore various collateral design techniques, direct mail, business-to-business, business-to-consumer, non-profit, trade, and social media. The process of multiple-presentation techniques and media formats are emphasized.

Prerequisites: GWDA 252

GWDA 283 Advanced Web Design (3 credits)

An exploration of advanced methods for styling websites and creating page layouts. This course will examine the practical application of styling web page content, understanding cross-browser compatibility, and creating designs that display effectively on various devices.

Prerequisites: GWDA 273

GWDA 292 Experience Design (3 credits)

An examination of user-centered experience and its relationship to information architecture, interface design, and usability. Concepts such as storytelling, immersion, flow, affordances, and wayfinding are explored in terms of their impact on the user experience of interactive interfaces. Students explore how to design engaging and usable digital experiences. Prerequisites: GWDA 223

GWDA 302 Information Design (3 credits)

In this course we will explore the role of visual communication design (graphic design) in communicating information in visual form. Emphasis is placed on competency in research, production, and presentation of advanced-level projects that encompass the use of information design in graphic visual communication.

Prerequisites: GWDA 133 and GWDA 202 and GWDA 272

GWDA 305 Art Direction (3 credits)

This course will examine the role of the art director in producing multi-faceted design projects. Working in teams, students will coordinate their creative efforts, from concept to finished output. By encouraging a team approach, the course will further enhance students' leadership, communications and negotiation skills.

Prerequisites: ADVA 209 or Academic Approval Required

GWDA 308 Business of Graphic Design (3 credits)

This course is structured to investigate the wide ranges of both traditional and emerging business topics and considerations, preparing students as they transition into a media and design profession. Concepts of professionalism, expected business needs, an understanding of self-marketing, proposals and project management, and intellectual property and contractual issues will be addressed.

Prerequisites: ENCA 102 and GWDA 209; or Academic Approval Required

GWDA 313 Emerging Technologies (3 credits)

An examination of concepts and methodologies used in emerging technology. Students will research technical requirements for implementing the emerging technology and also discuss the potential impact on technological, social, and cultural change. A prototype and/or interactive marketing campaign will be produced to demonstrate understanding of the emerging technology.

Prerequisites: GWDA 213

GWDA 317 Interactive Communication Planning and Research (3 credits)

This course covers real-world pre-production methods and research for interactive media. Emphasis is on content research, assessing client needs, pre-production assets, and planning of advanced interactive communication publications.

Prerequisites: GWDA 204

GWDA 323 Design Team Pre-Production (3 credits)

Real-world web pre-production through small teams is examined. Assessing client needs, pre-production assets, project management, and communication will be emphasized. Students will work in production groups to examine business problems and must determine the source problem, ascertain a working solution and implement a functional model complete with proposals, design, technical, and quality assurance documentation.

Prerequisites: GWDA 372 or GWDA 305 and GWDA 209 or Academic Approval Required

GWDA 372 Content Management Systems (3 credits)

Using an open source database program (MySQL), students practice the theory of database design by normalizing data, defining integrity relationships, and creating tables. Students also develop forms, reports, and search queries (MySQL) as they learn how to manage and manipulate data within a database.

Prerequisites: None

GWDA 373 Advanced Server-Side Scripting (3 credits)

Through this course students learn advanced programming skills. Students will gain experience developing web applications using specific computer languages. Application in advanced Interactive Web development will be explored. Students will further explore concepts related to data-driven dynamic web site creation based on Server Side processing. Advanced server-side scripting skills and CMS utilization will be developed.

Prerequisites: GWDA 353

GWDA 382 Design for Mobile Devices (3 credits)

Students will learn to create custom solutions for content delivery on mobile devices by developing web application and device application user interface tools optimized for delivery on mobile devices. Students will work in class with mobile devices to learn needs, restrictions of designing for mobile devices as well as test student-designed interfaces.

Prerequisites: GWDA 202 and GWDA 273 or Academic Approval Required

GWDA 405 Internship (3 credits)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate.

Prerequisites: Academic Approval Required

GWDA 407 Interactive Communication Usability and Prototyping (3 credits)

Students design, prototype, and analyze effectiveness and usability of interactive projects.

Prerequisites: GWDA 317

GWDA 409 Graphic Design Capstone (3 credits)

Students in this course present a comprehensive understanding of their academic experience. Proficiency will be demonstrated in both studio and general education courses through a written, oral, and visual presentation.

Prerequisites: None

GWDA 413 Design Team Production (3 credits)

A continuation of Design Team- Pre-Production. Real-world web production and delivery through small teams is further explored. Emphasis on assessing client needs, utilizing pre-production assets, production scripting, as well as, project management, and communication. The application and implementation of business, design and programming skills students have acquired will be demonstrated. Design solutions appropriate to a targeted market will be emphasized. Critical analysis, problem identification, and idea refinement/implementation will be the focus in producing a portfolio quality project.

Prerequisites: GWDA 323

GWDA 420 Portfolio II (3 credits)

This course aims to prepare students to seek entry-level employment within the industry upon graduation by assisting them with the development and presentation of a graphic design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual thinking, design, web design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies.

Prerequisites: GWDA 209 and Academic Approval Required

GWDA 453 Interactive Communication Development and Delivery (3 credits)

Students individually develop, market, and present an advanced interactive digital publication.

Prerequisites: GWDA 407

GWDA 460 Special Topics in Graphic Design I (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

GWDA 461 Special Topics in Graphic Design II (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

HISA 101 Ancient World History (4 credits)

This course is an introductory survey of world history from the Paleolithic era to the advent of Christianity. This course focuses on those civilizations that have most influenced human history, including those of Egypt, Greece, Rome, India, and China.

Prerequisite(s): None

HISA 201 Modern World History (4 credits)

This course covers the period from the Sixteenth Century to the present, and explores the major movements, historical events, and trends of each era with an emphasis on the effects empires, colonialism and imperialism have had on the modern world.

Prerequisite(s): None

HISA 206 American History to 1865 (4 credits)

This is an introductory course on American history, covering early American history from the discovery of the Americas through the Civil War, including the philosophical and constitutional foundations of American government. Prerequisite(s): None

HISA 208 United States History from Civil War to Present (4 credits)

This course is a survey of the history of the United States from the end of the Civil War to the modern era.

Prerequisite(s): None

HIST1301 U.S. History I (4 credits)

This course will introduce students to United States history by addressing colonial developments in North America, the American Revolution, the emergence of the United States as a nation, the Civil War, and Reconstruction. This course will also pay attention to the role of women and minorities in the development of the United States. Students will learn to discuss these topics, both in oral and written exercises.

Prerequisites: none

HIST1302 U.S. History II (4 credits)

This course will introduce students to United States history. It will cover Reconstruction, the Industrial Revolution, the nation's emergence as a world power, the Cold War, and developments since that time. We will pay particular attention to the contributions of women and minorities, and how history has molded an American identity.

Prerequisites: none

HIST2321 World Civilizations I (4 credits)

This course is a survey of ancient and medieval history with an emphasis on the multicultural heritage of our world, including Asia, Africa, Europe, and the Americas. The course considers historical changes and relationships between cultures in this period.

Prerequisites: none

HIST2322 World Civilizations II (4 credits)

This course covers some of the forces that have shaped world history from the sixteenth century to the present. Topics include the Renaissance, the Reformation, the Muslim empires, China and Japan, the Enlightenment, Imperialism, the Industrial Revolution, the military upheavals of the 20th century, and the post-modern world.

Prerequisites: none

HOS171 Introduction to Hospitality (3 credits)

This course represents an introduction to the organization and structure of hotel, restaurants, and clubs. Students will also be introduced to the importance of industry contacts, resume writing, time management, and will perform hospitality occupational interviews. The student will receive an overview pertaining to forces that shape the hospitality industry, tourism, destinations, and how those forces interact with the hospitality industry and related businesses that serve the traveler. Students will study how particular services affect the industry, how to manage and work in the international market, and what the future holds for the industry.

Prerequisites: none

HOS232 Lodging Operations (3 credits)

This course is designed to assist students in developing the ability to analyze and understand the inter-reliant environment of major departments within a hotel/resort operation. Students develop competency-based skills through analyses, written reports, and on-site learning opportunities in major departments of a hotel/resort including General and Administrative, Rooms Division, Food and Beverage, Sales and Marketing, and Sports and Activities.

Prerequisites: none

HOS234 Introduction to Tourism (3 credits)

This course will introduce the student to the fundamentals and nature of the tourism industry, its problems, economics, and opportunity trends. Students will also study technological changes and planning, including location, design, selection of material supplies, financing, essential forms and procedures.

Prerequisites: none

HOS235 Casino Operations (3 credits)

This course provides an overview of the casino industry and the management issues that are unique to gaming. This course is not intended to be a hands-on training manual for how to become a manager or dealer.

Prerequisites: none

HOS321 Senior Living and Special Needs (3 credits)

In this course, students will learn the management skills necessary in the rapidly growing senior services industry. Students will study the socio-economic impact of the aging population and associated trends. Emphasis will be placed on the medical, nutritional, spiritual, technological and legal needs of the generation. The role of HMOs and insurance carriers will also be explored.

Prerequisites: none

HOS323 Multi-Unit Franchising (3 credits)

This course will examine franchising as a business form. During the semester, we will study franchising from the perspectives of both franchisor and franchisee, covering all relevant issues including franchising agreements and related documents, financing, site selection, marketing, financial management, and operations. We will also examine the franchisee-franchisor relationship, contractual requirements, trademarks, territorial rights, compliance issues, legal considerations, and current issues in franchising.

Prerequisites: none

HOS350 Introduction to Hospitality (3 credits)

This course represents an introduction to the organization and structure of hotel, restaurants, and clubs. Students will also be introduced to the importance of industry contacts, resume writing, time management, and will perform a hospitality occupational interview. The student will receive an overview pertaining to forces that shape the hospitality industry, tourism, destinations, and how they interact with the hospitality industry, related businesses that serve the traveler, how services affect the industry, managing and working in the international market, and what the future holds for the industry.

Prerequisites: None

HOS361 Hospitality Law (3 credits)

This course covers the legal rules that apply to the hospitality industry. It is designed to give the student an excellent overview of operations, particularly of law, combined with a historical perspective and present-day application. The course will also address pertinent key industry issues with a critical eye towards those laws that may hinder the industry's growth, as well as those laws that strengthen our rights as hospitality professionals.

Prerequisites: none

HSIA 132 Nutrition Science (4 credits)

This course centers on an explanation of the basic principles of nutrition and their relationship to health. The structure, functions, and source of nutrients – including proteins, carbohydrates, fats, vitamins, minerals, and water are discussed. Current issues in nutrition are reviewed, including dietary guidelines, energy balance, vitamin supplements, and food fads.

Prerequisites: None

HUMA 125 History of Media (3 credits)

Focuses on the history of film and media, with the goal of delivering a clear outline and analysis of its key developments and innovations.

Prerequisites: None

HUMA 202 Contemporary World (4 credits)

This course reviews how various civilizations relate to each other based on international and domestic statuses, explores how earlier major events impacted various regions across Europe, Asia, North America and Africa, and reviews how technological developments have influenced the cultures of these areas, starting from the 1950s and ending in the 2000s. The course will concentrate on cultural, social and political factors related to the Eastern and Western hemispheres and introduce the concept of 'globalization' and its impact on the world.

Prerequisites: None

HUMA207 World Prospects and Issues (4 credits)

This course introduces the study of various global problems and solutions. The course sheds light on the concepts of state, nation state, and society; tensions between East and West or developed and underdeveloped areas; the new economic order; and the transition from the Modern to Post-Modern eras.

Prerequisites: None

HUMA210 The Emancipation of Slaves Through Music (4 Credits)

This course explores the liberating effects of music on an oppressed people. It takes us on a journey starting with slavery, then following the power and influence of African music and its importance in the current entertainment industry.

Prerequisites: ENCA 101

HUMA 250 Introduction to Popular Culture (4 credits)

The development of computer games and other forms of popular entertainment owe much to American myths, icons, heroes, and institutions as represented in American popular culture from the late nineteenth century to the present. Students examine the history of these art forms through examination of popular novels, film, radio programs, songs, and television.

Prerequisites: None

HUMA 350 Special Topics

Cross-curricular course examining a specific issue or topic and the relevance of the humanities to it. Students will expand critical thinking skills such as analyzing and synthesizing.

Pre-requisites: ENCA 102

INT419 Internship (3 credits)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry in the field when they graduate. 90 internship hours are required.

Prerequisites: CD400

INTA 101 Architectural Drafting I (3 credits)

This course is an introduction to the basic drafting techniques, terminology, and symbols used on drawings, including use of drafting equipment, lettering, plan and elevation construction with an emphasis on proper line weight, quality, and scale.

Prerequisites: None

INTA 102 Introduction to Interior Design (3 credits)

Students are introduced to the responsibilities of today's interior design professional. Assignments require the application of the elements and principles of design for interior spaces to create aesthetic solutions. Basic lessons in ergonomics, space planning, and human factors introduce the skills used to make functional and purposeful design decisions.

Prerequisites: None

INTA 103 CAD I (3 credits)

This course is an introduction to the principles and operation of computer-aided drafting to produce floor plans, elevations and other components of construction drawings.

Prerequisites: INTA 101

INTA 105 Sketching and Ideation (3 credits)

Students visually conceptualize design solutions through rapid sketching in this course.

Prerequisites: FNDA 120

INTA 111 Space Planning (3 credits)

This course begins the design series by introducing the interior design process including programming, schematics, design development, space planning and alternate design solutions.

Prerequisites: INTA 121

INTA 112 Design Basics 3D (3 credits)

This course explores the basic elements and principles of three-dimensional design. Students will use traditional and /or digital tools to help them visualize their designs volumetrically and apply 3D design elements to the spatial envelope.

Prerequisites: INTA 101

INTA 121 Architectural Drafting II (3 credits)

Students will develop an understanding of mechanical drawings, detailed drawings and other components of an entire working drawing package using hand-skills introduced in Drafting

Prerequisites: INTA 101

INTA 122 Textiles (3 credits)

This course explores the nature of man-made and natural materials used to produce textiles for use in interior design. Content includes discussion of fibers, yarn, fabrics, finishes, design methods, construction, and proper application of these materials from technical, environmental, and aesthetic approaches.

Prerequisites: None

INTA 201 Materials and Specifications (3 credits)

This course explores materials and finishes utilized in interior applications through lecture, demonstrations, and/or field trips. Various methods of specification and estimation are covered. Students research and assess performance criteria including aesthetics, function, and environmental factors.

Prerequisites: None

INTA 202 Presentation Techniques (3 credits)

This course explores alternate methods of creating and producing interior design presentations. Combining a variety of software, reproduction methods, and digital rendering techniques, students explore ways to manipulate images into a cohesive graphic presentation.

Prerequisites: INTA 102

INTA 211 Codes and Regulations (3 credits)

This course studies the principles, policies, and practices required by regulatory bodies and jurisdictions having authority over interior construction building, fire codes and ADA regulations as they apply to interior design projects.

Prerequisites: None

INTA 212 Residential Design I (3 credits)

This course explores the design of residential interiors as a problem solving process, with applications to a variety of residential interiors. Areas of study include concept development, human factors, programming and space planning, color, furniture and finish selection as well as concepts of universal design and sustainability.
Prerequisites: INTA 111

INTA 213 Kitchen and Bath Design (3 credits)

This course addresses the fundamentals of kitchen and bath design, including universal design and accessibility in new construction and renovation. Topics include fixtures, fittings, furnishings, equipment, cabinetry and finishes, construction, electrical, and basic plumbing. Industry relevant nomenclature and product information are used to create specifications and cabinet plans.
Prerequisites: INTA 103 and INTA 111

INTA 222 Human Factors (3 credits)

This course covers the principles and considerations related to human factors, universal design, anthropometrics, ergonomics and the psychological response of users to interior spaces.
Prerequisites: INTA 102

INTA 232 Lighting Design (3 credits)

This course covers a comprehensive study of the various natural and artificial lighting techniques as they apply to interior environments.
Prerequisites: INTA 111

INTA 242 Commercial Design I (3 credits)

This course is the design and presentation of a commercial project with emphasis on the workplace environment.
Prerequisites: INTA 103 and INTA 211

INTA252 Interior Detailing (3 credits)

In this course students study the materials and fabrication techniques involved in the design and construction of interior details.
Prerequisites: INTA 103

INTA 262 Construction Documents I (3 credits)

This course introduces students to the contract document process for interior spaces.
Prerequisites: INTA 103

INTA 303 Digital Modeling I (3 credits)

This course introduces students to 3D modeling software as a communication tool. Students produce design solutions volumetrically as part of the design process.
Prerequisites: INTA 103

INTA 306 Professional Practice (3 credits)

This course presents the principles governing the business, legal, and contractual aspects of the interior design profession.
Prerequisites: Academic Approval Required

INTA 312 Global Design (3 credits)

This course covers the research and application of global design and the study of different cultures as they relate to design issues and concerns.
Prerequisites: INTA 103 and INTA 111

INTA 313 Digital Modeling II (3 credits)

This course compliments the skills gained in 3D modeling. Students apply camera and lighting techniques as it applies to interior environments.
Prerequisites: INTA 303

INTA 322 Building and Mechanical Systems (3 credits)

This course is a study of the materials, principles and sustainable concepts utilized in basic construction, building, and mechanical systems for interiors.

Prerequisites: INTA2 01

INTA 332 Environmental and Sustainable Design (3 credits)

This course covers the principles and practices of sustainable and environmental design as applied to a design project.

Prerequisites: INTA 211

INTA 342 Commercial Design II (3 credits)

This course is the design and presentation of a complex commercial project with emphasis on universal and barrier free design.

Prerequisites: INTA 242

INTA 352 Hospitality Design (3 credits)

This course is the design and presentation of team-based hospitality project with emphasis on innovation and creativity.

Prerequisites: INTA 242

INTA 380 Special Topics in Interior Design I (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisites: None

INTA 382 Special Topics in Interior Design II (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisites: None

INTA 384 Special Topics in Interior Design III (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisites: None

INTA 402 Senior Studio I (3 credits)

Students select a subject based on their individual career aspirations and develop a project of a substantial scope. Emphasis is on real-world needs that could be better met through more responsible interior design and architecture. Content includes problem identification, analysis of user needs, observation and information gathering. Ultimately a design program and schematic solution are prepared that will be further developed into a complete design solution in Senior Studio II for an interior environment that will better support the psychological and physiological health, safety and welfare of the public.

Prerequisites: Academic Approval Required

INTA 410 Portfolio (3 credits)

This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of an interior design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual thinking, design, web design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies.

Prerequisites: Academic Affairs Approval

INTA 412 Institutional Design (3 credits)

This course is the design and presentation of an Institutional Project with emphasis on anthropometrics, human factors, and human behavior.

Prerequisites: INTA342

INTA 416 Internship (3 credits)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level employment in the field when they graduate. Students must complete a minimum of 90 contact hours.

Prerequisites: Academic Approval Required

INTA 424 Project Management (3 credits)

This course focuses on the interactive design project management process and development of the project team as key to the successful achievement of interactive design project goals. The process examines the main elements required in every proposal/plan, time-frame, and budget. Key areas of interactive design project teams serve to support the fundamental approach that every project team is tailored to achieve project results efficiently and effectively.

Prerequisites: Academic Approval Required

INTA 426 Senior Studio II (6 credits)

In this culminating studio course, students continue the development of a viable solution for the project initiated in Senior Studio I. Skills from the entire program are leveraged into a final portfolio project motivated by environmentally sound, cost-effective and responsible design practices.

Prerequisites: INTA 402

MAAA 102 Life Drawing and Gesture (3 credits)

In this introductory course on drawing the human figure, students will continue developing their drawing skills. Course will focus on an interpretation of the human body, based on major masses organized by gestural line. Line of action, gesture, motion, measurement, and foreshortening will be covered in this course.

Prerequisites: FNDA 110

MAAA 111 Animation Principles (3 credits)

Students will explore and implement the principles of animation through projects that emphasize analyzing real-world movement, adapting that movement for the animation medium, and creating the illusion of life.

Prerequisites: MAAA 102

MAAA 122 Drawing and Anatomy (3 credits)

Students will continue to develop drawing skills and will focus on basic anatomical structures of human and animal forms.

Prerequisites: None

MAAA 202 Character and Object Design (3 credits)

This course focuses on designing and drawing characters or objects for animation using line to accurately delineate the form. Attention is given to appropriate proportion and form for an animated character or object. Characters and objects are created using various media.

Prerequisites: None

MAAA 204 Acting and Movement for Animators (3 credits)

The course is an introduction of acting as a tool of research through studies of animated movement. Characters' personality, expression, motivation, body language, and posture will be studied through classroom exercises in a variety of media.

Prerequisite(s): MAAA 111

MAAA 212 2D Animation (3 credits)

Students will apply animation principles to produce a sequence. Emphasis will be placed on timing and performance. Use of various image acquisition techniques, pencil tests, inking, and other 2D animation skills will be explored.

Prerequisite(s): MAAA 111

MAAA 213 3D Modeling (3 credits)

Through critical analysis, the student will apply basic design principles to the solution of visual problems using elements of 3D design. The student will conceptualize 3D coordinate systems, construct 3D models, and apply them to geometric construction.

Prerequisites: FNDA 150

MAAA 222 Storyboarding and Animatics (3 credits)

This course focuses on applying industry-standard storyboarding techniques for animation. Topics to be covered include the various purposes, formats, terminology, and concepts used in the creation of storyboards and animatics with audio.

Prerequisites: None

MAAA 223 Hard Surface and Organic Modeling (3 credits)

This course covers modeling techniques used for building organic and hard surface objects and environments. Students will utilize industry standard techniques to produce 3D objects.

Prerequisites: MAAA 213

MAAA 232 3D Animation (3 credits)

Students are introduced to basic 3D animation techniques. Topics to be covered include hierarchical linking, keyframing, function curves, animated modifiers, basic morphing, animated cameras, and an introduction to character animation.

Prerequisites: MAAA 213

MAAA 233 Motion Graphics (3 credits)

This course will allow students to integrate traditional graphic design techniques with digital design techniques. Through exploration of animation and compositing, students will create motion graphics, animated identifications, and visual effects using animation/compositing software.

Prerequisites: FNDA 135

MAAA 242 Character Modeling (3 credits)

In this course students will use advanced modeling techniques to create 3D characters. Students will research and create character models based on anatomy using industry standard techniques.

Prerequisites: None

MAAA 243 Material and Lighting (3 credits)

In this class students will be introduced to materials, textures and lighting strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces and textures.

Prerequisites: None

MAAA 252 Background Design and Layout (3 credits)

This course focuses on the fundamentals of background layout with an emphasis on perspective, composition, design basics, staging, mood, texture and lighting. Students will utilize foreground, mid-ground, and background design elements.

Prerequisites: None

MAAA 302 3D Character Animation (3 credits)

This is an advanced level 3D animation course building on techniques learned from previous modeling and animation courses. Students will learn how to apply real life action sequences to characters.

Prerequisites: MAAA 232

MAAA 303 3D Character Rigging (3 credits)

This course is an introduction to the fundamentals of character setup. The character rig will be tested by animation assignments. During the course each student will create, set up and test a character model.

Prerequisites: None

MAAA 312 Animation Studio (3 credits)

Students will use advanced animation techniques to create, design, produce and edit a fully realized concept.

Prerequisite(s): MAAA 302

MAAA 313 Advanced Lighting and Texturing (3 credits)

In this class students will continue their exploration of and expand on their knowledge of materials, textures, lighting and rendering strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces and textures.

Prerequisite(s): MAAA 243

MAAA 323 Emerging Technologies for Animation (3 credits)

This course examines delivery methods of animation for various platforms. Students explore the capabilities and limitations of delivery systems and distribution methods, Assets will be generated and delivered based on given technical requirements for mobile and other platforms.

Prerequisite(s): MAAA 232

MAAA 333 Dynamics and Simulation (3 credits)

This course takes students through the process of making visual effects through the creation and control of dynamic simulations. Students will emulate properties of real-world phenomena.

Prerequisites: MAAA 232

MAAA 343 Pre-Production Team (3 credits)

This course will expose students to the pre-production processes used in animation and related industries. The primary components of the course will be a thorough review of all pre-production activities and project management. Students will participate in production teams and will focus on planning of all aspects of an animation production.

Prerequisites: Academic Approval Required

MAAA353 Technical Visualization (3 credits)

In this course students will create detailed visualizations of engineered objects and spaces. Students also learn to illustrate physical effects of lighting, textures, and movement for animation and visualizations.

Prerequisites: MAAA 223

MAAA363 Advanced Illustration for Production (3 credits)

Students will refine their illustration techniques through an advanced study of illustration media while solving design problems related to a variety of print and online venues. Personal style will be emphasized while students create an illustration portfolio using appropriate rendering techniques as well as typography. Deadlines and professional presentation will be stressed throughout the course.

Prerequisites: FNDA 135

MAAA 403 Production Team (3 credits)

In this course students will work in a studio environment and will focus on the production and post production of an animated short.

Prerequisites: MAAA 343

MAAP309 Portfolio I (3 credits)

This course will prepare students to seek entry-level employment in the industry upon graduation by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development.

Prerequisites: None

MAAP409 Portfolio II (3 credits)

This course prepares students to seek entry-level employment within the industry upon graduation by assisting them with the development and presentation of a professional portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas such as conceptual thinking, design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies. Prerequisites: MAAP309

MAAW300 Media Production Workshop (3 credits)

Working in production teams, students in this workshop class will deal with real clients, typically representatives of non-profit organizations. Guided by a faculty, students interview the client to determine expectations and work in a team to design and produce the media content for an intended delivery system. Prerequisites: Academic Approval Required

MAAW400 Media Production Workshop II (3 credits)

Working in production teams, students in this workshop class will deal with real clients, typically representatives of non-profit organizations. Guided by a faculty, students interview the client to determine expectations and work in a team to design and produce the media content for an intended delivery system. Prerequisites: Academic Approval Required

MAIN200 Internship I (3 credits)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate. Prerequisites: Academic Approval Required

MAIN300 Internship II (3 credits)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate. Prerequisites: Academic Approval Required

MANA301 Human Resource Management (3 credits)

This course introduces the principles and practices of human resources management relevant to hospitality organizations, with emphasis on the entry-level manager's role. Topics covered will include employment laws, workforce management, compensation and benefits administration, labor unions, employee safety, diversity and ethics. Prerequisites: None

MANA400 Leadership and Organizational Development (3 credits)

Students examine leadership, organizational management and culture, focuses on the role of the managers as facilitators of change within the organizations. The course emphasizes the concepts of motivation, interpersonal relationships, group dynamics, leadership, and organization culture. Examination of leadership styles, development of strategic plans, and critical problem solving in the hospitality industry are covered in the course. Prerequisites: None

MANA405 Digital Media Management (3 Credits)

Students design and implement advanced marketing campaigns utilizing emerging digital media concepts, paradigms, and business models. Students combine and integrate interactive business models using both online and offline media. Students integrate knowledge of e-commerce and interactive media to include emerging technologies such as mobile marketing, social media marketing (SMM), viral advertising, and video and user generated content (UGC). Prerequisites: None

MARA307 Consumer Behavior (3 credits)

This course will provide students with an understanding of the fundamental relationships between consumers and the fashion industry. Students will have the opportunity to learn about consumer attitudes, motivation and other buying influences

Prerequisites: None

MARA312 Marketing (3 credits)

The fundamental concepts and principles of marketing. The overview of marketing provided here will help students place their knowledge in a framework and understand how each component contributes to the strength and utility of a marketing plan. Students will also learn how to identify the ways in which world events and cultural assumptions influence marketing.

Prerequisites: None

MASP300 Senior Project I (3 credits)

Initiates a multi-quarter, comprehensive project, which will be integral to students' final portfolios. With department approval, students will employ their cumulative skills to produce a significant, sophisticated, narrative tableau in a chosen genre.

Prerequisites: None

MASP400 Senior Project II (3 credits)

This course concludes the multi-quarter long comprehensive project begun in Senior Project I. Students will employ cumulative skills to post-produce a significant, sophisticated, narrative tableau in a chosen genre.

Prerequisites: MASP300

MATA100 College Mathematics (4 credits)

In this course students will learn about the application of algebraic and geometric concepts, including the mathematical topics such as sets, number systems, number theory, functions, congruence, probability, and statistics.

Prerequisites: None

MATA 101 College Algebra (4 credits)

This course introduces the basic concepts of algebra and will apply these ideas through various projects relevant to art and design majors. It will emphasize a systematic approach to problem solving and cover topics, including simplifying algebraic expressions; solving equations and inequalities; factoring; the graphing of linear, quadratic, and polynomial functions; and the reading and creation of graphs.

Prerequisites: None

MATA102 Statistics (4 credits)

This course is an introduction to descriptive and inferential statistics. Emphasis is placed on sampling, distributions, measures of central tendency and dispersion, Central Limit Theorem, confidence intervals, correlations, regression, discrete and continuous probability distributions, population parameter estimation, and hypothesis testing. Other topics include plotting data, graphing functions and predicting outcomes.

Prerequisites: MAT100 or MATA 101

MATA113 Ideas of Mathematics (4 credits)

This course introduces students to some major themes and ideas in mathematics, including methods used in their applications. The course includes such topics as concepts of geometry set theory, algebra, statistics, and consumer mathematics.

Prerequisites: None

MATA 115 Applied Mathematics (4 credits)

This course introduces students to the algebraic and graphical methods most often used in the description of motion, collisions, and coordinate transformations. Students are expected to enter the course with the ability to solve one variable linear algebraic equations. The purpose of the course is to make students more aware of and better able to deal with the concept of motion in their projects and to provide a foundation that will make them more able to deal with the variety of motion graphic programs now in use.

Prerequisites: None

MATA 201 College Geometry (4 credits)

This course introduces the basic concepts of Euclidean geometry and non-Euclidean geometry utilizing a problem-solving approach relevant to all majors. It includes a review of the foundations of geometric points, lines, segments; coverage of all 2-D figures; and an analysis of coordinates, vectors, and trigonometric relations. Euclid's Axioms, models, figure transformation; the historical and philosophical implications of non-Euclidean geometry in a 3-D world and the alternative concepts of parallelism are explored as well.

Prerequisites: MATA 101 or MATA 115

MATA 202 Finite Mathematics (4 credits)

This contemporary mathematics course places a heavy emphasis on direct application of real-world problems to a variety of topics for a variety of art and design disciplines. Topics cover linear equations, functions and matrix theory, mathematics in finance, logic, sets, probability and statistics, and game theory.

Prerequisites: MATA 101 or MATA 115

MATH1332 Contemporary Mathematics (4 credits)

Contemporary Mathematics is a course designed for liberal arts, non-mathematics, non-science, and non-business majors. The course provides students with an appreciation of the history, art, and beauty of mathematics in the world around us. Topics include an examination of sets with applications, an introduction to logic and truth tables, probability and statistics, financial management, mathematical modeling and its applications.

Prerequisites: none

PHLA 110 Philosophy of Critical Thinking (4 credits)

Logic introduces students to the methods of deductive argument employed in syllogistic and propositional logic. Central to the course is the notion of validity, a logical property of arguments which necessarily connects the premises to the conclusion. Students may expect to learn about validity as well as other techniques of analyzing and evaluating arguments. We will cover in detail two ways of analyzing and evaluating the logic of arguments. The first way is the theory of the syllogism, a logic that deals only with class membership; the second way is the logical system built around whole propositions.

Prerequisites: None

PHOA 101 Principles of Photography (3 credits)

In this fundamental course, students will identify basic photographic tools and their intended purposes, including the proper use of various camera systems and a light meter. Students will analyze photographs to determine their positive and negative attributes and apply these principles to produce their own visually compelling images by employing the correct photographic techniques.

Prerequisites: none

PHOA 102 Introduction to Photography Applications (3 credits)

Introduces the student to an overview of vector, raster and time-based software tools used in the digital media industry. It sets expectations for future classes regarding standards for files, their construction and delivery within the classroom and professional studio.

Prerequisites: None

PHOA 105 Photojournalism (3 credits)

Addresses photography as a narrative or illustrative medium used in support of the text content of publications. Students are shown examples of photojournalism and will be required to produce their own renditions.

Prerequisites: None

PHOA 113 Lighting (3 credits)

Students will be introduced to the basic concepts and principles of lighting for photography. These concepts and principles include learning the fundamentals of recognizing and controlling both natural and studio lighting with emphases on the quality, quantity, and direction and its effect on the photographic image.

Prerequisites: PHOA 101

PHOA 115 History of Photography I (3 credits)

The history of photography through the discussion of recognized photographers and their influences on society and provides a framework for critically considering photographs through describing, interpreting, evaluating and theorizing. Students are expected to write papers and review exhibitions.

Prerequisites: None

PHOA 122 View Camera Theory (3 credits)

Students will learn the operational principles, concepts and theories related to the view camera. In this course, students will explore the technical and visual context for view camera related equipment, consider the potential within their own work and examine the history of images produced with the view camera or associated tools.

Prerequisites: PHOA 113

PHOA 123 Color Management and Printing (3 credits)

Students learn and apply the techniques of digital color management including building and applying color profiles. The course covers the calibration of devices to produce consistent, predictable color. Students will refine printing skills and theory to create a benchmark for quality digital output. Students will develop proficiencies in file preparation, resolution selection, print-profiling, paper selection and soft-proofing techniques.

Prerequisites: FNDA135

PHOA 202 Studio Photography (3 credits)

Students will develop the ability to solve visual communication problems through assignments designed to challenge their skills in lighting, camera operation, and commercial applications. All aspects of studio photography are discussed from lenses to lighting and people to products. This course emphasizes in-camera image production and problem solving.

Prerequisites: PHOA 122 or Academic Approval Required

PHOA 203 Photographic Post-Production (3 credits)

Students research, develop concepts, and execute digital montage methods to produce creative and surrealistic imagery not possible in the camera moment. Students will apply channels, masks, blending modes, vector tools, selections, filters and layers to photographs. In addition the course will cover post-production techniques, including retouching and compositing.

Prerequisites: FNDA 135

PHOA 212 Editorial Photography (3 credits)

In this course students will learn to photograph people featured in advertising and editorial layouts. Specific subjects covered are the fields of fashion, advertising design, and marketing with concentration on editorial portraits through completion of studio location projects.

Prerequisite: PHOA 223

PHOA 213 Time-Based Media I (3 credits)

Introduces students to the technical components integral to time-based media and its relationship to photography. Students expand their knowledge of capturing, downloading, editing, and outputting digital audio and image files using time-based media software.

Prerequisites: PHOA 102

PHOA 223 Advanced Lighting (3 credits)

Synthesizes previously introduced lighting skills for products and people in both the studio and on location. Emphasis is placed on the creative application of lighting technique and style.

Prerequisites: PHOA 113

PHOA 232 Portraiture (3 credits)

Students learn basic portrait techniques applicable to general portraiture and consumer, corporate, advertising, and editorial photography. Emphasis is placed on creating the visual narrative through the effective use of portraiture techniques.

Prerequisites: PHOA 113

PHOA 233 Advanced Photographic Post-Production (3 credits)

Students continue to develop and refine concepts to create images using advanced digital montage methods. Through planning and research students will apply advanced compositing techniques in order to create a series of digital illustrations exemplary of contemporary creative photography.

Prerequisites: PHOA 203

PHOA 302 Location Photography (3 credits)

Explores the special needs of location photography. The tools and logistics of shooting on location are covered. Students develop photographic problem solving skills.

Prerequisites: PHOA 223 or Academic Approval Required

PHOA 303 Time-Based Media II (3 credits)

Focuses on conceptual development, visual communication and storytelling through the use of time-based media.

Prerequisites: PHOA 213

PHOA 307 Photographic Essay (3 credits)

Emphasis is placed on digital technologies and sound and video for inclusion into a multimedia package.

Students will look at the importance of content and composition in their photography and multimedia projects and how it plays into the structure of a successful story.

Prerequisites: PHOA 303

PHOA 312 Applied Portraiture (3 credits)

Students will learn a variety of advanced portrait techniques including an examination of the professional production process. Marketing and business aspects are also discussed.

Prerequisites: PHOA 232

PHOA 315 Creative Concepts (3 credits)

Explores image concepts, content, symbolism, and narrative potential of photography. Emphasis will be placed upon experimenting with alternatives to the single "documentary style" traditional approach to photography. Students will be challenged to develop a wider understanding of possible photographic solutions to problems of communication and self-expression.

Prerequisites: PHOA 209

PHOA 317 Photography Criticism (3 credits)

Offers an in depth study into photographic criticism. To assist students in developing a vocabulary for critically analyzing photographs, they will look carefully at contemporary critical thought. Further study will examine how personal beliefs and cultural values are expressed and represented in photography.

Prerequisites: PHOA 305

PHOA 332 Special Topics I (3 credits)

This course addresses emerging technologies and techniques in the field of Digital Photography. The course will also provide an intense examination of issues relevant to the Photography industry in a specific geographic region or sector of the Photography industry.

Prerequisites: None

PHOA 412 Special Topics II (3 credits)

This course addresses emerging technologies and advanced techniques in the field of Digital Photography. The course will also provide an intense examination of issues relevant to the Photography industry in a specific geographic region or sector of the Photography industry.

Prerequisites: None

PHYS1301 Physics (4 credits)

This course presents to students concepts of general physics, such as Newton's three laws of motion, momentum, energy, one-dimensional motion, vectors, motion in a plan, rotational motion, and properties of light and sound waves.

Prerequisite: MATH1332

PRA200 Professional Practice I (1 credit)

This seminar course is designed to demonstrate acquisition of professional practice skills. Students will organize their work from prior terms in a manner that's explicitly aligned with their program's outcomes. Work submitted will be evaluated on the five domains of learning, customized to their degree program, and includes the student's ability to demonstrate independent research, show advanced exploration of new ideas, provide evidence prototyped and tested solutions, examples of professional-level execution and presentation, and last, advanced ability in incorporating critique and feedback.

Prerequisites: None

PRA400 Professional Practice II (1 credit)

This seminar course is designed to demonstrate acquisition of professional practice skills. Students will organize their work from prior terms in a manner that's explicitly aligned with their program's outcomes. Work submitted will be evaluated on the five domains of learning, customized to their degree program, and includes the student's ability to demonstrate independent research, show advanced exploration of new ideas, provide evidence prototyped and tested solutions, examples of professional-level execution and presentation, and last, advanced ability in incorporating critique and feedback.

Prerequisites: None

PSYA 101 Introduction to Psychology (4 credits)

This survey course examines topics such as learning and memory, perception, emotions, motivation, personality, development, intelligence, and abnormal behavior.

Prerequisites: None

PSYA 113 Social Psychology (4 credits)

This course explores social behavior from a psychological point of view. Major theories are explored and topics include attitude, aggression, prejudice, interpersonal relationships, and group behavior and social cognition.

Prerequisites: None Course available online.

PSYA 202 Psychology of Personality (4 credits)

This course explores personality development and organization through exploring major theories and research in the field of personality psychology. Topics covered include motivation, identity and the self, personality structure, temperament, emotion, and abnormal development.

Prerequisites: Academic Approval Required Course available online.

PSYA 300 Abnormal Psychology (4 credits)

This course explores the development, etiology and treatment of major psychological disorders. Emphasis will be placed on current theoretical perspectives and research methodology.

Prerequisites: PSYA 101

PSYC2301 General Psychology (4 credits)

This course presents basic concepts, principles, and methods involved in the scientific study and understanding of human behavior. Students explore physiological, social, experimental, developmental, and abnormal psychological processes.

Prerequisites: none

PSYC2319 Social Psychology (4 credits)

Students study principles related to experience and behavior of individuals in interaction with each other, in-group situations, and in relation to items in the social setting, theories, concepts, and methods in Social Psychology.

Prerequisite: PSYC2301

PSYC3019 Human Sexuality (4 credits)

This course presents a scientific foundation for the understanding of the psychological, physiological, social and behavioral aspects of human sexuality. In addition to studying historical changes in sexual practices and attitudes, the course will review and evaluate current research, issues, and concerns about sexuality in order to provide contemporary and relevant curriculum material. Topics include psychosexual development, gender roles, sexual orientation, sexual anatomy, alternate methods of reproduction, pregnancy/birth, contraception, sexually transmitted diseases, sex education, sexism, love and attraction, sexual abuse, sexual dysfunctions, sex therapy, paraphilia, and sexuality through the life cycle.

Prerequisite: PSYC2301

SCIA 125 Environmental Science (4 credits)

In this course students will explore the relationship between human beings and the natural world. The class will study the physical aspects of the earth, relationship between technology and nature, related scientific, political, and ethical environmental issues. Students will participate in activity and discussion designed to familiarize them with scientific method, history of the physical world, and results of human impact on the earth.

Prerequisites: None

SCIA 206 Physics (4 credits)

This course introduces the basic concepts of physics, including elementary mechanics, thermal phenomena, fluids, waves, electromagnetism, sound, color theory, optics, and modern physics. It will also cover the historical development of the field.

Prerequisites: Academic Approval Required

SCIA 250 Special Topics in Science (4 credits)

This course builds understanding of the scientific method and how discoveries about the natural world are made through discussion and application of special topics in science.

Prerequisites: None

SOCI1306 Social Problems (4 credits)

With this course students will learn the application of sociological principles to the major problems of contemporary society, such as inequality, crime and violence, substance abuse, deviance, or family problems.

Prerequisites: none

SPCH1315 Public Speaking (4 credits)

With this course, students will learn how to research, compose, organize, and deliver speeches for various purposes and occasions, with emphasis on listener analysis and informative and persuasive techniques.

Prerequisites: none

SVMA101 Survey of Media (3 Credits)

Students will examine the fundamentals of visual / audio media from its inception to the modern day. Students will analyze the influence, ethics and past trends in visual / audio media and how to effectively use and apply them as students and professionals. Students will explore the production pipeline and industry standard software associated with film, production, audio, animation, game development and visual effects. Students explore fundamentals of animation through a historical survey. This course will also consider trends and genres within the larger framework traditional mass media and emerging communication technologies.

Prerequisites: None

SYGA 200 Sociology (4 credits)

In this course, students explore the dynamics and structure of human society. The fundamental structures and processes responsible for the social organization of behavior are examined. Topics include culture, socialization, deviance, social structure, social stratification, and institutions. Current issues in society are also addressed.

Prerequisites: None

VEMG105 Introduction to Visual Effects (3 credits)

This course will explore various techniques to create and implement CGI into live action. The course will explore various methods of compositing and compositing concepts to enhance and expand productivity. Specific animation features and functions of the given software will be discussed and applied to the production of short 3D animation projects. Emphasis will be placed on creating CG environments and integrating elements into live action.

Prerequisites: ART109

VEMG115 Storyboarding (3 credits)

This course focuses on planning for complex, layered composites. Students will apply industry-standard storyboarding and scripting techniques to visual special effects. Contents to be covered include purposes and formats of storyboards, basic terminology, and concepts used in storyboarding, and the application of storyboarding techniques to the creation of storyboards with or without a written script.

Prerequisites: DFVP122

VEMG123 Two-Dimensional Animation (3 credits)

Students acquire foundation skills in two-dimensional animation techniques. Emphasis is on concept development, sequencing, timing, and character development using traditional animation materials and procedures.

Prerequisites: none

VEMG125 Maps, Mattes, and Masks (3 credits)

This course continues the development of digital imaging skills, with an emphasis on advanced techniques in masking, maps, channels, and compositing.

Prerequisites: ART109

VEMG205 Three-Dimensional Modeling and Animation I (3 credits)

Using a 3D modeling program, students will create and render 3D forms consisting of various combinations of light, color and texture.

Prerequisites: VEMG123

VEMG211 Intermediate Visual Effects I (3 credits)

This course begins with an overview of the history of visual effects with emphasis on the various effects processes in their historical contexts. It continues with discussions of the field of post-production, animation and broadcast graphics, and analysis of major sectors of those industries and career opportunities within them.

Prerequisites: CA305

VEMG215 Three-Dimensional Modeling and Animation II (3 credits)

This course will continue to explore the various techniques to create animation in a 3D environment. The emphasis will be on creating animated logo designs for use in broadcast and corporate presentation venues. The course will also explore various methods of compositing and compositing concepts to enhance and expand productivity. Specific animation features and functions of the given software will be discussed and applied to the production of short 3D animation projects. Emphasis will be placed on the ability to break down a scene into various layers and integrate those layers into a completed, seamless product.

Prerequisites: VEMG205

VEMG217 Intermediate Editing (3 credits)

Intermediate editing introduces the computer into the editing process. Students will adapt editing concepts learned in DFVP113 to the non-linear atmosphere. Students will develop editing skills in a digital environment. Emphasis is on digitizing media, media management, titling, importing/exporting graphics, audio mixing and outputting to videotape.

Prerequisites: DFVP113

VEMG221 Intermediate Visual Effects II (3 credits)

Utilizing various painting and compositing packages students will learn the principles of rotoscoping and digital painting, as applied to rig removal and special effects.

Prerequisites: VEMG211

VEMG223 Intermediate Broadcast Graphics (3 credits)

This course will expose students to the disciplines used in finalizing a video or animation project using compositing software. The class will reinforce compositing concepts, techniques, and vocabulary that students have learned in previous classes. More sophisticated tools and techniques will be introduced. Each student should produce a final edited project utilizing these skills.

Prerequisites: CA305 Motion Graphics

VEMG227 Advanced Editing (3 credits)

Advanced editing gives students the opportunity to refine knowledge and skill learned in the introductory and intermediate editing courses. The main focus of advanced editing is applying shot relations and transitions by creating a short video from original idea to edited master. Students explore the features and functions of video-editing systems, and learn to edit video using linear and non-linear video editing systems.

Prerequisites: VEMG217 Intermediate Editing

VEMG301 Advanced Visual Effects I (3 credits)

This course will expose students to the disciplines used in creating and compositing video shot on a blue or green screen. More sophisticated methods will be introduced for color correcting and adjusting video to produce seamless composites. The class will reinforce compositing concepts, techniques, and vocabulary that students have learned in previous classes. Each student should produce a final edited project utilizing these skills. Concepts presented will include various methods of keying, matte extraction, garbage matting, track mattes, traveling mattes, RGB color space, and color correction.

Prerequisites: VEMG221

VEMG303 Interactive Visual Design (3 credits)

Interactive Visual Design is a mastery-level course encompassing broadcast design skills and information architecture as utilized in convergence media.

Prerequisites: ART109

VEMG305 Post-Production Management (3 credits)

Students will learn to manage the production process. They will develop skill in managing clients and personnel. Students will discover the critical nature of preplanning and organization. Course will explore the various technical and artist issues that effect a project. Students will understand the financial implications of project management. Skill will be developed in establishing timelines and deadlines.

Prerequisites: none

VEMG307 Three-Dimensional Effects (3 credits)

Students will use 3D software, particles systems, soft bodies, dynamics, and scripting to complete visual effects scenes.

Prerequisites: VEMG215

VEMG311 Advanced Visual Effects II (3 credits)

This course introduces students to the various methods of matching the motion shot on a live-action plate and applying that motion to a digital element. 2D and 3D tracking methods will be introduced. The course will also introduce students to morphing technology and methods by which elements can be seamlessly blended together within the frame.

Prerequisites: VEMG301

VEMG313 Video Production (3 credits)

This course introduces studio production with an emphasis on green screen shooting for compositing. Shooting in the studio forces students to work in a controlled environment. Matching lighting and camera angles/movement are stressed. Composition and blocking for translation into the digital realm is studied and practiced.

Prerequisites: CA305

VEMG315 Art Direction (3 credits)

This course further explores the responsibilities of the art director, including the evaluation of the creative process, marketing strategies, design aesthetics, and media application.

Prerequisites: none

VEMG321 Production Studio I (3 credits)

In this course, two group projects will be produced. Students will build upon previously learned foundation skills in broadcast design and visual effects by simulating a real world production environment. Emphasis will be placed on the competitive and collaborative aspects of broadcast design production, as well as various professional methods, procedures, techniques, skills, resources, and equipment.

Prerequisites: VEMG311

VEMG323 Advanced Broadcast Graphics (3 credits)

This course will expose students to more advanced compositing techniques. The class will reinforce compositing concepts, techniques, and vocabulary that students have learned in previous classes. More sophisticated tools and techniques will be introduced. The class will focus mainly on group-oriented projects. Each student will have a vital role in producing a group project involving animation, live action video, editing, and compositing for a final portfolio piece.

Prerequisites: VEMG223

VEMG327 Advanced Sound Techniques (3 credits)

A survey of advanced topics relating to sound for video including: the professional audio post-production process, dual-system sound synchronization, multi-channel surround mixing for theatrical and DVD release, complex sound effect creation and sound design, advanced music and dialog editing, and a basic introduction to music creation using synthesizers, samplers, and the Musical Instrument Digital Interface (MIDI.)

Prerequisites: AP102

VEMG401 Production Studio II (3 credits)

This course is designed to expose students to the disciplines used in animation and related industries. In this course students will work as a production team to continue developing the full station ID (including bumpers, trailers, interstitials, openings, commercials, and lower thirds) that they started in the previous quarter.

Prerequisites: VEMG321 and CD400

VEMG403 Special Topics (3 credits)

Topics are based upon important trends and developments in Visual Effects and Motion Graphics. Lectures, demonstrations, or research reports pertaining to areas of interest in Visual Effects and Motion Graphics presented by resident faculty, expert visitors, and working professionals. Group projects may also be assigned. Topics selected are based upon important trends and developments in the industry. Study and discussion of computer hardware, operating systems, networking, programming languages, interactive digital media, streaming media, HDTV, entrepreneurship, marketing, workgroup organization, and film industry are but a few possible topics that might be covered. As an Independent study, this course allows the student to select special topics in Visual Effects and Motion Graphics and produce, under the guidance of an instructor, work related to the industry. The student will be exposed to the various applications of Visual Effects and Motion Graphics and apply those skills to chosen topics.

Prerequisites: VEMG323

VEMG405 Portfolio Preparation (3 credits)

Students will create treatments, scripts, storyboards and shooting schedules for the acquisition of source material for the student's final portfolio.

Prerequisites: VEMG311

VEMG411 Principles of Aesthetics (3 credits)

Aesthetics is the philosophical study of the nature of art. Students will examine various aspects of art including the relationship between the various arts and concepts of beauty, the creative process, principles of art criticism, style, and symbolism.

Prerequisites: none

VEMG415 Portfolio Development (3 credits)

This course continues the refinement of the student's digital portfolio. Students will focus on meeting digital portfolio requirements, showcasing their individual strengths and areas of specialization. Students will apply time management, technical, and artistic skills to complete final video.

Prerequisites: VEMG405

VEMG425 Portfolio Presentation (3 credits)

In this course students will compile the digital portion of their portfolio, to assess its strengths and weaknesses, to correct those weaknesses, and augment the students' strengths to produce a professional demonstration tape. Students will apply time and resource management principles to the development and production of visual special effects projects

Prerequisites: VEMG415

VIAA345 Figure Sculpting (3 credits)

This course will focus on sculpting the figure in clay using live models as reference. Emphasis will be on self-expression and the study of anatomy and proportion. Prerequisites: VIAA146 or Academic Approval Required

Prerequisites: VIAA146 or Academic Approval Required

VIAA414 Animal Imagery and Archetypes (3 credits)

In this course, the historical and contemporary significance of animal imagery in art will be discussed. Commonly held myths and symbolism of animals and their place in culture will be explored. Field trips will allow students to have the chance to study animals through direct observation.

Prerequisites: FNDA 110

Admissions

Admissions Requirements for First-Time College Students

Applicants attending college for the first time and pursuing their first associate degree, baccalaureate degree, or diploma must complete the following in order to be accepted into the College:

1. Admissions Interview – Applicants are required to meet with an Enrollment Counselor. Under certain circumstances, a telephone interview can fulfill this requirement. The purpose of the personal interview is to explore the applicant's background and interests, determine how the applicant's educational goals relate to The Art Institute's programs, assist the applicant in identifying the appropriate area of study consistent with his or her background and interests, and provide information concerning the curriculum and support services at The Art Institute.

2. Application – Applicants are required to submit a completed application for admission and sign enrollment agreement. Application forms are available on the institutional website.

3. Meet High School Graduation Criteria or Equivalent

For admission to the College, an applicant is required to be a high school graduate, have an official General Education Development (GED) certificate, or meet the state requirements of being home-schooled. Evidence of this can be an official transcript or an official GED certificate. Home-schooled students will be required to demonstrate that they have completed the minimum requirements established by the state. It is up to the College to decide if the issuer of the documentation and the documentation provided is acceptable. Graduates of home school programs not recognized by their state will need evidence of competency such as by an official GED certificate or successful completion of College or University credits as specified in the **Admission Requirements for Transfer Applicants** section.

Before a student may begin studies, he or she must have earned the above. An applicant still in high school will be considered for Conditional Early Acceptance contingent upon proof of graduation.

The College may require the applicant to speak with an Academic Chair or Academic Dean prior to making a final decision. Students will be asked to leave and their enrollment cancelled if they do not provide any of the official documents required for admission within 30 days of matriculation.

The College will not accept a diploma received as a result of testing or "fast track" as proof of high school graduation. A certificate of attendance or completion is not acceptable.

NOTE: Transcripts should be mailed or faxed directly to the Admissions Office or supplied through an online transcript provider.

Any official transcripts, either high school or college, become part of the admission process and will not be returned to the student. Please do not submit original work. Portfolios cannot be returned.

4. Complete the Art Institute College Success Course Requirement (New Student Orientation Modules)

All new students are required to complete the virtual College Success Course (New Student Orientation Modules) which requires that a student complete eight modules and demonstrate competency in the following areas:

- Goal Setting
- Learning to Learn & Stress Relief Strategies
- Time Management
- Study Skills
- Literacy
- Responsible Borrowing & Budgeting
- Working in Teams
- Virtual Learning

Students cannot attend class prior to successful completion of the College Success Course or they are in violation of the Admissions Policy. A demonstration of literacy and preparedness is critical to the success of new students. Students must successfully complete each module and pass each quiz prior to moving on to the next module. The course is completed in the Brightspace Learning Management System which provides students with an introduction to their typical course structure and platform. Completion of the course is closely monitored to ensure compliance with the policy.

New students who have completed 24 or more prior college credits can be exempted from the College Success Course modules by providing an official transcript.

High School Graduation Documentation

For admission to the College, an applicant must be a high school graduate, have an official General Education Development (GED) certificate, or meet the state requirements of being home-schooled. Evidence of this can be an official transcript or an official GED certificate. Home-schooled students will be required to demonstrate that they have completed the minimum requirements established by the state. It is up to the College to decide if the issuer of the documentation and the documentation provided is acceptable. Graduates of home school programs not recognized by their state will need evidence of competency such as by an official GED certificate or successful completion of College or University credits as specified in the **Admission Requirements for Transfer Applicants** section.

- Before a student may begin studies, he or she must have earned the above. An applicant still in high school will be considered for Conditional Early Acceptance contingent upon proof of graduation.
- In the event a student does not possess High School Graduation Documentation, students will be asked to leave and their enrollment cancelled if they do not provide any of the official documents required for admission within 30 days of matriculation.
- The College will not accept a diploma received as a result of testing or “fast track” as proof of high school graduation. A certificate of attendance or completion is not acceptable. (See also “High School Validation Policy”)
- Transcripts should be mailed or faxed directly to the Admissions Office or supplied through an online transcript provider. Any official transcripts, either high school or college, become part of the admission process and will not be returned to the student. Please do not submit original work. Portfolios cannot be returned.

THE ART INSTITUTE HIGH SCHOOL GRADUATION VALIDATION POLICY

An applicant must be a high school graduate, possess a recognized high school equivalency (GED - General Education Diploma) or have earned 72 quarter/48 semester college or university credits (of at least one full academic year) from a recognized accredited institution. Students can meet the High School graduation requirement by submitting an official academic transcript that shows at a minimum 72 quarter/48 semester college or university credits (of at least one full academic year) earned.

The military document DD214 is NOT an acceptable means of proving high school/GED completion. There are specific types of diplomas that are not acceptable at The Art Institute locations (See Definitions):

- Certificate of Performance
- Certificate of Completion
- Certificate of Attendance
 - Certificate of Achievement
 - Modified Diploma
 - Fast Track Online Degree
 - Special Education Diploma.

The Art Institute College Success Course Requirement (New Student Orientation Modules)

All new students are required to complete the virtual College Success Course (New Student Orientation Modules) which requires that a student complete eight modules and demonstrate competency in the following areas:

- Goal Setting
- Learning to Learn & Stress Relief Strategies
- Time Management
- Study Skills
- Literacy

- Responsible Borrowing & Budgeting
- Working in Teams
- Virtual Learning

Students who do not attend class prior to successful completion of the College Success Course are in violation of the Admissions Policy. A demonstration of literacy and preparedness is critical to the success of new students. Students must successfully complete each module and pass each quiz prior to moving on to the next module. The course is completed in the Brightspace Learning Management System which provides students with an introduction to their typical course structure and platform. Completion of the course is closely monitored to ensure compliance with the policy.

New students who have completed 24 or more prior college credits can be exempted from the College Success Course modules by providing an official transcript.

Transfer Applicants and/or Applicants Possessing a Previously Earned Degree

Transfer students will complete the Interview and Application for admission to the College as specified above. In lieu of submission of a High School Diploma or GED certificate, students who have earned at least a baccalaureate degree, an associate degree, or successful completion of at least 24 semester or trimester credit hours or 36 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution, may provide official transcripts from the prior college/university showing all courses and degrees earned.

Transcripts should be mailed or faxed directly from the college/university attended to the Admissions Office of the campus the student is planning to attend.

Texas Residents

Students' transcripts are reviewed for acceptable previous academic performance by providing proof of high school graduation with a cumulative high school grade point average (CGPA) of 2.0 and passing scores on the Texas Assessment of Knowledge and Skills (TAKS), the State of Texas Assessments of Academic Readiness (STAAR) or any other state mandated test of minimum skills. Those students with previous college work may provide college transcripts as evidence of their ability. Those who have previously completed a college degree are considered to have satisfied the entrance requirements in all four areas. All Admissions decisions are made by College faculty. The faculty determines whether an applicant can benefit from the academic programs at the College and has a reasonable chance to be successful based upon his or her academic record. The faculty may request additional information or require the applicant to meet with Academic Affairs or other personnel prior to making a final decision.

Academic Services

Registrar's Office

The Registrar's Office provides the following services: maintains all permanent student records, issues grade reports and attendance reports, issues student transcripts, supervises quarterly student registration activities, processes student course and program withdrawals, requests for course or program changes, transfers to other Art Institutes, and social security verification. Student academic records are kept in the Registrar's Office as well as off-site in a secure database located in Pittsburgh, PA. Student records are confidential and protected by law.

The mission of the Registrar's Office is to support the educational purpose, mission, and values of The Art Institute of Houston and its branch campuses. The Registrar's Office supports the Academic Affairs department by serving the students, faculty, staff, and community in a timely, respectful, and ethical fashion. The Registrar ensures that policies and procedures are implemented and enforced according to ethical and legal standards. The Registrar's key functions in carrying out this mission include guarding the integrity and security of all student records in accordance with ethical and legal standards; capturing, preserving and providing information to students, faculty, staff, and community organizations in an ethical and legal manner; maintaining accurate and timely records of academic progress in order to determine definitive student status; and providing students with enrollment services necessary to pursue their educational goals.

Transcript Requests

The Art Institute will charge \$7 plus additional processing and delivery fees (depending on delivery type) for all transcript requests.

Delivery Type	NSC* Per Destination Fee	NSC Delivery Fee - Digital Signature Fee	NSC SecurePrint & Vendor Delivery Fees	NSC Total Fees	School Delivery Fee	School Transcript Fee	Total School Fees	Student Pays
Electronic PDF	\$2.50	\$1.00	\$0.00	\$3.50	\$0.00	\$7.00	\$7.00	\$10.50
Electronic Exchange (ETX)	\$2.50	\$0.00	\$0.00	\$2.50	\$0.00	\$7.00	\$7.00	\$9.50
Mail	\$2.50	\$0.00	\$1.80	\$4.30	\$0.00	\$7.00	\$7.00	\$11.30
Express/ US	\$2.50	\$0.00	\$28.80	\$31.30	\$0.00	\$7.00	\$7.00	\$38.30
Express/ Canada & Mexico	\$2.50	\$0.00	\$48.80	\$51.30	\$0.00	\$7.00	\$7.00	\$58.30
Express/ International	\$2.50	\$0.00	\$61.80	\$64.30	\$0.00	\$7.00	\$7.00	\$71.30

*National Student Clearinghouse (NSC)

Academic Advising

The Institute has an effective program of academic advising for all undergraduate programs. A layered approach helps to ensure that there is sufficient support for students during all phases of study, from the first academic term through graduation at all campuses. Individual advisors are based at the Houston, Austin, and San Antonio campuses. The goal of advising is to assist students with course selection, registration, understanding policies and procedures, and the utilization of campus resources. Each new student has contact with the academic leader of the program in several structured first quarter advising sessions. With support from the Registrar's Office and leaders in Academic Affairs, advisors continually track attendance, grades, and students' incremental completion rates to identify at-risk students. Students who are identified as being at-risk because of attendance patterns, grades, completion rate, or because of referral by faculty or staff members are considered for targeted interventions or additional academic and student support services. A list of at-risk and high risk students is reviewed by advisors and academic leaders weekly.

The Student Mentorship & Career Readiness Advisors support students designated as high risk at the main campus in Houston and at the campuses in Austin and San Antonio. In each of these locations, the Department Chairs have contact with all first quarter students and also facilitate the students' transition to the second quarter of study. Campus Department Chairs and the Dean are responsible for establishing course schedules in each program of study. These academic leaders advise students during their last two quarters of study on campus to ensure that the requirements of each program are met. The Primary Designated Official acts as the international student advisor and works directly with international students on matters such as cultural differences, immigration matters and the differences in educational systems.

Tutoring and Academic Support

Academic assistance for students at The Art Institute of Houston and its branch campuses is provided through peer tutoring, tutoring by faculty, and faculty led workshops. The Art Institute of Houston main campus provides tutoring in the Learning Center, The Art Institute of San Antonio provides tutoring in the Student Success Center, and The Art Institute of Austin provides tutoring in the campus library. Peer Tutors are carefully selected based on academic achievement and faculty recommendations and are available at no additional charge. In addition, instructors may dedicate time to tutoring on a regular schedule as part of their commitment to student engagement hours at the college

Faculty members offer additional academic support to the student body by providing workshops that address specific student needs. The workshops may support the development of knowledge and skills in a particular course or program, or may address broader academic, social or career goals of students.

Library Services

The Art Institute of Houston and its branch campuses, The Art Institute of Austin, and the Art Institute of San Antonio, provide access both on-campus and off-campus to library collections, resources, and services consistent with the degrees offered. The Art Institute of Houston's libraries provide resources through its own collection development as well as through formal arrangements and agreements to provide access to a diverse set of resources to support the institution's unique educational programs. Each library is staffed by a librarian with a master's degree from an American Library Association (ALA) accredited program. The Art Institute of Houston's librarians provide a broad range of services such as reference, instruction, and the management of daily operations. These librarians are further supported by offsite librarians who assist in various duties such as cataloging, acquisitions, and reference.

The Art Institute of Houston's library collection is classified using the Library of Congress Classification System. Each campus provides a print collection, an audiovisual collection, and periodicals that are reflective of the specific programs offered at that site. The Art Institute of Houston's library collection provides direct support of the college mission to provide a quality, collaborative academic environment for individuals seeking creative careers through higher education. Materials can be located using the library catalog, Voyager. Users also have access to WebVoyage, Voyager's Online Public Access Catalog (OPAC) which is accessible via Internet. Each Art Institute library houses its collection records in Voyager and therefore any item from any of these locations can be requested through intra-library loan.

Students and faculty also have access to the Art Institutes' Online Library via the Internet both on campus and off campus. Like the print collection, the Online Library's resources provide direct support to each program offered at each site as well as serving the general educational goals of The Art Institute of Houston's mission. The Online Library offers reference and research databases, software tutorials, eBooks, and other resources. The Online Library also contains recorded workshops providing tutorials on how to use the resources, printable guides, and access to WebVoyage. The Art Institutes Library is committed to obtaining rights to appropriate academic and industry respected digital resources supporting our programmatic and general education needs.

Collection development and online resource development are determined in several ways to ensure adequacy and relevancy. The Art Institutes has both system wide and campus specific committees consisting of faculty, staff, and librarians that inform development decisions. Print collections are determined by collection comparisons, circulation statistics, and review of feedback from campus library advisory committees. The Online Library's resources are determined by the eResource Committee, a multi-campus committee that meets annually to assess the Online Library's current resources

The services provided by each of The Art Institute of Houston's libraries include, but are not limited to, circulation, reference, faculty consultations, orientations, information literacy instruction sessions, and access to office equipment. Library tours, library instruction and information literacy instruction are also available. Literature on how to use the library and its resources is available to faculty, staff, and students. Each campus also maintains a webpage through LibGuides to promote the library and provide information on each library's collection, resources, and services. Each campus librarian is available in person, by email, and by phone.

Availability of an ALA accredited librarian, especially after hours of operation, is supplemented through the Ask Today! service. Ask Today! is an Online Library Reference Service that provides The Art Institute of Houston's students and faculty access to credentialed librarians for reference and information services through email, phone, and an online meeting platform. The Ask Today! team of three librarians has access to and experience with the Art Institute's digital collection as well as the online platform available through the Student and Faculty Portals. The service is available Monday through Thursday, 7:00 a.m. to 10 p.m., Friday, 9:00 a.m. to 6:00 p.m., and Saturday, 10:00 p.m. to 2:00 p.m. (All times central; hours may vary during breaks and holidays).

Academic Policies

Attendance Policy

The Art Institutes maintain an institutional attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, or examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in

class or laboratory, as well as mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in class. Although some absences are unavoidable because of illness or emergency, due to the nature of the program, there are no excused absences.

Students will not be penalized for pregnancy or related conditions, including recovery from childbirth. Students who are absent due to pregnancy or related conditions may receive an exception to the attendance policy and/or be permitted to make up missed work for as long as the student's absence is medically necessary. To avoid being administratively withdrawn, students must contact their academic advisor or registrar about the need for a pregnancy-related exception. As with other students seeking exceptions for medical-related reasons, students seeking a pregnancy-related exception to the attendance policy must provide a doctor's note indicating that the absences were medically necessary. Failure to provide evidence of medical necessity for any absence may result in the student being administratively withdrawn from school, and the student may not be allowed to make up any missed assignments. Please note that a pregnancy exception to the attendance policy is only applicable to the current course and cannot be carried over into any subsequent courses.

Consecutive Days Absence Policy

Students who are not marked present in any of their scheduled classes for fourteen (14) consecutive calendar days before the end of the ninth week of the 11 week term (week 4 of a 5.5 week Mid quarter ground term), will be withdrawn from the Institute and will receive W's (withdrawals, with no grade penalty), or if the withdrawal occurs after the end of the ninth week of an 11 week term (after week 4 of a 5.5 week Mid quarter ground term) students will be withdrawn from the Institute and will receive WF's (Failures due to late withdrawal). Calendar days include days that the student does not have any scheduled class. All calendar days that the school is not in session (e.g., school closings and holidays) do not count in the fourteen (14) calendar days as well during the active term. Students who have been withdrawn due to violation of the consecutive absence policy, but are still in good academic standing, if otherwise eligible, will be able to return the following term through the normal readmissions process. Students who have been withdrawn and the withdrawal results in a violation of the satisfactory academic progress policy (SAPP) must follow the procedure for appealing the academic dismissal.

Mitigating circumstances may include one of the following reasons:

1. Death of an immediate family member
2. Student illness requiring hospitalization (this includes mental health issues)
3. Illness of an immediate family member where the student is the primary caretaker
4. Illness of an immediate family member where the family member is the primary financial support
5. Abusive relationships
6. Divorce proceedings
7. Previously undocumented disability
8. Natural disaster
9. Family emergency
10. Financial hardship such as foreclosure or eviction
11. Documentation from a Professional Counselor
12. A doctor documented illness of the student for a significant period of time
13. Military deployment
14. Military Permanent Change of Station (PCS)
15. Special Circumstances

New students who attend the first week of a course and fail to attend the second week of classes will be cancelled for the term start. Continuing students who do not attend any of their classes through close of business Wednesday of the second week of classes may be withdrawn from the Institute. They must contact the campus registrar to indicate their intent to return. Additionally, the cumulative week policy (above) will still apply to any classes not attended in week 1 and beyond.

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA.

Accordingly, any violation of the school attendance policy will result in the adjustment or termination of VA benefits. Adjustments in enrollment will likely affect payment of VA benefits, and reductions in enrollment may result in a debt to the VA for any education benefits already received. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported.
- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported.
- VA students who complete the term with all non-punitive “F” and/or non-punitive grades, the school will determine and report the actual last date of attendance for each course.

*Reports will be available in SIS for this information; please see Course Attendance Process.

**Students in Mid quarter ground courses that meet for 5.5 weeks who miss two cumulative weeks will be withdrawn from the course and will receive a Withdrawal (W) grade before week 4 or Withdrawal/Fail (W/F) grade after week 4.

**There may be additional conditions placed on veterans for pursuing their education. VA students should see their VA Student Certification Officer (VASCO).

Attendance Verification

Students may verify their attendance at any time during the term by speaking with their instructor. In addition, they may go to the campus academic advisors. Students who need information regarding their attendance will need to request it in person. Any discrepancies should be discussed with the individual instructors.

Qualifying Military Service, Disasters, and National Emergencies

To assist individuals who are performing qualifying military service and individuals who are affected by disaster, war or other military operation or national emergency, an attendance exception may be granted. A student is declared as military deployed upon receipt of official activation orders documentation by the school. Similarly, appropriate documentation for students residing in an area declared as a disaster area must be submitted to the school. The school’s registrar office will record the student’s actual last date of attendance and then provide an attendance exception. If the documentation shows that the student knew she/he was going to be deployed prior to the term or course start date and still decided to start, the school will not provide this military attendance exception. For these reasons, it is required that the school personnel request deployment paperwork/orders to verify deployment status or to document evidence of a disaster area declaration prior to applying the attendance exception. The school must record the student’s actual last date of attendance regardless of the exception granted.

International Students

All international students must meet the same admissions standards as all other students when seeking to enroll at The Art Institute of Houston or its branch campuses. Please refer to *Admissions Requirements*. Those international students applying to SEVP-certified schools and requiring the school’s sponsorship for international student visa status (Form I-20) must meet the additional requirements listed below. The Art Institute of Houston and its branch campuses require nonimmigrant students present in Visa Waiver, B-1, and B-2 status to change visa to F-1 or other qualifying status prior to enrolling in programs of study (other than avocational or recreational courses).

21) Students in F-2 or M-2 status may enroll on a part-time basis where available. Please note that some programs may not be eligible for international students requiring Form I-20 sponsorship. Please ask to speak with the Primary Designated School Official at The Art Institute of Houston or its branch campuses for more detail.

Important International Student Disclosure – International students attending Art Institute locations under F-1 visas (Form I-20) are required to maintain a “full course of study” during each academic term of their programs of study. For undergraduate (non-degree, Diploma, Associates, and Bachelors-level programs) students, this is defined as a minimum of 12 credits per academic term. Graduate programs will vary by program of study. Program and course offerings are subject to change and international students may be required to take additional courses to meet the full course of study requirement. International students should work closely with the International Student Advisor to ensure all requirements of their visa statuses are met.

Undocumented Individuals

At The Art Institutes, we define individuals who reside in the U.S. without legal status as undocumented individuals. Students who do not have the necessary documentation proving U. S. Citizenship, Permanent Residence or other non-immigrant statuses may apply to The Art Institute. The student must provide an official copy of a high school

transcript or GED equivalency, and also meet all eligibility requirements for their requested program of study. Undocumented students are not eligible for federal financial aid.

THE ART INSTITUTE OF HOUSTON, THE ART INSTITUTE OF AUSTIN, THE ART INSITUTE OF SAN ANTONIO: THIS SCHOOL IS AUTHORIZED UNDER FEDERAL LAW TO ENROLL NONIMMIGRANT ALIEN STUDENTS.

Students Requiring Form I-20

International students requiring Form I-20 must submit the following items in addition to the standard documents required for admission:

- Original or official copies of all educational transcripts and diplomas (secondary and post-secondary if applicable)
- English language translation(s) of education transcripts and diplomas, if applicable
- If used to meet admissions requirements above, official credential evaluation of post-secondary, non-U.S. transcripts and diplomas required for admission. NOTE: evaluations must be prepared by a National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE)-member organization
- Proof of English Language Proficiency (see English Language Proficiency Policy)
- Proof of financial responsibility to cover costs of tuition and fees and living expenses (and dependent costs if applicable) for at least one academic year (official bank statements, Sponsor’s Statement of Support, if required)
- Photocopy of student’s “bio-info” page of passport to provide proof of birth date and citizenship
- For all nonimmigrant applicants residing in the United States, provide a copy of passport visa page and Entry Record or Form I-94 card
- For all non-immigrant applicants currently in F, M, or J status, provide a copy of all Forms I-20 or Forms DS-2019
- Transfer Clearance Form for students currently in F, M, or J status at another institution

English Language Proficiency Policy

As the lectures, seminars, materials, and discourse which comprise programs of study at The Art Institute of Houston are presented in English, The Art Institute of Houston requires that all students possess and demonstrate a minimum level of English language proficiency required to substantially benefit from the programs offered.

A student is deemed proficient in the English language if he or she:

- Holds a U.S. high school diploma or U.S. General Equivalency Diploma (GED) (or HiSET test) or international high school diploma, e.g., U.S. military base, business/diplomat expat community, etc., in which instruction is delivered primarily in English
- Holds the equivalent (evidenced by credential evaluation) of a U.S. high school diploma from overseas institution in which instruction is delivered primarily in English
- Completes (with passing grades in all courses) a minimum of two (2) academic terms at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English
- Completes (with passing grades in all courses) English 101 and 102 at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English
- Presents acceptable English Language Proficiency test scores meeting the minimum required levels set forth below.

Minimum Acceptable Proof of English Language Proficiency Standard

ELP TEST	DIPLOMA	AS/BS	GRAD.
TOEFL Paper	480	500	550
TOEFL i-BT (internet based test)	54-55	61	79-80
I.E.L.T.S. (A Cambridge University Exam)	Level 5.5	Level 6.0	Level 6.5
American College Testing (ACT) English	17	19	21
EF International Language Schools	C1	C1	C2
ELS Language Schools	Level 108	Level 109	Level 112
iTEP	4.0	4.5	5.0
Pearson	42	44	53
Michigan English Language Assessment Battery (MELAB or “Michigan Test”)	73	80	85

Scholastic Aptitude Test (SAT) - English Score**	420	526	572
Students from Puerto Rico: Prueba Aptitud Academica (PAA) English Proficiency Section	453*	526	572
TOEIC (Academic Test)	600	650	700
DuoLingo	80	80	100
*The scale for the Prueba Aptitud Academica has changed and now closely reflects the SAT.			
**As of April 2005, the SAT verbal test is replaced with the SAT critical reading test.			

Undergraduate (diploma, associate and bachelor level) applicants may also satisfy the minimum standard of English language proficiency by submitting official documentation of one of the following:

- Successful completion of a minimum of two semesters or quarters of post-secondary course work at a regionally accredited college or university or a college or university accredited by an approved national accrediting body in which English is the language of instruction. Successful completion is defined as passing all courses for which the student was registered during the two semesters;
- U.S. High School Diploma or GED (or HiSET test) administered in English;
- Equivalent of a U.S. High School Diploma from a country in which English is the official language (equivalency must be verified by a recognized evaluator of international credits);
- Satisfactory completion of English 101 or 102 at an English speaking college or university within the U.S., achieving a grade of "C" or higher.

Please contact a Primary Designated School Official for questions about acceptable alternative measures of English Language Proficiency.

Returning Students

The Admissions Office provides assistance to those students wishing to return to school after withdrawal or suspension. For a smooth transition back into the academic mainstream, students must contact The Institute's admissions department for all information needed to return to classes.

Cancellation of Classes

Prior to opening the registration period, the Art Institute of Houston and its branch campuses, The Art Institute of Austin, and The Art Institute of San Antonio makes every effort to provide sufficient course sections for students. The campus makes available the course schedule to students along with registration instructions and deadlines. Course offerings, instructors, days, times and class locations are not guaranteed and are subject to change at the discretion of the campus. If the campus determines that a course offering will be cancelled due to lack of enrollment or other reason, they will remove all students from the course and notify students of the change of schedule via email. Students are allowed to add or remove a course until the end of the add/drop period.

Transfer of Credit

The sections below describe the various conditions under which credits might be transferred into or out of The Art Institutes. Please contact the office of Academic Affairs for all matters related to Transfer Credit and Program Change.

Transferring Credits from One Art Institute to Another Art Institute

Students who wish to transfer from one Art Institute to another may do so only if they are in satisfactory academic standing at the sending institution. Any student dismissed for violating the Satisfactory Academic Progress Policy may not transfer to another Art Institute until he or she has appealed academic dismissal and been reinstated at the sending institution. When the sending institution is closed, Academic Affairs at the receiving institution will review all academic dismissals and determine if reinstatement is appropriate. Please refer to the Student Academic Progress Policy – Transfer from another Art Institute for additional information.

All attempted and earned credits that are relevant to the degree plan at the receiving institution will be factored into a student's overall grade point average at the new institution. All earned credits are eligible to be evaluated for transfer to the program of study at the receiving institution. If a student transfers from an Art Institute after completing four quarters of study, the student is classified as a fifth quarter student at the new Art Institute.

Based on the evaluation of learning that has taken place, every reasonable effort will be made to transfer previously taken courses to the new program of study when an equivalency exists. When appropriate, students will also have the ability to demonstrate proficiency in a course through Prior Learning Assessment. Once transfer credit is awarded, a student has the right to appeal the decision to Academic Affairs. The student must submit a letter of appeal that clearly states which courses he/she was expecting to transfer with supporting justification provided.

Institutions with 25% Residency Requirement

At least 25% of the credit hours required for the undergraduate degree must be earned through instruction delivered at the institution awarding the degree.

Transferring Credits to other Institutions

In the U.S. higher education system, transferability of credit is determined by the receiving institution taking into account such factors as course content, grades, accreditation and licensing. For this reason, this institution does not imply, promise, or guarantee that credits earned will be accepted by another college or university. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. Students considering transferring to another college or university are responsible for determining whether that school will accept this institution's credits. Students are encouraged to initiate discussions with the potential transfer school as early as possible.

Transferring Credits from outside the Institution

Transcripts

Official transcripts must be sent to the Admissions Office of the admitting Art Institute School prior to the class start for the purposes of determining transfer of credit opportunities and for scheduling. Transcripts received after the student's first quarter of attendance at an Art Institutes school may be considered for transfer credit at the discretion of Academic Affairs.

Course Descriptions

The official descriptions of the courses submitted for consideration for transfer must be comparable to the coursework at an Art Institutes school. Official course descriptions from the college where the credit was earned or a college catalog will be used to determine comparability, and must be received prior to the class start for the purposes of determining transfer of credit opportunities and for scheduling.

Level of Transfer Credits

Only college-level credits (100 level course or equivalent and above) taken at an accredited institution of higher education will be considered for transfer. No remedial or developmental courses will be considered for transfer.

Grades of Transfer Credits

Only courses with an earned grade of "C" (2.0 on a 4.0 scale) or higher will be considered for transfer credit.

Course Prerequisites and Sequence of Courses

Course prerequisites and course sequences will be observed when preparing schedules, to assure appropriate student skill development.

Advanced Standing, Transfer, Proficiency Credit and Exemption from Coursework

Applicants may be eligible to receive advanced standing credit in the following ways:

- *Take the College Board Advanced Placement (AP) or International Baccalaureate (IB) courses and score 3 or higher on the AP exam or 4 or higher on the IB exam for those courses while in secondary school.*
- *Successfully complete programs included in articulation agreements that have been established between The Art*

Institute of Houston or the branch campuses and their high schools.

- *Earn college credit at other accredited postsecondary institutions.*
- *Complete the requirements of a transfer agreement established between The Art Institute and the prior postsecondary institution.*
- *Complete College Level Examination Program (CLEP) exams covering material equivalent to The Art Institute courses and earn a score of 50 or higher on those examinations.*
- *Complete training, employment, or other educational experience in the military as measured through DANTES, DSST examinations, or as shown on an American Council on Education (ACE) transcript.*
- *Present evidence of experience obtained in the workplace or through other means, as demonstrated through a portfolio of their work and additional supporting documentation.*

Class Proficiency Test

Requests for testing out of specific classes approved by the Institute must be made through the department Chair/Coordinator or Dean prior to the class start.

No more than 25 percent credits will be considered for any type of proficiency credit.

University Transcripts with Credit/No Credit Course Grades

Accredited colleges and universities where courses are offered for credit/no credit and no allowable grade is earned in major courses according to existing regulations will be converted to a grade by the registrar's office. Credit grades will be converted to a "C" and no credit grades will be converted to an "F".

Total Allowable Transfer of Credit

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at the Art Institute receiving credits from alternative sources, including another Art Institute. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses, proficiency testing and/or portfolio or work experience review. Due to state and regulatory considerations at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.

Transfer of Credit After Matriculation

Concurrent Enrollment: Requests for transfer of credit from accredited institutions of higher education, for a course taken concurrently with an Art Institutes school student's full-time schedule (at the student's own expense), and after a student's matriculation at an Art Institutes school, may be made to Academic Affairs. Transfer Credit may be awarded if all other criteria for transfer of credit are met, and if the secondary institution permits concurrent enrollment.

Approval Needed: Requests for concurrent enrollment in a course at another college or university while the student is at full-time status at an Art Institutes school (according to the US Department of Education's definition of the term) must be approved by the Department Chair or Academic Affairs prior to enrollment in the course.

Full-time Status: The student must be enrolled full-time at an Art Institutes school at all times during the concurrent enrollment at another college or university.

One Course Limit: Only one course per quarter in concurrent enrollment is permitted.

Grading: The concurrent enrollment course must be passed with a grade of "C" (2.0 on a 4.0 scale) or higher. The student's record at The Art Institute will reflect a "TR" grade. The grade will not be factored into the GPA or the CGPA.

Completion Deadline: Credit will be awarded for the course when official documentation is provided by the secondary institution that the course was successfully completed, as defined above. Official Transcripts must be sent to Academic Affairs upon successful completion of the concurrent enrollment course.

Total Allowable Transfer of Credit: Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at the Art Institute receiving credits from alternative sources, including another Art Institute. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses, proficiency testing and/or portfolio or work experience review. Due to state and regulatory considerations at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.

Transcripts

Official Transcripts must be sent to Academic Affairs upon successful completion of the concurrent enrollment course.

Transfer Credit Upon Re-Entry to the Institution: Requests for transfer of credit from accredited institutions of higher education for a course taken while a student was not in attendance at an Art Institutes school, but after a student's initial matriculation at the school, may be made to Academic Affairs. Transfer Credit may be awarded if all other criteria for transfer of credit are met.

NOTE: Transfer credit after matriculation must be completed prior to the student's final term of study.

Grading

The concurrent enrollment course must be passed with a grade of "C" (2.0 on a 4.0 scale) or higher. The student's record at The Art Institute will reflect a "TR" grade. The grade will not be factored into the GPA or the CGPA.

Change of Program

A student petitioning to change from one program to another within The Art Institute must obtain approval from the Department Chair of the department from which the student is changing. The student's coursework and earned credits will be reviewed for applicability to the new program. Only those credits required for graduation in the new program will be transferred to the new program and counted toward graduation. Only one change of program is allowed per student.

Course Substitution Policy

Students are expected to complete the program requirements outlined in The Art Institutes Catalog which is in effect at the time of enrollment. Students who wish to request a course substitution should submit a Course Substitution Form to the Department Chair or designee for consideration at their Campus, which includes details as to why the request for a course substitution is needed. The Department Chair will subsequently forward the request and recommendation to Academic Affairs for approval. Students should submit all requests within the timeline indicated in the Transfer of Credit section of the catalog. Course substitutions not recommended by the Department Chair, may be appealed to Academic Affairs or designee. The decision of Academic Affairs is final.

Graduation Requirements

Degree and Diploma Requirements for Graduation: The Institutes award a Bachelor of Fine Arts degree to graduates of its Advertising, Fashion Design, Game Art & Design, Graphic Design, Graphic & Web Design Interior Design, Media Arts & Animation, Digital Photography, and Digital Filmmaking & Video Production programs. The Institutes award a Bachelor of Science degree to graduates of its Culinary Management, Fashion & Retail Management, Hospitality Management, Audio Production and Visual Effects & Motion Graphics programs. The Associate of Applied Science degree is awarded to graduates of Baking & Pastry, Culinary Arts, Graphic Design, Restaurant & Catering Management, and Web Design & Interactive Media programs. Diplomas are awarded to graduates of its Baking & Pastry, Culinary Arts, Digital Image Management, and Fashion Retailing programs. The

following are graduation requirements at The Institutes:

- The student must satisfy all academic requirements of the program of study. Academic credit may be earned through passing course grades, transfer credit, advanced placement exams, or credit for prior learning.
- The student must earn a minimum of 25% of the credit hours in the program of study through on ground coursework at The Institute.
- The student may earn a maximum of 25% of the credit hours in the program of study through distance education while enrolled at The Institute.
- The student must earn a minimum cumulative grade point average of 2.0.
- The student must complete the graduate clearance process.
- The student must have satisfied all financial obligations to the college.

Disability Services Policy

The Art Institutes provide accommodations to qualified students with disabilities. The Office of Disability Support Services assists all qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs and activities at The Art Institutes.

Students who seek reasonable accommodations should notify the Office of Disability Support Services via phone at (888) 719-8607 or via email at aidisabilityservices@aii.edu of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation(s). Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with The Office of Disability Support Services to allow for time to gather necessary documentation.

If you have a concern or complaint in this regard, please contact the Student Resolution Team at AiStudentResolution@aii.edu or by calling (888) 719-7214. Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment.

Instructional Equipment

Equipment will be made available for instructional use according to the program curriculum to enable the students to acquire an understanding of those fundamental principles of equipment of the type the student would be likely to encounter in an entry-level position in the field. Students must share such equipment. The Institute cannot guarantee students' hands-on usage of such equipment beyond that called for in the curriculum. To complete the requirements of his/her program, the student may have to schedule use of the equipment outside normal class hours.

Intellectual Property Policy

PURPOSE OR SCOPE

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is therefore generally illegal to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational university, however, and whether the use of copyrighted material without permission falls with "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a "fair use" and therefore may be a violation of the law. A violation of The Institute's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from The Art Institute of Houston.

SUMMARY OF CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov. The Art Institute of Houston and its branch campuses policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using The Art Institute of Houston’s information technology system. The Art Institute of Houston and its branch campuses policies prohibit use of The Art Institute of Houston and its branch campuses computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files) without permission.

As a creative community of teachers, artists and scholars, The Art Institute of Houston and its branch campuses are committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Policy on Intellectual Property is provided to protect the interests of those who create as well as the interests of The Art Institute of Houston itself, which supports this creative and scholarly work.

This document expresses The Art Institute of Houston's policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of The Art Institute of Houston and its branch campuses – faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with The Art Institute of Houston or its branch campuses, and this Policy governs in all circumstances, unless The Art Institute of Houston or its branch campuses has modified it through a written agreement connected to a sponsored or commissioned work or as part of work under a grant or contract. Should there be any conflict between the provisions of this Policy and the terms of a separate written agreement between The Art Institute of Houston or its branch campuses and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit “fair use” as defined by U.S. laws.

DEFINITIONS (IF APPLICABLE)

The following terms are used throughout the Policy and are defined as follows:

Copyright - Copyright is the intangible property right granted for a limited period of time by federal statute (Title 17 of the U.S. Code) for an original work of authorship fixed in any tangible form of expression. Copyright provides the owner with five exclusive rights, including the exclusive right to reproduce the work, to prepare derivative works based on the work, to distribute copies of the work to the public by sale or other transfer of ownership (or by rental, lease, license or lending), to display the work publicly and to perform the work publicly (if relevant).

Commissioned Work - A Commissioned Work is defined as a Work (as defined in paragraph K) that is produced or created pursuant to a written agreement with the Institution and for Institution purposes by (a) individuals not under the employ of the Institution or (b) Institutional Employees (as defined in paragraph D) acting outside the scope of their regular Institution employment, as determined by their existing Institution employment arrangement or contract.

Independent Academic Effort or Creative Activity - Independent Academic Effort or Creative Activity is defined as the inquiry, investigation, research, or creative activity that is carried out by faculty, staff and Students of the Institution working on their own, that advances knowledge or the development of the arts, sciences, humanities, or technology where the specific direction, methodology, and content of the pursuit is determined by the faculty, staff member(s), or Student(s) without the direct assignment, supervision, or involvement of the Institution.

Institutional Employee - An Institutional Employee is a full-time or part-time faculty member, visiting faculty, adjunct faculty, artist, scholar, or fellow (as defined in the Faculty Handbook), or a full-time or part-time staff member (as defined

in the Staff Handbook), or Student, who is employed by the Institution or who is working under an Institution contract, either expressed or implied.

Intellectual Property - Means: (i) trademarks, service marks, brand names, trade dress, assumed names, trade names, slogans, URLs, domain names, logos and other indications of source, sponsorship or affiliation, together with all associated goodwill (whether the foregoing are registered, unregistered or the subject of a pending application for registration); (ii) inventions, developments, improvements, discoveries, know how, concepts and ideas, whether patentable or not, in any jurisdiction; (iii) patents, patent applications and patent disclosures; (iv) trade secrets and proprietary or confidential information;

(v) writings and other works of authorship, whether subject to copyright protection or not, in any jurisdiction, including but not limited to literary works (such as books, scholarly articles, journal articles and other articles, theses, research, course syllabi, curricula, exams, instructional and evaluation materials for classes, courses, labs or seminars, study guides, student rosters and attendance forms, grade reports, assessment of student work and projects, course or program proposals, software, data and databases, lecture and presentation materials); musical works (including any accompanying words); dramatic works (including any accompanying music); pantomimes and choreographic works; pictorial, graphic, and sculpture works (including graphic designs; illustrations, photographs, paintings, sculptures and other works of art); motion pictures and other audiovisual works (including films, audio and video recordings and multimedia projects); sound recordings; architectural works; and compilations; and (vi) copyrights, copyright registrations and applications for registration of copyrights in any jurisdiction.

Patent - A United States patent is a grant which gives the owner of the patent the right to exclude all others from making, using, or selling the claimed invention in the United States for a set period of time. Similar rights are granted in other countries, but the discussion of Patents in this Policy will focus specifically on United States patent rights.

Sponsored Work - Sponsored Work is a Work (as defined in paragraph K) that is produced or created under an agreement between the Institution and a sponsor which provides the Institution with ownership and/or usage rights to the Work and Intellectual Property produced under the agreement. Sponsored works do not include works created through independent academic effort or creative activity, even when based on the findings of the sponsored project, so long as an agreement does not state otherwise.

Student - A Student is a regularly registered, full- or part-time, undergraduate or graduate at the Institution, including students attending the Institution as "special status students": e.g., as participants in Professional Institute for Educators (PIE), Continuing Education (CE), the Pre-College or Saturday programs, or in exchange programs or through special grants or fellowships.

Substantial Institutional Resources - Any substantial use of Institution equipment, facilities, time, personnel, or funds, and use of Institution resources that are not "commonly provided", is considered a use of "Substantial Institutional Resources." This use does not include resources commonly provided to Institution faculty and staff, such as offices, library facilities, basic artistic facilities, and everyday telephone, computer, and computer network support. However, substantial time spent in the use of these latter resources may constitute the use of "Substantial Institutional Resources." Resources not considered "commonly provided" include specially procured equipment or space, additional staffing or personnel, utilization beyond normal work hours of Institution personnel, and monetary expenditures that require a budget. Faculty may use the basic artistic facilities unless use infringes on student use of those facilities for coursework.

Trademark and Service Mark - A trademark or service mark is any word, phrase, name, symbol, logo, slogan, device, or any combination thereof that is used in trade to identify and distinguish one party's goods or services from those of others.

Work - The term "Work" as used in this Policy shall be defined to include all of the items identified in Sections (i), (ii), (iv) and (v) of the definition of Intellectual Property in paragraph E.

Work Made for Hire - A "Work Made for Hire" is defined as a Work (as defined in paragraph K) prepared by an employee within the scope of his or her employment.

Consistent with the Copyright Act of 1976, as amended, a Work Made for Hire under this Policy also includes a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer

material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire.

Examples of works made for hire include software programs created within the scope of an employee's duties by a staff programmer, a newspaper article written by a staff journalist for the newspaper that employs him/her, and a musical arrangement or ditty written for a music company by a salaried arranger on its staff.

POLICY PROVISIONS

Faculty, Staff and Student Works

General Rule.

Subject to the exceptions noted in this Policy, as a general rule, The Art Institute of Houston and its branch campuses do not claim ownership of Intellectual Property developed through Independent Academic Effort or Creative Activity and that is intended to disseminate the results of academic research and scholarship, and/or to exhibit forms of artistic expression on the part of faculty, staff, and Students.

Exceptions to the General Rule. Exceptions to the general rule set forth in III.A.1 above include Intellectual Property developed by faculty, staff, Students and Institutional Employees under any of the following circumstances:

- a) The Intellectual Property is developed as a Sponsored Work.
- b) The Intellectual Property is developed as a Commissioned Work.
- c) The Intellectual Property is developed using Substantial Institutional Resources.
- d) The Intellectual Property is developed by the creator within the scope of his or her employment with The Art Institute of Houston or its branch campuses and constitutes a Work Made for Hire.
- e) The Intellectual Property is developed by a creator who is assigned, directed or funded by The Art Institute of Houston to create the Intellectual Property.
- f) The Intellectual Property is developed under a grant, program or agreement which provides The Art Institute of Houston with ownership rights, in whole or in part, to the Intellectual Property.

Under the circumstances described in Section III.A.2(a) through (f) above, the Intellectual Property shall be owned by The Art Institute of Houston (or by The Art Institute of Houston and any other party as specified in any written grant, program or agreement).

The creator of any Intellectual Property that is or might be owned by The Art Institute of Houston and its branch campuses under this Policy are required to make reasonable prompt written disclosure of the Work to an officer designated by The Art Institute of Houston's Campus Leader, and to execute any document deemed necessary by The Art Institute of Houston and its branch campus to perfect legal rights in The Art Institute of Houston or its branch campuses and enable The Art Institute of Houston or its branch campuses to file applications for registration when desired.

Ownership Rights in Specific Types of Works.

For purposes of clarification and without limiting the general rule and exceptions set forth in Sections III.A.1 and 2 above, ownership rights in the following types of Works are allocated as set forth below:

Curricular materials including course outlines, curricula, lesson plans, course handouts, PowerPoint and other presentation materials (in all forms and media), course content and syllabi are deemed to be Works Made for Hire and therefore all Intellectual Property associated therewith is owned by The Art Institute of Houston. Likewise, student rosters, attendance forms, interim grade reports, and assessments of student projects, including all Intellectual Property associated therewith, belong solely to The Art Institute of Houston.

Unless developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, scholarly articles and papers written for publication in journals, presentations and scholarly papers prepared for seminars and conferences, and personal lecture or teaching notes are typically not considered to be owned by The Art Institute of Houston as Works Made for Hire or otherwise.

If any Intellectual Property to be owned by The Art Institute of Houston and its branch campuses under Section III.A.2 (a) through (f) above is developed jointly with a non- Institution party, the parties respective ownership and usage rights in the resulting Intellectual Property shall be set forth in a written agreement.

Where Intellectual Property is to be developed using Substantial Institutional Resources, authorized representatives of The Art Institute of Houston or its branch campuses will develop a written agreement with the user of those resources, which must be executed by the parties prior to use of the resources, to identify the nature and terms of the use, including possible reimbursements or other systems of compensation back to The Art Institute of Houston or its branch campuses.

Unless a Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, all Intellectual Property created by faculty during sabbatical are owned by the faculty. Unless the Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, Intellectual Property created by a Student working on his or her own, or developed in the context of a course, is owned by the Student and The Art Institute of Houston or its branch campuses will not use the Student's Work without the Student's permission to do so.

Students working on a project governed by an existing written agreement to which The Art Institute of Houston or its branch campuses is a party are bound by all terms of that agreement. Students hired to carry out specific tasks that contribute to Intellectual Property of The Art Institute of Houston or its branch campuses retain no rights of ownership in whole or in part to that Intellectual Property or to the Student's contribution to that work.

Students who wish to work collaboratively with Institutional Employees on projects which involve the creation of Works and Intellectual Property are required to sign and deliver an acceptable written agreement to The Art Institute of Houston or its branch campuses outlining their rights before commencing work on such projects. Either party has the right to initiate such agreement.

The rights of The Art Institute of Houston and its branch campuses to a perpetual, worldwide license (exclusive or non-exclusive, as The Art Institute of Houston and its branch campuses deem necessary), to use and reproduce copyrighted materials for educational, research, and promotional purposes must be included in any agreement with a non- Institution sponsor.

Independent Contractor Works.

As a general rule, The Art Institute of Houston or its branch campuses will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or The Art Institute of Houston or its branch campuses has specially ordered or commissioned the work and such work is designated as a Work Made for Hire in a signed written agreement between the parties. If The Art Institute of Houston or its branch campuses do not own the Intellectual Property created by an independent contractor, it shall have a right or license to use any Work produced by the independent contractor in the course of performance of the contract, in accordance with the parties' agreement.

INSTITUTION'S USAGE RIGHTS

To the extent that faculty, staff or Institutional Employees retain ownership of Work and Intellectual Property according to this Policy, The Art Institute of Houston and its branch campuses shall have a permanent, non- exclusive, worldwide, royalty free right and license to make educational use of such Work and Intellectual Property, including the right to use, reproduce, distribute, display, perform and modify (i.e. create derivative works) such Work and Intellectual Property in all forms and media now known or hereafter existing in connection with its curriculum, courses of instruction and educational programs, and any related accreditation or promotion of The Art Institute of Houston and its branch campuses. Where practicable, The Art Institute of Houston and it branch campuses will use best efforts to cite the creator of the Work if The Art Institute of Houston and its branch campuses exercises such usage rights.

INSTITUTION'S MARKS

Intellectual Property comprised of or associated with The Art Institute of Houston and it branch campuses Trademarks and Service Marks, including but not limited to its name, logos, slogans, insignia, and other symbols of identity (collectively the "Marks") belongs exclusively to The Art Institute of Houston and/or its affiliates. This Policy is designed to protect the reputation of The Art Institute of Houston and its affiliates, and to prevent the illegal or unapproved use of The Art Institute of Houston's Marks.

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of The Art Institute of Houston or its branch campuses. However, faculty, staff, and Students may identify their status or professional affiliation with The Art Institute of Houston or its branch campuses as appropriate, but any use of The Art Institute of Houston or its branch campuses Marks in this regard must avoid any confusing, misleading or false impression of affiliation with, or sponsorship or endorsement by, The Art Institute of Houston or its branch campuses. No products or services may be marked, offered, sold, promoted or distributed with or under The Art Institute of Houston or its branch campuses Marks without The Art Institute of Houston or its branch campuses prior written permission and compliance with the licensing policies of The Art Institute of Houston and its branch campuses. All requests for use of Institution Marks must be submitted in writing to an officer designated by the Campus Leader. The designated Institution officer retains information concerning what marks, names, logos, symbols, insignias, and related words, phrases, and images currently comprise The Art Institute of Houston or its branch campuses Marks.

SUBSTANTIAL USE OF INSTITUTION RESOURCES

Although “Substantial Institutional Resources” is defined (see Section II. Terminology), it is acknowledged that such resources and their use may change over time, with changes in technology, physical infrastructure of The Art Institute of Houston and its branch campuses, modes of employment, etc. Therefore, this Policy allows the Academic Policy Advisory Committee to review the definition of “substantial use” from time to time and implement any changes or clarification to the definitions which The Art Institute of Houston and its branch campuses deems necessary in order to establish an appropriate standard.

REVIEW SCHEME

Questions concerning this Intellectual Property Policy should be addressed to Academic Affairs.

RESERVATION OF RIGHTS

The Art Institute of Houston and its branch campuses reserve the right at any time in its sole discretion to modify and/or make changes to the Policy as advisable or appropriate. The Art Institute of Houston and its branch campuses agree, however, that it will endeavor to notify the entire Institution community through both print and electronic means of its intention to make modifications and/or changes to the Policy at least 30 working days prior to their enactment.

EFFECTIVE DATE

This Policy supersedes any preexisting Intellectual Property policy of The Art Institute of Houston and its branch campuses and will remain in effect until modified or revoked by The Art Institute of Houston and its branch campuses. This Policy will be binding on all parties who create Intellectual Property after the effective date, and this Policy and other agreements that represent modifications to this Policy shall remain binding on such creators even after their relationship with The Art Institute of Houston or its branch campuses changes or terminates.

GOVERNING LAW

This Policy shall be governed by and interpreted under applicable federal laws pertaining to intellectual property and applicable state law, without regard to choice of law provisions.

Notice of The Art Institute of Houston and its Branch Campus Policies to Comply with the Higher Education Opportunity Act of 2008

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It

is generally illegal therefore to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational institutions, however, and whether the use of copyrighted material without permission falls within "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a "fair use" and therefore may be a violation of the law.

A violation of the institution's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from the institution. Moreover, there are severe civil and criminal penalties for copyright infringement under federal law. A copyright owner is entitled to recover actual damages and profits resulting from an infringement, but also may recover statutory damages ranging from \$750 to \$30,000 per work for a non-willful infringement and up to \$150,000 for a willful infringement, even if there is no proof of actual damages, in addition to court costs and reasonable attorneys' fees. The government also can file criminal charges that can result in fines and imprisonment.

The Institute's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using the institution's information technology system. The Institute's policies prohibit use of The Institute's computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files, without permission.

Academic Integrity Policy

Academic integrity is the commitment to pursue intellectual and creative work with honesty, trust, fairness, respect, and responsibility in the use of sources and in the assessment of learning. As a learning community, The Art Institute of Houston promotes the professional and ethical development of its students by teaching them (1) to pursue academic research using credible, peer-reviewed sources, (2) to use sources appropriately while developing and expressing their own thought, (3) to properly cite intellectual content that is quoted, paraphrased or summarized, and (4) to reference the influence of others responsibly. The foundation of all scholarship at the college is the good faith pursuit of academic integrity. Students' developing scholarship in their academic disciplines is the foundation for exemplary ethical behavior in their professional and civic lives. The Academic Integrity Policy prohibits plagiarism, cheating, fabrication of data or sources of information, collusion, or any other form of academic dishonesty. Students who are found to have breached the policy will be subject to an investigation and disciplinary sanctions.

Scope and Purpose

The Academic Integrity Policy applies to all students at The Art Institute of Houston and its branch campuses. The purpose of the policy is to foster learning and promote ethical scholarship at the college by aligning policy, teaching and learning practices, and individual reviews of academic integrity. The Art Institute's policy is deliberately and explicitly educative in philosophy. Ethical academic scholarship requires a complex set of knowledge and skills that can be embedded in the curriculum and taught by faculty. Students' honest and responsible use of sources will grow in sophistication as their research, writing, and skills in creative expression are developed in college.

Key Terms

Academic integrity: the commitment to pursue intellectual and creative work with honesty, trust, fairness, respect, and responsibility in the use of sources and in the assessment of learning.

Plagiarism: to present ideas, words, or creative products that are derived from an existing source as one's own. A form of intellectual theft, plagiarism is stealing and passing off as one's own the ideas or words of another. Plagiarism can occur with a deliberate and pernicious intention to deceive, as a product of irresponsible "cutting and pasting" from digital sources, or by simple mistakes and carelessness in attribution or in notetaking. Learning to write in one's own voice, while referencing the ideas of others and citing them appropriately is a critically important skill to learn in college.

Examples of plagiarism include:

- Copying and pasting language, images, or other content without proper reference and citation
- Paraphrasing without proper citation
- Making only minor changes to an author's words or style
- Submitting an essay written by another student as one's own
- Failing to properly acknowledge the source of any idea that is not either original or common knowledge.

Cheating: receiving or providing unauthorized assistance or using unauthorized materials on any assignment or examination. Cheating is an attempt to use dishonest methods to make it appear that one has learned something that one has not yet learned or done work that one has not done.

Examples of cheating include:

- Using unauthorized materials such as electronic devices, internet searches, notes, study aids, or a textbook during an examination without the instructor's explicit permission
- Submission of an assignment copied from an external source or purchased from a commercial enterprise
- Obtaining an examination without the instructor's authority and prior knowledge
- Unauthorized access to another person's files or digital accounts

Fabrication: deliberately falsifying or making up data or source material in academic writing, a bibliography or works cited list.

Examples of fabrication include:

- Citing a source that does not exist
- Citing information that was not taken from the indicated source
- Listing sources in a works cited page that were not used in the project
- Inventing or falsifying data or source information
- Misrepresenting one's contribution to a project, area of thought, research or publication
- Intentionally distorting the meaning or transferability of source material or data

Collusion: a secret agreement between two or more people to present their work as if it were the individual work of a single student. Collusion is distinguished from appropriate collaboration by its dishonest intent to misrepresent individual effort.

Examples of collusion include:

- A student allowing another student to copy his or her work
- A student completing an assignment for another student
- Unauthorized collaboration with another person during an assignment, project, or examination.
- Aiding another person who is engaged in academic dishonesty or misconduct
- Unauthorized sharing of examination questions or answers

Intent: the determination to act in a certain way in order to achieve an outcome or to deliberately deceive members of the academic community. Judgments about academic integrity and any breaches of the Academic Integrity Policy often require faculty and administrators to consider a student's intent when determining remedies or sanctions.

Peer-reviewed: a term which indicates that a published source of information has been subjected to editorial and scholarly review by a group of experts in the appropriate field. This establishes a baseline of credibility and is intended to ensure a level of educated scrutiny of the article's accuracy, currency, originality, and research methods. Most internet sources and publications in the popular press are not peer-reviewed. It is important to understand the difference in credibility between sources that are peer-reviewed and those that are not. Library database search engines allow the user to select "peer-reviewed" as one of the search criteria.

Responsibilities

Academic leaders are responsible for:

- Collaborating with faculty to define and communicate a consistent policy for academic integrity across the college
- Training faculty on the Academic Integrity Policy and best pedagogical practices to improve students' information literacy and to reduce breaches of academic integrity
- Providing resources and mapping instruction related to academic integrity through the curriculum in each major
- Maintaining a process for investigating breaches of academic integrity which ensures due process and imposes sanctions for misconduct
- Reviewing the Academic Integrity Policy and assessing its effectiveness at the college; revising as appropriate to keep the policy relevant and current.

Faculty are responsible for:

- Teaching student's appropriate ethical behavior for both academic and professional settings and enforcing the Academic Integrity Policy in their courses
- Including regular and constructive direct instruction and feedback about using sources responsibly in the curriculum
- Including the approved Art Institute of Houston statement about academic integrity in every syllabus and discussing its application to their courses
- Applying the policy as a teaching and learning tool to improve student behavior and increase students' academic proficiency
- Designing assignments and examinations in ways that minimize opportunities for academic misconduct
- Identifying breaches of the Academic Integrity Policy in their courses
- Reporting breaches of the Academic Integrity Policy to the appropriate academic administrator to initiate an investigation and possible disciplinary procedures
- Maintaining student confidentiality

Students are responsible for:

- Understanding and observing the complete Academic Integrity Policy
- Pursuing their intellectual and creative work at the college with honesty, trust, fairness, respect, and responsibility in the use of sources and in the assessment of learning.
- Reporting observed breaches of The Academic Integrity Policy to a faculty member or academic administrator
- Seeking clarification if they do not understand how academic integrity should be applied in a particular situation
- Participating honestly and ethically in investigations related to academic integrity

Breaches of Academic Integrity and Possible Sanctions

Breaches of academic integrity encompass a wide range of behavior, from relatively innocent mistakes to deliberate and intentional fraud. The Art Institute of Houston seeks to establish a culture of integrity whose primary purpose is educational: teaching students to conduct ethical scholarship and honest work while recognizing the contributions of others. The disciplinary procedures established in the Student Conduct Policy and published in the *Student Handbook* operate in tandem with the Academic Integrity Policy.

The table below presents examples of possible breaches and sanctions at each of three levels of severity. Representatives of Academic Affairs in the disciplinary hearing will exercise judgment to determine the severity of infractions of the policy, also considering whether the student has previously violated the policy.

Table: Levels of Academic Integrity Violations and Sanctions

	Description	Sanction
Level I	<p>Unintentional or careless errors that result from a student’s lack of understanding</p> <p>Offenses in which there are considered to be mitigating circumstances</p> <p>(Repeated Level I offenses will be elevated to Level II)</p>	<p>Penalties at the course level:</p> <ul style="list-style-type: none"> • Resubmission of work with penalty <p>or</p> <ul style="list-style-type: none"> • Failure of the assignment <p>or</p> <ul style="list-style-type: none"> • Failure of the course <p>Required additional instruction in academic integrity and information literacy</p>
Level II	<p>Deliberate breaches of the Academic Integrity Policy in which the student is considered to have demonstrated intent to deceive</p>	<p>Penalties at the course level:</p> <ul style="list-style-type: none"> • Failure of the assignment <p>or</p> <ul style="list-style-type: none"> • Failure of the course <p>Disciplinary Warning or Student Conduct Probation</p> <p>Other remedial actions as appropriate to the situation</p>
Level III	<p>Egregious or repeated violations of the Academic Integrity Policy that demonstrate willful disregard of college standards</p>	<p>Failure of the course</p> <p>Student Conduct Probation, Suspension, or Expulsion</p> <p>Other remedial actions as appropriate to the situation</p>

Confidentiality

Students have the right to confidentiality in the administration of the Academic Integrity Policy. All procedural documentation will be maintained in the Academic Affairs office and is not entered in the student information system or in the student’s permanent file. Faculty and administrators who are involved in investigations will maintain student confidentiality regardless of the resolution of the disciplinary hearing.

Procedures

The procedure for addressing suspected violations of the Academic Integrity Policy follows the general policy for student conduct violations at the college which is published in the *Student Handbook*.

- A. The faculty member informs the student of the suspected violation and requests that the student respond to the allegation.
- B. If the faculty member decides that the evidence suggests a violation of the Academic Integrity Policy, he or she completes an Incident Report and forwards it to the Academic Department Chair or Dean to initiate a conduct investigation. Otherwise, the question remains an academic issue and is handled at the class level by the faculty member.

- C. The Academic Department Chair or Dean will follow the disciplinary procedures specified in the Student Conduct Policy. This may include sending the student a charge letter, collecting documents and other evidence, requesting an interview with the student, and convening a disciplinary panel of at least three impartial members to consider the charge. The chief academic officer will advise the panel if there is a record of previous infractions of policy by the same student.
- D. The outcome of the disciplinary hearing and any sanctions will be communicated to the student in writing.
- E. A master log of all disciplinary actions related to academic integrity will be maintained in the Academic Affairs office to facilitate assessment of institutional effectiveness.

Right of Appeal

A student has the right to appeal a disciplinary action if there were extenuating circumstances that were not previously considered, if the student believes the decision was arbitrary or biased, or if the student believes the decision was made without adhering to college policies and procedures. In questions of academic integrity, the student would appeal in a written letter to the Dean. The letter must clearly state the reason for the appeal, specifying one or more of the following: (1) the extenuating circumstances that were not considered in the original decision, (2) the grounds for believing that the decision was arbitrary or biased, or (3) the reasoning to support the claim that the decision did not adhere to college policy and procedure.

Resources for Good Practice in Academic Integrity

1. *MLA Handbook* <https://style.mla.org/>
2. Citation/Research Managers page of the library website
3. The Purdue Owl (Online Writing Lab): <https://owl.english.purdue.edu>
4. EasyBib: <http://www.easybib.com/guides/>

Repeating courses.

Note: Requirements below refer to enrollment for Title IV eligibility purposes. NSLDS Enrollment Reporting/Clearinghouse enrollment status is based on all enrolled courses regardless if it is funded by Title IV aid and/or VA benefits. VA recipients will need to follow the VA requirements. VA will only cover repeated courses if the student failed or does not meet the minimum grade requirement as established by the institution.

Standard Term-based Programs

Students enrolled in standard term-based programs will receive Title IV funds for unlimited retakes of failed courses and withdrawn courses with no credits earned as long as the student is meeting the satisfactory academic progress (SAP) standards. Although there is no limit on how many times students can repeat failed or withdrawn courses for FSA purposes, some schools have limitations on how many times students can retake failed courses before they are dismissed from the institution. Please refer to the school's SAP Policy.

For standard term-based programs, the policy will allow financial aid to cover a *single repetition* of a previously successfully passed course subject to certain conditions. Students who earned credit(s) may receive Title IV funds and count the course in enrollment status for one retake of any previously passed course only if they meet one of the following conditions:

- Specific State or Accreditation regulations require a student to retake a course which was previously successfully passed, as defined under *Stale Course*.
- Required as part of an academic plan if a student has successfully appealed a Satisfactory Academic Progress (SAP) termination, as defined under *Progress or Professional Requirements*.
- For students who need a specific grade or G.P.A. to practice upon graduation or progress in a program, as defined under *Progress or Professional Requirements*.

The student must have *completed* the course for it to be considered a repetition under this policy. Because only one repetition of a previously passed course may be included in a student's enrollment status for purposes of Title IV aid, if the student failed the repeated course, the student is not eligible for an additional retake because the student is considered to have completed the course.

Non-term Based Programs

Student's coursework is divided into payment periods based the credit hours and weeks of instructional time in the program or the academic year, whichever is less. A student must successfully complete the credit hours and instructional weeks in a payment period, or withdrawal, in order to advance to the next payment period and academic year. Students who fail or withdrawal from a course will not earn credits for the payment period and academic year. Students who successfully completed a course (earned credits) and wish to repeat the course to earn a better grade or G.P.A., the course attempted and earned credits will not be included in the payment period and academic year credits requirement. Students may only use FSA funds to cover such repeated courses to the extent excess funds are available in the academic year.

Firearms Policy

It is the responsibility of all employees, students, alumni and all others to adhere to the provisions set forth in this policy and to report any known violations of this policy to Human Resources or a member of management. It is the responsibility of management and Human Resources to enforce compliance with this policy and to take corrective action when necessary.

Conditions/Guidelines

- a. This Policy applies to anyone on The Institute's premises, unless otherwise prohibited by law.
- b. Firearms, including concealed weapons, are not permitted on The Institute premises and/or at Institute events, except that **sworn members of a law enforcement agency acting in performance of their duties and/or employees of a licensed armored car service providing contracted services to the college or to the college's vendors and contractors (where approved by The Institute) may carry weapons.**
- c. Firearms are not permitted in any vehicle while the vehicle is parked on college property, whether said property is owned or leased by The Institute or provided to The Institute for its use, except where otherwise required by law.
- d. Any employee or student who becomes aware of a violation of this policy should immediately notify Human Resources, the Campus Leader or a member of management or a member of school staff.

Violation of this policy is considered a serious offense that endangers the safety of anyone on The Institute's premises. Any person violating this policy may be required to leave The Institute's premises. Employees violating this policy are subject to discipline, up to and including termination. Students violating this policy are subject to suspension or dismissal from school.

Satisfactory Academic Progress

A student must demonstrate Satisfactory Academic Progress by successfully completing courses attempted. Completing courses with *C* or better grades indicates academic progress. Receiving *D* or lower grades and/or withdrawing from classes may put students at risk. Poor academic performance may lead to Academic/Financial Warning and/or Academic/Financial Aid Dismissal. It is very important that students attend all registered courses and complete them successfully. Should a compelling reason arise that requires a student to cease attendance, it is the student's responsibility to immediately contact the Academic Affairs or Registrar's Office.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).

Students who fail to meet the minimum standards of any of the above criteria will be notified by letter by Academic Affairs or Campus Registrar within four (4) business days of determination. Administrative actions will be taken when a student fails to meet the minimum standards of any of the above criteria. If the resulting

action results in Academic/Financial Aid Dismissal, a student may appeal the Academic/Financial Aid Dismissal. If the appeal is denied, the student will remain dismissed and can no longer attend or receive Title IV aid at the Institute.

The Satisfactory Academic Progress Policy contains the following information:

- Criteria for Honors Designations
- Milestones and Evaluation Points for Satisfactory Academic Progress
- Academic/Financial Aid Warning
- Procedure for Appealing Academic/Financial Aid Dismissal
- Procedure to Apply for Re-Entry after Academic/Financial Aid Dismissal
- Academic/Financial Aid Probation and an Academic Plan
- Explanations of Related Issues

Failure to complete courses successfully for any reason may negatively affect a student's Satisfactory Academic Progress (SAP) and are considered to be punitive grades. Failing courses, being suspended or terminated from courses, or withdrawing from courses could result in the loss of financial aid and/or veterans education benefits and academic dismissal. In order for a student to graduate, the minimum requirements are a CGPA of 2.0, 66.67% ICR, and completion of the program without attempting more than 150% of the credits in the program. Refer to the Metrics of SAP section below for additional information regarding the calculation of CGPA, ICR and MTF.

While the terms Academic/Financial Aid Warning, Academic/Financial Aid Dismissal, and Academic/Financial Aid Probation are used, the status applies to all students whether receiving aid or not.

The College has the right to modify the Satisfactory Academic Progress Policy at any time.

Criteria for Honors Designations

To promote academic excellence and to recognize exemplary academic achievement, the following system is recommended for honor designations on a quarter basis and upon graduation.

Quarter Honors Designations (at the completion of a quarter)

Any student who enrolls for and completes 12 credits or more is eligible for the following designations:

Quarter GPA	Honors Designation
4.0	President's Honor List
3.7-3.99	Dean's Honor List
3.5-3.69	Honor Roll

Honors Designation at Graduation

Students who achieve a CGPA of 3.5 or better are designated as Honor Graduates.

Milestones and Evaluation Points for Satisfactory Academic Progress

Compliance with Standards of Academic Progress is reviewed every quarter for all Certificate and Diploma programs.

Certificate and Diploma Programs:

1. At the end of the first quarter, students must attain a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter. Students who are only participating in
2. At the end of the second quarter, students must attain a minimum CGPA of 1.50 and an ICR of 50.00%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter unless the student was on Academic/Financial Aid Warning in his or her previous quarter. If

the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in **Academic/Financial Aid Dismissal**.

3. At the end of the third quarter, and every quarter thereafter, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter unless the student was on Academic/Financial Aid Warning in his or her previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in **Academic/Financial Aid Dismissal**.
4. Students may not attempt more than 150% of the credits in their programs; anything in excess of 150% of the credits will result in **Academic/Financial Aid Dismissal**. Dismissal for violating the maximum timeframe (MTF) can happen at any time.
5. *Reentries*: To ensure an evaluation is completed for all students in the last 12 months, an evaluation will be completed upon reentry processing using the criteria for the next applicable evaluation point (See Certificate/Diploma Evaluation Point Milestones (CGPA/ICR) requirements) noted in this policy. For example, if a student enrolled in October 2015 and completed the fall quarter, dropped in the winter 2016 quarter and returned in the spring 2017 quarter of the following year, the student would have an evaluation prior to the start of the spring 2017 quarter against the next applicable evaluation point for the student. Students reviewed upon reentry will be advised based on their SAP status at the time of reentry and provided with a projection of what they will need to accomplish in order to be in compliance with SAP requirements at the next official evaluation point (See Certificate/Diploma Evaluation Point Milestones (CGPA/ICR) requirements). **Reentries whose evaluation does not indicate the ability to meet the next evaluation point during reentry processing will not be allowed to reenter into the program of enrollment.**
6. Students should note that if they are on Academic/Financial Aid Warning, it will be very difficult to meet the minimum requirements of the next evaluation point. Students should consult with their **academic advisor** concerning their exact requirements.
7. Students on Academic/Financial Aid Warning are considered to be making progress toward meeting Standards of Satisfactory Academic Progress and, if otherwise eligible may receive financial aid.
8. The grades, grade point average, cumulative data for all courses a student attempted at the Institution, as well as courses successfully transferred in from prior postsecondary education, are available on the student portal for review. There is also an indication if a student is on Academic/Financial Aid Warning, on Academic/Financial Aid Probation, or on academic/Financial Aid Dismissal.
9. Compliance with SAP is reviewed every quarter for Certificate and Diploma programs. A student who starts or re-enters at a MID session will have that session count as an entire quarter for SAP purposes.

CERTIFICATE/DIPLOMA

Evaluation Point	Milestones (CGPA and ICR)	Required Action
End of First Quarter	< 1.0 and/or 33.33%	Academic/Financial Aid Warning Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal
End of Second Quarter	< 1.5 and/or 50.00%	(if on Academic/Financial Aid Warning Academic/Financial Aid Warning (if 1st time)/
End of Third Quarter and every quarter thereafter	< 2.0 and/or 66.67%	Academic/Financial Aid Dismissal (if on Warning)
At Any Time	Anything in excess of 150% MTF	Academic/Financial Aid Dismissal

Unless otherwise noted, **Academic/Financial Aid Dismissals** can be appealed. Please see the Appeal Process below.

Degree Programs:

Degree programs are evaluated after a student has attempted three quarters and sixth quarters including portions of a quarter) during the first six quarters. After the sixth quarter, the student is evaluated at the end of each quarter. While grades, GPAs, and Incremental Completion Rates are made available at the end of a student's quarter, they are informational only except at evaluation points. Please note students may be alerted of their progress at any time and may be required to take specific action.

1. At the end of the first academic year (an academic year is three (3) quarters in which courses are attempted in each quarter); students must achieve a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Dismissal.
2. At the end of the second academic year, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Dismissal.
3. Starting the quarter after the sixth attempted quarter, and every quarter thereafter, students are evaluated at the end of each quarter and must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Failure to meet these standards will result in Academic/Financial Aid Warning unless the student was on Financial Aid Warning the previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in Academic/Financial Aid Dismissal.
4. **Students may not attempt** more than 150% of the credits in their programs; anything in excess of 150% of the credits will result in Academic/Financial Aid Dismissal. Dismissal for violating the maximum timeframe (MTF) can happen at any time.
5. The grades, grade point average, cumulative data for all courses a student attempted at the Institution, as well as courses successfully transferred in from prior postsecondary education, are available on the student portal for review. There is also an indication if a student is on Academic/Financial Aid Warning, on Academic/Financial Aid Probation or on **Academic/Financial Aid Dismissal**.
6. For Degree programs, compliance with SAP is reviewed every academic year during a student's first two years and then quarterly thereafter. A student who starts or re-enters at a MID session will have that session count as an entire quarter for SAP purposes.
7. Students on Academic/Financial Aid Warning are considered to be making progress toward meeting Standards of Satisfactory Academic Progress and, if otherwise eligible may receive financial aid.
8. **Reentries:** To ensure an evaluation is completed for all students in the last 12 months, an evaluation will be completed upon reentry processing using the criteria for the next applicable evaluation point (See Degree Programs Evaluation Point Milestones (CGPA/ICR) requirements) noted in this policy. For example, if a student enrolled in October 2015 and completed the fall quarter, dropped in the Winter 2016 quarter and returned in the spring 2017 quarter of the following year, the student would have an evaluation prior to the start of the spring 2017 quarter against the next applicable evaluation point for the student. Students reviewed upon reentry will be advised based on their SAP status at the time of reentry and provided with a projection of what they will need to accomplish in order to be in compliance with SAP requirements at the next official evaluation point (See Degree Programs Evaluation Point Milestones (CGPA/ICR) and requirements). **Reentries whose evaluation does not indicate the ability to meet the next evaluation point during reentry processing will not be allowed to reenter into the program of enrollment.**

DEGREE PROGRAMS

Evaluation Point	Both Milestones (CGPA and ICR) Must be Met	Required Action
End of First Academic Year	< 1.00 and/or 33.33%	Academic/Financial Aid Dismissal
End of Second Academic Year	< 2.00 and/or 66.67%	Academic/Financial Aid Dismissal
End of Seventh Quarter and Thereafter	< 2.0 and/or 66.67%	Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Academic/Financial Aid Warning)
At Any Time	Anything in excess of 150% MTF	Academic/Financial Aid Dismissal

Unless otherwise noted, Academic/Financial Aid Dismissals may be appealed. Please see the Appeal Process below. If the review of a student's Satisfactory Academic Progress performed at any time indicates that it is mathematically impossible to meet the minimum requirements of the Standards of Satisfactory Academic Progress policy at the next mandatory check point, the student will result in Academic/Financial Aid Dismissal from the Institution.

To be removed from Academic/Financial Aid Warning or Academic/Financial Aid Probation, a student must meet the Satisfactory Academic Progress requirements at the next applicable measuring point.

Procedure for Appealing Academic/Financial Aid Dismissal

A student who is dismissed for violating Satisfactory Academic Progress must appeal in writing to Academic Affairs for re-entry before the start of the quarter in which he/she wishes to return. The written appeal must state the mitigating circumstances that contributed to the dismissal. The written appeal must be supported with appropriate documentation of the mitigating circumstances with an explanation on how the circumstances have been remedied or changed to ensure that he or she will be able to meet satisfactory academic progress if re-admitted.

Academic Affairs or an Appeals Committee will review the student's appeal and will determine within 14 business days of the date of the receipt of the appeal whether the circumstances and academic status warrant consideration for re-admission. The student may be asked to appear in person during the review process when deemed necessary by Academic Affairs or the Appeals Committee. Upon the Appeals Committee decision, the student will be notified by Academic Affairs both verbally and in writing.

The Appeals Committee decision will be final. Following is a comprehensive list of events that indicate there may be a mitigating circumstance which has negatively impacted academic progress:

- Death of an immediate family member
- Student illness requiring hospitalization (this includes mental health issues)
- Illness of an immediate family member where the student is the primary caretaker
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce proceedings
- Previously undocumented disability
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Documentation from a Professional Counselor
- A doctor documented illness of the student for a significant period of time
- Military deployment
- Military Permanent Change of Station (PCS)
- Special Circumstances

Students should understand that by having a mitigating circumstance it does not automatically mean the appeal will be approved. The Appeal Committee will review that the student sufficiently providing documentation of the mitigating circumstance (as outlined above) and that the student has resolved the mitigating circumstance.

A student who is successful in his or her appeal is able to apply for re-entry and if otherwise eligible, receive financial aid for one quarter; however, the student will be placed on Academic/Financial Aid Probation at the start of the academic quarter. A student on Academic/Financial Aid Probation may receive financial aid (if otherwise eligible) for one quarter. If the appeal is denied, aid cannot be paid and the student is dismissed.

Students who have an appeal denied can reapply however the passage of time by itself does not impact the Appeal Committee's decision.

Academic Affairs is responsible for determining the appropriateness of the mitigating Circumstance in regards to severity, timing and duration of the mitigating circumstance, and for determining whether the student's situation has changed that would allow the student to demonstrate satisfactory academic progress at the end of the Academic/Financial Aid Probation or the end of the period of the Academic Plan. Any consideration of the conditions outside of the list provided should be discussed with the Dean of Academic Affairs. Student Success issues and making the transition to college are not considered mitigating circumstances under this policy.

Documentation from a professional counselor should not breach the student/counselor relationship and should remain confidential. A memorandum or letter on school or organizational letterhead indicating a counselor's opinion that the student issues may be accommodated to ensure that the student will be able to meet Satisfactory Academic Progress will suffice as proof of mitigating circumstances as well as documentation that the student's circumstances have been remedied or changed to ensure that the student will be able to meet Satisfactory Academic Progress with the accommodations from the institution.

If a student's appeal is successful, the student will be placed on Academic/Financial Aid Probation for one quarter (or two if eligible) following re-admittance. The student will be eligible for financial aid during the Academic/Financial Aid Probation period. Academic Advisors, Registrars, and/or Academic Department Chairs must develop, document and maintain as part of the appeals process a concrete Academic Plan for how a student will complete his remaining coursework and meet the minimum requirements of Satisfactory Academic Progress by end of either the Academic/Financial Aid Probation period or by the end of the quarter included in the Academic Plan. The Academic Plan must detail specific time frames and student success measures and cannot be greater than one (1) quarter for certificate or diploma programs but for degree programs may be up to two (2) quarters if necessary for the student to meet the minimum requirements of Satisfactory Academic Progress.

The Academic Plan must be reviewed with the student so that designated Academic Plan is being met and the student will remain on track to achieve the success measures within the approved timeframe. For students in degree programs that may have an Academic Plan for more than one quarter, the student must meet the academic targets of the Academic Plan at the end the first quarter when the student is on Academic/Financial Aid Probation and by the end of the Academic Plan, the student must meet the minimum requirements of Satisfactory Academic Progress. If the student meets the academic goals and requirements under the Academic Plan for the first quarter while on Academic/Financial Aid Probation, he or she may complete the second quarter under the Academic Plan and be eligible to receive financial aid. Failure to meet the established goals included in the Academic Plan will result in Academic/Financial Aid Dismissal

Registrars will ensure that Department Chair or Dean have notified students in writing that they are in Academic Warning/Financial Aid Warning, Academic Probation/Financial Aid Probation, or Academic/Financial Aid Dismissal with a student signed Satisfactory Academic Progress Prediction Calculation Form.

Any student who ceased attendance or withdrew from the institution will be evaluated against the minimum standards of the Satisfactory Academic Progress for grades and credits attempted as of the time of withdrawal in his or her last quarter of attendance. Any student who did not meet the minimum standards of Satisfactory Academic Progress at the SAP evaluation point must go through the same appeal process should the student want to be readmitted. The appeal procedure described in the preceding section applies.

Upon the Appeals Committee decision, the student is notified by Academic Affairs both verbally and in writing. The Appeals Committee decision will be final.

Any student who is on Academic/Financial Aid Dismissal can no longer attend school nor get Title IV at the Institution.

Academic/Financial Aid Dismissal Appeals not Allowed Additional Appeal Procedures:

While an appeal can be made for Maximum Time Frame, the Institution and the Art Institute Dean of Academic Affairs must review the appeal.

If a student who has successfully appealed an Academic/Financial Aid Dismissal is later again dismissed, the student can file one additional appeal as long as the appeal is based on different mitigating circumstances from any previous appeal, the new mitigating circumstance occurred after the previous successful appeal, the student is showing significant Satisfactory Academic Progress and mathematically the student can meet the next SAP evaluation points requirements.

In addition to the Institution's Review of the Appeal, it must also be reviewed by the Art Institute Dean of Academic Affairs.

Explanations of Related Issues

Calculation of CGPA

A student's cumulative grade point average is calculated by a) Multiplying credits for each course by grade points associated with the grade earned; b) Totaling the grade points earned for all the courses, and c) Dividing total grade points earned by the total number of quality credits. The Institute uses a 4.0 scale in assigning grade points. Note: that if there is a change of programs, only courses applicable to the new program will be considered in the CGPA.

Repeated Courses and Grades

As courses are retaken, only the highest grade will count in the GPA/CGPA. All attempts are included in the credit hours attempted for the purposes of calculating the incremental completion rate (ICR). Withdrawn and failing grades are included in the maximum allowable timeframe and incremental completion rate as credit hours attempted but not earned. The grade *Incomplete (I)* is calculated as if it is an *F* for CGPA and ICR purposes until it is changed to another grade and the course will be included as credits attempted but not credits earned until it is changed to another grade.

Remediation of Academic Deficiencies

It is strongly recommended that any student with withdrawn or failing grades enroll in the same course(s) in the subsequent quarter to improve academic performance.

Transfer Credits from another Postsecondary Institution

Credits from transfer courses are calculated in the maximum allowable credits and incremental completion rate requirements as credits attempted and credits earned. Grades for credits transferred from any other postsecondary institution will be recorded as *Transfer Credit (TR)* and will not be calculated in the student's CGPA

Change of Program

Students will be allowed one change of program. Changing from a day program to an evening program of the same major is not considered a change of major. Changing from an associate's program to a bachelor's program in the same major is not considered a change of major. Courses that apply to the second major will be recorded as earned credit and will affect the student's CGPA and will be included as credits attempted and credits earned. Students who change programs must sign a new program enrollment agreement which must be filed in the student's academic file. Note: If a student is at the point of dismissal for Satisfactory Academic Progress in the first major, that student must be put on Academic/Financial Aid Dismissal, appeal the dismissal, have the appeal granted based on mitigating circumstances before transferring to the new major. Under no circumstances can a request to change majors circumvent a dismissal of Satisfactory Academic Progress.

In cases in which a student has graduated from one program in the Institution then subsequently begins work in a different program, grades earned in the first program, if applicable to the new program, will be recorded with the letter grades and thus will be included in the Cumulative Grade Point Average and will be included in the Incremental Completion Rate as credits attempted and credits earned.

Transfers from another Art Institute

A student must be maintaining Satisfactory Academic Progress in order to be allowed the opportunity of transferring from one program to another or from one school or campus to another. A student who is on Academic/Financial Aid Dismissal and wishes to transfer to another affiliated Art Institute must appeal his/her Academic/Financial Aid Dismissal at the originating school and receive reinstatement prior to the transfer. An affiliated Art Institute is any campus that shares the same leading six-digit OPE-ID number with the originating school. Campuses that share the same leading six-digit OPE-ID number are the same institution.

Please note that course credits and applicability of those credits at each Art Institute for a program can vary from location to location. Please carefully discuss any possible transfer with the Art Institute you wish to attend.

Grading System

At the conclusion of each course in the program, the student receives a report of his or her grade(s) for the course(s) just completed. These grades are entered also in the student's academic transcript, which is updated each quarter. The criteria for determining a student's grade shall be as follows (on a percentage of total point basis):

The Metrics of SAP Academic Grading System

The grading system incorporates letter grades, equivalent numeric values and letter codes as follows:

<u>Letter Grade</u>	<u>Quality Points</u>
A	4.0
A-	3.7
B+	3.4
B	3.0
B-	2.7
C+	2.4
C	2.0
C-	1.7
D+	1.4
D	1.0
F	0.0 *

*F does compute in GPA and CGPA and does count as credit attempted.

Other Grade Codes worth Zero Quality Points:

CR = Credit through examination	Credits Earned/TR grade. This does not affect CGPA. They do impact ICR and MTF.
I = Incomplete	Affects ICR/MTF/CGPA(Computes as an F) This grade is assigned only when some portion of a course has not been completed for good and sufficient reason. Courses in which "IPA" grades are assigned must be completed no later than the end of the next regular term in which the student is enrolled or the grade will be recorded as "F" on the permanent record in the term in which the grade is granted to replace the IPA. IPA does not affect CGPA/ICR/MTF.
IPA = Incomplete Pass	This identifier is used when a student is actively registered and attending a course. This does not affect the CGPA/ICR/MTF.
IP = In Progress	Affects ICR/MTF/CGPA(Computes as an F)
S = Suspension	This grade is reserved for zero-credit courses only. Non-credit courses are not computed in the CGPA/ ICR/ MTF.
NC = No Credit	Does not affect ICR/CGPA This grade designation is utilized to indicate that a student did not acceptably complete a non-credited course
NP = Not passing/Fail	This does not affect CGPA. They do impact ICR and MTF.
P or PR= Proficiency Credit by Exam or Portfolio	This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.
PA = Pass	This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.
SP or SA = Satisfactory/Pass	Affects ICR/MTF/CGPA (Computes as an F)
T = Termination from course	

TR = External Transfer Credit	Grade designation utilize for transfer credits. This does not affect CGPA. They do impact ICR and MTF.
U = Unsatisfactory	Indicates that a student unsuccessfully completed a non-credited course. Does not affect ICR/MTF/CGPA.
F= Earned F	Students who met the course requirements by completing the final assignment in the course. Final assignment includes a final exam, final project, final paper, portfolio presentation, or capstone project. If a student completed all assignments including the final assignment of the course, but did not pass the course, the F grade will be considered earned. The course's instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credit attempted.
W = Withdrawal	When a student withdraws from the total program of study by the end of the ninth week of the quarter or from individual classes after drop/add but before the end of the ninth week of the quarter. The "W" is not used in the calculation of the GPA or CGPA but is considered attempted credits but not earned credits.
WF = Withdrawal Fail	When a student withdraws from individual classes or a total academic program of study after the ninth week of classes. The "WF" is calculated as an "F" in the GPA and CGPA. The "WF" also counts as attempted credits and not earned credits.
WX = Course was registered for but never attended	Self-explanatory and does not affect ICR/MTF/CGPA

Students receive grades at the end of each quarter including mid-quarter. The grade report contains both the grade point average for the quarter (GPA) and cumulative grade point average (CGPA) for the program. When a course is repeated after failure, the grade earned upon repeating the class replaces the original grade in determining the grade point average, though the failing grade will still appear on the transcript.

Repeating Courses

Grades earned in repeated courses will replace grades of 'F', 'W', or 'WF'. Course credits with grades of 'F', 'W', or 'WF' are included in the maximum time frame (MTF) and incremental completion rate (ICR) requirements as credits attempted but not earned. Students with incomplete grades will receive an 'F' if a grade change is not submitted by the end of the second week of the following term. The grade 'I' indicates Incomplete and is calculated as if it is an 'F' until it is changed to another grade and the course will be included as course credits attempted, but not earned. Only if it is part of an Academic Plan may students retake courses in which they received a passing grade in order to improve their CGPA but can retake a course passed only one additional time. Credits from all repeated courses are included as credits attempted. The highest grade earned will be used in the CGPA calculations. If otherwise eligible, students may retake coursework for one of the following reasons:

- **Failed the Course:** Students who have failed the course and earned no credit hours.
- **Withdrawn Course:** Students who withdraw from a course will receive either a Withdrawal without penalty (W), Withdrawal with penalty (WF), or Failing grade (F). Please refer to the grading section of the Satisfactory Academic Progress Policy for information when a W, WF, F grade will be granted.
- **Stale Course:** By State or Accreditation requirements a student must pass a course within a specific window of time. For example, the course must be passed within the last 5 years and the course was taken 7 years ago so it must be repeated.
- **Meet Progress or Professional Requirements:** Students who have successfully completed the course and earned credit hours but are required to improve their grade point average (G.P.A.). For standard term-based programs, the policy, as required by Department of Education regulation, will allow financial aid to cover a single repetition of a previously successfully passed course if the course is required as part of an academic plan to appeal a Satisfactory Academic Progress (SAP) termination or to help students who need a specific grade or G.P.A. to practice upon graduation or progress in the program, per the academic catalog or course requirements published and provided to students. For

example, the student passed the course but the grade received is not sufficient for progression. The student receives a C but, in order to graduate, a B or better is required.

Changed Grade

When a final course grade has been established and recorded in the student record, the grade may not be changed without approval by both the Department Chair and the Dean of Academic Affairs. Only the final grade (not the original grade/code) will be computed in the grade point average. The final grade is the one that counts in the calculation.

Appealing a Final Course Grade:

A student who is concerned with a final grade in a course should initially speak with the course instructor in order to understand how the grade was derived based on the course grading criteria. If, after meeting with the instructor, the student is not satisfied with the explanation of the final grade and does not feel that the grade is justified or appropriate, the student should meet with the Department Chair to discuss the situation. If a resolution is not met at this level, the student may file an official grade appeal by submitting an Appeal Grade Change form, which includes a written account explaining their perspective as to why the grade is not appropriate based on the course grading criteria and the steps taken to remedy the situation. In addition, the student should include his or her name, phone number, and ID number. This written account should be provided to Academic Affairs before the end of Week One of the quarter immediately following the finalized grade being appealed.

Academic Affairs will convene a committee of qualified academic staff or faculty to review the appeal and reach a final decision. The student may be required to meet with the committee and to provide requested assignments and/or projects from the course. All decisions made by the appeal committee are final and will be communicated to the student within one business day and prior to the end of the schedule adjustment period.

Cumulative Grade Point Calculation

The Art Institute measures and records academic performance by computing the Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) for each student, using the letter grades, four-point scale and credit-hour values. GPA is the average of grade points a student earns during one quarter. CGPA is the cumulative average of all grade points a student has earned over all quarters at The Art Institute. Here is an example of how GPA and CGPA are computed: Imagine that a student is taking a total of two courses during one quarter. One course has a four credit hours value and the student earns an A. The second course has a three credit hour value and the student earns a B.

Remember, each letter grade carries a grade point value.
Grade point values are multiplied by credit hours. In this example:

A = 4 grade points x 4 credit hours = 16 grade points earned

B = 3 grade points x 3 credit hours = 9 grade points earned

To compute the GPA, divide the total number of grade points earned for the quarter by the total number of credit hours earned for the quarter.

16 grade points + 9 grade points = 25 total grade points

25 grade points earned divided by 7 total hours earned = student's GPA for the quarter, 3.571 which is rounded to 3.57. Rounding occurs after the 4 digit of a CGPA is calculated and if the fourth digit is 5 or over, it is rounded up. If the fourth digit is 4 or lower it is rounded down.

A student's CGPA is computed in the same way by dividing the student's total grade points earned from all quarters/semester at The Art Institute by the student's total credit hours earned from all quarters at The Art Institute.

Incremental completion Rate

The Incremental Completion Rate is determined as follows:

(EARNED CREDITS at the institution + TRANSFER CREDITS Accepted)

(ATTEMPTED CREDITS at the institution + TRANSFER CREDITS Accepted)

The 150% MTF: Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining.

The 150% MTF is determined as follows:

TOTAL CREDITS NEEDED TO GRADUATE FROM THE PROGRAM x 1.5 =

TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.

Status Changes and Satisfactory Academic Progress

Transfer Students

Transfer credits from other post-secondary institutions are calculated in the maximum time frame allowable credits and incremental completed rate requirements. Therefore, the maximum number of attempted credits for a student with transfer credit is still one and one-half times the number of credits required to complete a program for graduation.

Example: if a student transfers in 36 credits to a program consisting of 180 credits, the calculation would be $180 \times 1.5 = 270$ credits. Therefore, the 36 transfer credits would be considered attempted and earned so only 234 more credits could be attempted.

Grades for credits transferred in from any post-secondary institution (including an Art Institute) will be recorded as "TR" in the Student Information System and will not affect the student's CGPA.

Students wishing to transfer from one Art Institute to another may do so only if they are in good standing at the sending school. If the student is transferring to a different institution (as defined by the Department of Education as a campus that does not share the same leading six-digit OPE-ID number), then he or she is treated as a student transferring in from an unaffiliated institution. Any student dismissed for violation satisfactory academic progress cannot transfer or be considered a New student (if they had a break in enrollment) at another affiliated Art Institute until he or she has been granted an appeal at the original school and is deemed to be making satisfactory academic progress.

Changes in Program

Unless a second change is specifically approved for the specific student by Academic Affairs, students are allowed only one change of program and must be making satisfactory academic progress at the time a request is made to change programs.

Courses taken in one program that is applicable to the second program will be transferred with the applicable grade. If the student has taken a course more than once, only the grades transferred to that new program will apply to the second program. All grades earned in the original program that apply to the new program will count towards the SAP CGPA (SGPA). For ICR and 150% purposes only, those courses transferred will apply to the second program will be considered.

In the formulas below, the “CHANGE OF MAJOR” adjustment factor would be those credits from the previous major that we will NOT count in the student’s current major.

Incremental completion rate is determined as follows:

(EARNED CREDITS in the New Program + TRANSFER CREDIT ACCEPTED) minus CHANGE OF MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS

(ATTEMPTED CREDITS in the New Program + TRANSFER CREDITS Accepted) minus CHANGE OF MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS

The 150% MTF Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining.

The 150% MTF is determined as follows:

TOTAL CREDITS NEEDED in the PROGRAM TO GRADUATE times 1.5 = TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.

Second Degree

When a student has graduated from The Art Institute in one program, then subsequently begins work in a different program, grades used in the CGPA of the previous program will be applied to the student’s new program CGPA calculation.

Satisfactory Academic Progress for Educational Benefits which are not Title IV Funds

Please note that in order to receive and/or retain certain education benefits from a source other than the Department of Education, it may require a higher cumulative grade point average and/or a higher incremental completion rate.

Examples of these education benefits are State Grants, Veterans’ Benefits, Department of Defense (TA) benefits or employee reimbursements. Please check with the Student Financial Service Office for details.

Quarter Credit Hour Definition

A quarter credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for 10-12 weeks, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Clock Hour to Credit Hour Conversion

For all classes in the Advertising, Audio Production, Graphics, Fashion Design, Fashion & Retail Management, Graphic Design, Graphic & Web Design, Game Art & Design, Interior Design, Media Arts & Animation, Digital Photography, Digital Filmmaking & Video Production, Visual Effects & Motion Graphics, Web Design & Interactive Media programs, the following conversion rates apply:

Lecture Classes: 11 clock hours per quarter credit hour.

Laboratory Classes: 22 clock hours per quarter credit hour.

Internships: 30 clock hours per quarter credit hour.

For Culinary programs, the following conversion rates apply:

Lecture Classes: 11 clock hours per quarter credit hour.

Laboratory Classes: 16.5 clock hours per quarter credit hour. ^À

La Carte Kitchen: 24.75 clock hours per quarter credit hour.

Internship: 50 clock hours per quarter credit hour.

For all General Education classes: 12 clock hours per quarter credit hour.

One clock hour is equivalent to 50 minutes of instruction in a 60-minute period.

Culinary Program Requirements

To participate in any culinary program at The Art Institute, each student, with or without reasonable accommodations, must be able to safely and effectively:

- Attend and participate in both day and night shift (including first and fourth shifts) classes
- Communicate in person with co-workers, students and guests and process written and verbal instructions
- Attend and participate in laboratory and production classes of up to 6 hours in length
- Regularly lift and transport food and other culinary product, equipment, small wares and utensils weighing up to 40 pounds.
- Regularly lift and transport trays with hot and cold plated foods, small wares and other items, and serve and clear tables where guests are seated.
- Pour and serve liquids and beverages, including hot liquids up to temperatures of 180-185 degrees Fahrenheit (82.2 – 85 degrees Celsius)
- Use knives and other commercial cooking utensils
- Perform repetitive motion skills required in the kitchen and the food industry, such as whisking, dicing, or piping
- Handle and cook different varieties of fish, seafood, beef, pork, chicken, lamb, venison, or other meats, vegetables, and fruit products
- Handle and bake/cook using different flours – including all grains – as well as chocolate, fruits, and nuts
- Operate commercial cooking and food service equipment
- Stand or maneuver in professional or commercial kitchens, dining rooms and related facilities for up to 2 hours
- Sit on a kitchen stool or at a classroom desk for up to 50 minutes
- Visually assess, and evaluate the taste, appearance, texture and aroma of food and beverage products
- Use commercial cleaning and sanitizing equipment and materials
- Produce food products within the time parameters designated by a course objective within a class or for a hands-on or baking practical

The foregoing technical standards are essential to the programs of instructions in The International Culinary Schools at The Art Institute and also reflect industry requirements and standards.

Academic Achievement Standards related to Department of Defense Tuition Assistance

In addition to the College's Standards of Satisfactory Academic Progress Policy, in order for a Service member student to continue to receive Tuition Assistance (TA) military education benefits for TA-funded courses, the following minimum academic standards must be achieved.

The Department of Defense requires reimbursement from the Service member if a successful course completion is not obtained. For the purpose of reimbursement, a successful course completion is defined as a grade of "C" or higher for undergraduate courses, a "B" or higher for graduate courses and a "Pass" for "Pass/Fail" grades. Reimbursement will also be required from the Service member if he or she fails to make up a grade of "I" for incomplete within the time limits stipulated by the educational institution or 6 months after the completion of the class, whichever comes first.

Students using TA must maintain a cumulative grade point average (GPA) of 2.0 or higher after completing 15 semester hours/23 quarter hours, or equivalent, in undergraduate studies, or a GPA of 3.0 or higher after completing 6 semester hours/9 quarter hours, or equivalent, in graduate studies, on a 4.0 grading scale. If the GPA for TA funded courses falls below these minimum GPA limits, TA will not be authorized and Service members will use alternative funding (such as financial aid or personal funds) to enroll in courses to raise the cumulative GPA to 2.0 for undergraduate studies or 3.0 for graduate studies.

The Secretary of the Military Department will establish recoupment processes with the Service member directly for unsuccessful completion of courses.

Digital Bookshelf and Digital Textbooks

The school is enhancing the learning experience by converting traditional textbooks to electronic media. A majority of courses will have a Digital Textbook associated with the course. Courses that include a Digital Textbook will be noted in the registration material.

Student Conduct Policy

Section I – Guiding Principles

The Art Institute of Houston and its branch campuses recognizes its students as responsible and dedicated men and women who are preparing for career employment. An integral part of their career and professional development is the expectation that they conduct themselves during the education process in the same manner as will be expected in all employment situations. As members of the institution's community, students have responsibilities and duties commensurate with their rights and privileges. In this policy, the institution provides guidance to students regarding those standards of student conduct and behavior considered essential to its educational mission. This policy also provides guidance regarding the types of conduct that infringe upon the fulfillment of the Institute's mission.

Section II - Scope

This Student Conduct Policy applies to all students and student organizations at the institution. Section III - Reach

The Student Conduct Policy shall apply to student conduct that occurs on campus premises including online platforms, at campus-sponsored activities, or at student organization sponsored events. At the discretion of the Chief Conduct Officer (Regional Dean of Student Success, Academic Affairs Office or a delegate as appointed by the President) the policy also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial institutional or campus interest and potentially violates an institutional or campus policy.

Section IV - Responsibilities of Dual Membership

Students are both members of the campus community and citizens of the state. As citizens, students are responsible to the community of which they are a part, and, as students, they are responsible to the academic community of the campus and to other individuals who make up the community. By enforcing the Student Conduct Policy, the campus neither substitutes for nor interferes with other civil or criminal legal processes.

When a student is charged in both jurisdictions, the campus will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its disciplinary process or to defer action.

Section V - Disciplinary Offenses

The offenses listed below are given as examples only. Other conduct not specifically included on this list maybe sanctioned.

Scholastic Dishonesty:

- Plagiarism
- Cheating on assignments or examinations
- Engaging in unauthorized collaboration on academic work
- Taking, acquiring, or using test materials without faculty permission
- Submitting false or incomplete records of academic achievement
- Altering, forging, or misusing a college academic record
- Fabricating or falsifying data, research procedures, or data analysis
- Deceiving the campus and/or its officials

Misuse or Abuse of Campus Assigned Email Address or Log-in Information

- Sharing a username or password for any campus assigned system with any student or non-student individual
- Logging-in to a campus assigned system with the intention to display classroom environment to other student or non-student individuals
- Allowing an individual access to post information in the on line environment on your behalf or with the intention of impersonation.
- Sharing or giving access to the student portal to other students or non-student individuals (unless designated for training purposes at the direction of a campus official)

Illegal or Unauthorized Possession or Use of Weapons

- Possession or use of firearms, explosives, fireworks, ammunition, dangerous chemicals (including mace) or other weapons, likenesses of weapons, on campus property, or at campus sponsored functions, except where possession is required by law.

Sexual Assault or Nonconsensual Contact

- Any form of unwanted sexual attention or unwanted sexual contact. (See the Sexual Misconduct and Relationship Violence Policy for more detail. For all cases covered by the Sexual Misconduct and Relationship Violence Policy, the investigation and disciplinary procedures outlined in that policy shall govern.)

Threatening, Violent or Aggressive Conduct

- Assault, battery, or any other form of physical abuse of a student or campus employee.
- Fighting or physical altercation.
- Conveyance of threats by any means of communication including, but not limited to, threats of physical abuse and threats to damage or destroy campus property or the property of other students or institutional employees.
- Any conduct that threatens the health or safety of one's own self or another individual. Threats to commit self-harm and/or actual incidents of self-harm by any student.

Theft, Property Damage, and Vandalism

- Theft, attempted theft, vandalism/damage, or defacing of campus property, campus controlled property or the property of another student, faculty, staff member, or guest.
- Extortion.
- Setting fires, tampering with fire safety and/or firefighting

equipment. Disruptive or Disorderly Conduct

Disruptive behavior, such as, interference with the normal operations of the campus (i.e., disruption of teaching and administrative functions, disciplinary procedures, pedestrian or vehicular traffic or other activities). Engaging in behavior that substantially or repeatedly interrupts either the faculty's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

- Written or verbal acts or uses of technology, which have the effect of disrupting the online classroom learning environment.
- Use of cell phones and pagers during scheduled classroom times. Disorderly, lewd, indecent, or obscene conduct
- Disruptive attire, including but not limited to any type of clothing, gang colors, gang symbols or materials worn or brought onto the premises by any student or guest deemed to be lewd, indecent or obscene as determined by campus officials.
- Breach of peace on institutional property or at any campus-sponsored or supervised program.
- Any on campus, online, or off-campus act considered inappropriate or as an example of misconduct that adversely affects the interests of the campus and/or its reputation.

Illegal or Unauthorized Possession or Use of Drugs or Alcohol

- Use, sale, possession or distribution of illegal or controlled substances, drug or drug paraphernalia on institutional property or at any function sponsored or supervised by the campus.
- Being under the influence of illegal or controlled substances on institutional property or at any campus function.
- Use, sale, possession, or distribution of alcoholic beverages on college property or at any function sponsored or supervised by the campus.
- Being under the influence of alcohol on institutional property or at any campus function is also prohibited. Verbal Assault, Defamation and Harassment, Verbal Abuse of a Student or Employee
- Harassment by any means of any individual, including coercion and personal abuse, including, but is not limited to, written or verbal acts or uses of technology, which have the effect of harassing or intimidating a person.
- Harassment based on sex, race, color, national origin, religion, sexual orientation, age, disability or any other criteria protected by state, federal or local law.

Hazing

- Any form of "hazing" and any act that endangers the safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. "Hazing" includes any method of initiation or pre-initiation into a student club or any pastime or amusement engaged in with respect to such a club that causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending the institution.

Falsification

- Willfully providing campus officials with false, misleading, or incomplete information.
- Forgery, falsification, alteration, or misuse of documents, records, or identification with the intent to injure, defraud, or misinform.

Abuse of the Campus Disciplinary Hearing process including but not limited to:

- Failure to obey the summons of a disciplinary body or campus official.
- Falsification, distortion, or misrepresentation of information before a disciplinary body or campus official.
- Disruption or interference with the orderly conduct of a disciplinary proceeding.
- Attempting to influence the impartiality of a member of a disciplinary body prior to and/or during the course of the disciplinary proceeding.
- Verbal or physical harassment and/or intimidation of a member of a disciplinary body prior to, during, and/or after the disciplinary proceeding.
- Failure to comply with the sanction(s) imposed under the Student Conduct Policy.
- Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

Unauthorized Use or Misuse of Campus Facilities

- Unauthorized entry into, unauthorized use of, or misuse of campus property, including computers and data and voice communication networks.

Violation of Federal or State Laws

- Violation of federal, state, or local laws and rules and regulations on campus property or at campus-sanctioned or campus-sponsored functions.
- Students must disclose any criminal conviction received while a student to the Regional Dean of Student Success within five days of the conviction who will determine whether, due to the nature of the crime, the conviction constitutes a violation of the Student Conduct Policy.

Insubordination

- Persistent or gross acts of willful disobedience or defiance toward campus personnel.
- Failure to comply with direction of campus officials, faculty, staff, or security officers who are acting in the performance of their duties.
- Failure to exit during fire drill.
- Failure to identify oneself when on campus property or at a campus-sponsored or supervised functions, upon request of any campus official acting in the performance of his/her duties.

Violations of Institutional or Campus Rules

- Violations by guest of a student on campus property. Students are responsible for the actions of their guests.
- Violation of campus safety regulations, including but not limited to, setting fires, tampering with fire safety and/or firefighting equipment, failure to exit during fire drill, turning in false fire alarms, and bomb threats.
- Smoking in classrooms or other campus buildings or areas unless designated as a smoking area.
- Any violation of institutional policies on the responsible use of technology, including but not limited to:
 - The theft or abuse of computer, email, Internet, or Intranet resources
 - Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose

- Unauthorized transfer of a file
- Unauthorized downloading of copyrighted materials in violation of law
- Unauthorized use of another individual's identification and/or password
- Use of computing facilities to interfere with the work of another student, faculty member, or campus official
- Use of computing facilities to send obscene or abusive messages
- Use of computing facilities to interfere with normal operation of the campus computing system
- Failure to satisfy institutional financial obligations.

The above list is illustrative only, and the institution may sanction other conduct not specifically included on this list.

Section VI - Sanctions

The institution and/or respective campus may impose sanctions for violations of the Student Conduct Policy. The type of sanction imposed may vary depending upon the seriousness of the violation(s). The institution and/or respective campus reserves the right to immediately impose the most severe sanction, if circumstances merit.

Although not exhaustive, the following list represents the types of sanctions that may be imposed upon any student or student organization found to have violated the Student Conduct Policy:

1. **Warning:** A notice in writing that a student has failed to meet some aspect of the institution's standards and expectations.
2. **Probation:** Probation is used for repeated violations or a specific violation of a serious nature as a first course of action. The Chief Conduct Officer or his/her delegate defines the terms of probation.
3. **Discretionary Sanctions:** The student may be required to complete an educational service, attend classes specific to the violation, provide a doctor's release, or have restricted privileges.
4. **Suspension:** Separation of the student from the campus for a pre-determined period of time. The student may be able to return to campus once specified conditions for readmission are met. The student may not attend classes, use campus facilities, participate in or attend campus activities, or be employed by the institution or campus during his/her suspension.
5. **Expulsion:** The student will be expelled from the institution immediately. The student will not be permitted to continue his or her studies at the campus and may not return to the campus or participate in activities at any time or for any reason. A separate notation is necessary if the student is not allowed to apply to any other Art Institute in the system.
6. **Restitution:** Compensation for loss or damage to property leased, owned, or controlled by the institution or campus. This may take the form of monetary or material replacement.

The above list is only a general guideline. Some sanctions may be omitted, and other sanctions not listed above may be used.

Section VII – Disciplinary

Procedures Complaint

Any member of the campus community may file a complaint against any student for misconduct or for otherwise being in violation of institutional or campus policies.

1. The complaint shall be prepared in writing or in an incident report and directed to the Chief Conduct Officer or his/her delegate.
2. The written complaint or incident report should include the nature of the offense, date, approximate time and location of incident. The name of the victim, offender, and any witness(es) may be included.
3. Complaints or incident reports should be submitted within 48 hours after the alleged violation occurred unless there are extenuating circumstances requiring a longer timeframe.

The Chief Conduct Officer or his/her delegate may review and investigate the complaint to determine if the allegations have factual merit, to identify violations of the Student Conduct Policy, and to impose sanctions for such violations.

Generally, the accused should be given the opportunity to tell his or her account of the situation and to provide this information, in writing, unless the campus determines that the circumstances do not warrant disclosure of some or all of the facts.

Search of Student's Property

Students have no expectation of privacy in their personal property while on campus. The campus reserves the right to search the contents of students' personal property or belongings at any time and for any reason, including when there is reasonable suspicion on the part of the campus staff that a risk to the health, safety, or welfare of students, and/or the campus community exists and including searches pursuant to an investigation of potential wrongdoing. This includes, but is not limited to, vehicles brought onto property leased, owned, or controlled by the campus, backpacks, portfolios, and clothing. This policy also applies to student, student e-mail, and/or computers.

Notification and Determination of Violations that Warrant Disciplinary Meeting

1. The Chief Conduct Officer or a delegate may choose to conduct a disciplinary meeting. Potential attendees include a student or students, the Chief Conduct Officer or his/her delegate, and others who may have relevant information. The student should receive advance notice of the allegations and the reason for the meeting.
2. After the meeting, the Chief Conduct Officer or his/her delegate will determine whether it is more likely than not that a violation occurred, may render and communicate the decision to the student in writing, which shall describe the violation and the sanctions imposed, if any, and the student's right to appeal. If the Chief Conduct Officer determines that there was no violation, that decision may be documented in writing to the student as well.
3. If a student fails to appear for the meeting, the Chief Conduct Officer or his/her delegate may make a determination of violations of institutional policy on the basis of the information available, and impose sanctions for such violations.

Notification and Determination of Violations that Warrant Disciplinary Hearing or Panel

In some cases involving serious violations, the Chief Conduct Officer or his/her delegate, hereby referred to as "Hearing Officer", in his or her sole discretion, may choose to assemble a Disciplinary Panel to adjudicate the process.

1. The Hearing Officer may immediately (before a hearing takes place) remove the student from the campus community pursuant to an Administrative Interim Suspension until the Disciplinary Panel is convened as detailed within the section entitled Administrative Interim Suspension.
3. The student should receive advance notice of the allegations and the reason for the meeting. A student may forgo attendance at the hearing and a determination of the sanction will be made by the Disciplinary Panel.
4. Hearings normally shall be conducted in private. The Disciplinary Hearing is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the hearing.
5. The student may be accompanied by one person (family member, friend, etc.) to provide support, however any such person will not be permitted to provide testimony during the hearing. The Disciplinary Panel may prohibit from attending or remove any person who disrupts the proceedings of the committee.
6. In hearings involving more than one student, the Hearing Officer, at his or her discretion, may permit the hearing concerning each student to be conducted separately.
7. The Disciplinary Panel may hear from any person who may have relevant information. The Disciplinary Panel may review any documents presented to them. Pertinent records, documents and written statements may be considered by the Hearing Officer at his/her discretion. The Disciplinary Panel may ask questions and may seek information not provided to it.
8. The Disciplinary Panel may determine whether it is more likely than not that a violation occurred. The Disciplinary Panel should communicate to the Hearing Officer its decision and its recommended sanction, if any.
9. After the hearing, the Hearing Officer will issue a written decision to the accused student which identifies the accusations and the Disciplinary Panel's conclusions, any sanctions, and the student's right of appeal.

10. In general, the accused will have access to the documentation reviewed by the Disciplinary Panel, however identifying names and information may be removed from the documentation when necessary to protect other student's privacy rights.

Disciplinary Panel

A Disciplinary Panel may consist of members of the institutional Executive Committee, staff, faculty, or student body. When students are permitted on the Disciplinary Panel, the accused student should sign a form granting permission to release his/her educational records to a student serving on the Disciplinary Panel. Failure to sign the permission constitutes an agreement to having no student on the Disciplinary Panel.

Administrative Interim Suspension

Students may be administratively suspended on an Interim basis when:

1. Serious allegations, which may threaten campus safety or wellbeing, are being investigated;
2. Serious allegations, which may threaten campus safety or wellbeing, are pending before a disciplinary panel;
3. When a student potentially poses a threat of harm to him/her self, others, campus property, or a member of the campus community.

During the Interim Suspension, students are denied access to the campus (including classes, labs, library) and/or all other campus activities or privileges for which the student might otherwise be eligible, as the Chief Conduct Officer or his/her designee may determine to be appropriate.

This Interim Suspension period should last no longer than three business days unless circumstances warrant an extension of the Interim Suspension. Best efforts will be utilized to minimize the length of any Interim Suspension.

The Interim Suspension is not to be considered disciplinary, but it is a tool to separate potential adversaries until a reasoned decision can be made.

Section VIII – Appeal Procedures

Students have a right to appeal disciplinary actions when they believe there are extenuating circumstances or believe themselves to have been treated in an arbitrary or biased fashion or without adherence to the institutional policy and procedures.

- During an appeal, the student should continue to obey the terms of the decision, i.e., a student who has been suspended from the campus may not be on campus property.
- The student must write a letter of appeal in the student's own words, addressed to the President or his/her delegate. This letter must clearly state the extenuating circumstances or the grounds for believing the decision was arbitrary or biased or that it was without adherence to the institutional policy and procedures, and provide any supporting documentation. The letter must be delivered to the President or his/her delegate within seven calendar days following the student's receipt of the decision.
- The student should provide documentation to support the basis of the appeal.
- The President or his/her delegate may appoint an ad hoc Appeal Committee to review appeals and make a recommendation regarding disposition of the appeal within thirty calendar days of the date of receipt of the appeal. This Appeal Committee will be comprised of faculty or staff members not involved in making the initial disciplinary decision.
- The President and/or the Appeal Committee may decide to convene an appeal hearing. The student will be notified in writing of the date and time of the appeal. The student will be expected to attend the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.
- The student making the appeal may be provided an opportunity to address the Appeal Committee in person. The student may be accompanied by one person (family member, friend, etc.) as an observer; however, any such person will not be permitted to provide testimony during the hearing. The Appeal Committee may prohibit from attending or remove any person who disrupts the proceedings of the Committee.

- The Appeal Committee hearing is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting.
- Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.
- Following appropriate review and deliberation, the Appeal Committee will report to the President or his/her delegate with its recommendation following its review of the appeal. The President or his/her delegate will render a written decision on the appeal within thirty calendar days from receipt of the appeal. This decision will be final.

Children on Campus

From time to time, children accompany parents to campus. If students have an appointment with staff when they are not attending class, they may bring children as long as they are supervising them at all times. Please be mindful, however, that children are not permitted in the classrooms or labs at any time, and are not permitted to use the Library or computer resources.

Formal Complaint Procedure

When it has not been possible to resolve a concern informally, a student may wish to make a formal, written complaint. Formal complaints must be submitted in writing to either the Dean of Academic Affairs Office for academic matters, or the President for non-academic concerns. The written complaint must be submitted as soon as possible and no later than 90 days after the occurrence which gave rise to the complaint.

The Administrator who receives the student complaint will acknowledge it in writing within one week of receipt and will maintain a file of all documentation in relation to the consideration of the complaint.

The Administrator will notify the complainant of the resolution in writing within ten business days of resolving the complaint.

A record of all complaints, associated documentation, and the appropriate resolution will be maintained in the Administrator's office. These records are confidential, but are reviewed by Academic Affairs and the Director of Institutional Effectiveness in an effort to continually improve student learning and support services.

Appeals

A student who is dissatisfied with a decision made by Academic Affairs under this policy may appeal to the President.

The appeal must be submitted in writing within thirty days of the complaint resolution.

The President will consider the relevant documentation and may, at his or her discretion, consult Academic Affairs who made the decision and collect new evidence.

If the President determines that the complaint process has been conducted in accordance with the college's policy and the outcome is appropriate, he or she may dismiss the appeal. Otherwise, the President will decide the appeal in consultation with the Academic Affairs and other stakeholders. The decision of the President is final.

The President will notify the student of his or her decision in writing within ten business days of receiving the appeal.

Confidentiality

To protect the rights of individual constituents, all processes and decisions related to the student complaint policy are strictly confidential.

Annual Report on Student Complaints

The Director of Institutional Effectiveness will provide to the President and the Campus Executive Committee an overview of student complaints and decisions during the year with any resulting recommendations to policy or institutional practice.

General Student Complaint Procedure

If you have a complaint or problem, you are encouraged to follow the Student Complaint Procedure.

You should discuss complaints with the individual(s) within the appropriate department. Initial discussion should be with the person most knowledgeable of the issues involved or with immediate decision-making responsibility.

If you feel that the complaint has not been fully addressed, a written account should be submitted to the President if related to non-academic issues or to the Dean of Academic Affairs Office for academic issues. The written account should indicate your name, phone number, and ID# and discuss the steps you have taken to remedy the situation.

The appropriate staff member or department will be notified of the complaint. A follow-up meeting with you and the appropriate administrator will be held within ten school days of the date of the written complaint in an effort to resolve the issue.

If you are not satisfied with the results, you may file an appeal with the President's Office. The appeal should be in writing and contain your name and phone number. You should summarize the steps you have taken to remedy the situation and indicate why the results are not satisfactory. You will hear the results of the appeal within ten class days from the date the appeal is received.

If you follow this complaint procedure and still feel dissatisfied with the results you may send a written copy of the complaint to:

Texas Higher Education Coordinating
Board Box 12788
1200 East Anderson
Lane Austin, TX
78752

The Texas Higher Education Coordinating Board's rules governing student complaints (Title 19 of the Texas Administrative Code, Sections 1.110-1.120) can be reviewed at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)

A description of the Texas Higher Education Coordinating Board's complaint procedure and online forms can be found at: www.theccb.state.tx.us/studentcomplaints.

or you may contact :

President, Southern Association of Colleges and Schools Commission on
Colleges 1866 Southern Lane,
Decatur, Georgia, 30033-4097

Sexual Harassment Policy

I. Policy Statement

Consistent with The Art Institutes International LLC' ("AI") Non-Discrimination Notice and the U.S. Department of Education's implementing regulations for Title IX of the Education Amendments of 1972 ("Title IX") (*see* 34 C.F.R. § 106 *et seq.*), AI prohibits Sexual Harassment that occurs within its education programs and activities.

As further defined herein, Sexual Harassment includes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking.

Administrators, faculty members, staff, students, contractors, guests, and other members of the AI community who commit Sexual Harassment are subject to the full range of AI discipline including verbal reprimand; written reprimand; mandatory training, coaching, or counseling; mandatory monitoring; partial or full probation; partial or full suspension; fines; permanent separation from the institution (i.e., termination or dismissal); physical restriction from AI property; cancellation of contracts; and any combination of the same.

AI will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to AI's education programs and activities.

II. Scope

This policy applies to Sexual Harassment that occurs within AI's Education Programs and Activities and that is committed by an administrator, faculty member, staff, student, contractor, guest, or other member of the AI community.

This policy does not apply to Sexual Harassment that occurs off-campus, in a private setting, and outside the scope of AI's Education Programs and Activities; such Sexual Misconduct may be prohibited by other AI policies and standards.

Consistent with the U.S. Department of Education's implementing regulations for Title IX, this policy does not apply to Sexual Harassment that occurs outside the geographic boundaries of the United States, even if the Sexual Harassment occurs in AI's Education Programs and Activities, such as a study abroad program. Sexual Harassment that occurs outside the geographic boundaries of the United States is governed by the Student Code of Conduct if committed by a student, the Faculty Handbook if committed by a faculty member, or other AI policies and standards if committed by an employee.

III. Definitions

- A. "Sexual Harassment" is conduct on the basis of sex that constitutes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, or Stalking.
- B. "Quid Pro Quo Sexual Harassment" is an employee of AI conditioning the provision of an aid, benefit, or service of AI on an individual's participation in unwelcome sexual contact.
- C. "Hostile Environment Sexual Harassment" is unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person access to AI's education programs and activities.
- D. "Sexual Assault" includes the sex offenses of Rape, Sodomy, Sexual Assault with an Object, Fondling, Incest, and Statutory Rape.¹
 - 1. "Rape" is the carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. There is "carnal knowledge" if there is the slightest penetration of the vagina or penis by the sexual organ of the other person. Attempted Rape is included.
 - 2. "Sodomy" is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - 3. "Sexual Assault with an Object" is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the

¹ AI's definition of "Sexual Assault" is mandated by federal regulations implementing Title IX of the Education Amendments of 1972. Those regulations require AI to adopt a definition of "Sexual Assault" that incorporates various forcible and non-forcible sex crimes as defined by the FBI's Uniform Crime Reporting System. See 34 C.F.R. § 106.30(a).

victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. An “object” or “instrument” is anything used by the offender other than the offender’s genitalia.

4. “Fondling” is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 5. “Incest” is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by applicable law.
 6. “Statutory Rape” is sexual intercourse with a person who is under the statutory age of consent as defined by applicable law.
- E.** “Domestic Violence” is felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under applicable domestic or family violence laws, or by any other person against an adult or youth victim who is protected from that person’s acts under applicable domestic or family violence laws.
- F.** “Dating Violence” is violence committed by a person –
1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 2. Where the existence of such a relationship will be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- G.** “Stalking” is engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
- Fear for their safety or the safety of others; or
 - Suffer substantial emotional distress.
- H.** “Consent” refers to words or actions that a reasonable person in the perspective of the Respondent would understand as agreement to engage in the sexual conduct at issue. A person who is Incapacitated is not capable of giving Consent.
- I.** “Incapacitated” refers to the state where a person does not appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition or disability, or due to a state of unconsciousness or sleep.
- J.** “Retaliation” is intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX and its implementing regulations or because an individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.

- K.** “Complainant” means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.
- L.** “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.
- M.** “Formal Complaint” means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that AI investigate the allegation of Sexual Harassment in accordance with this policy. At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in AI’s education programs and activities. A “document filed by a Complainant” means a document or electronic submission (such as an email) that contains the Complainant’s physical or electronic signature or otherwise indicates that the Complainant is the person filing the Complaint.
- N.** “Supportive Measures” are non-disciplinary, non-punitive individualized services offered, as appropriate, and reasonably available, and without fee or charge, that are designed to restore or preserve equal access to AI’s Education Programs and Activities without unreasonably burdening another party, including measures designed to protect the safety of all parties implicated by a report or AI’s education environment, or to deter Sexual Harassment. Supportive measures may include: counseling, extensions of academic or other deadlines, course-related adjustments, modifications to work or class schedules, campus escort services, changes in work locations, leaves of absence, increased security and monitoring of certain areas of campus, and other similar measures. Supportive Measures may also include mutual restrictions on contact between the parties implicated by a report.
- O.** “Education Programs and Activities” refers to all the operations of AI, including, but not limited to, in-person and online educational instruction, employment, research activities, extracurricular activities, dining services, performances, and community engagement and outreach programs. The term applies to all activity that occurs on campus or on other property owned or occupied by AI. It also includes off-campus locations, events, or circumstances over which AI exercises substantial control over the Respondent and the context in which the Sexual Harassment occurs, including Sexual Harassment occurring in any building owned or controlled by a student organization that is officially recognized by AI.

IV. UNDERSTANDING HOSTILE ENVIRONMENT SEXUAL HARASSMENT

In determining whether a hostile environment exists, AI will consider the totality of circumstances, including factors such as the actual impact the conduct has had on the Complainant; the nature and severity of the conduct at issue; the frequency and duration of the conduct; the relationship between the parties (including accounting for whether one individual has power or authority over the other); the respective ages of the parties; the context in which the conduct occurred; and the number of persons affected. AI will evaluate the totality of circumstances from the perspective of a reasonable person in the Complainant’s position. A person’s adverse subjective reaction to conduct is not sufficient, in and of itself, to establish the existence of a hostile environment.

AI encourages members of the AI Community to report any and all instances of Sexual Harassment, even if they are unsure whether the conduct rises to the level of a policy violation.

Some specific examples of conduct that may constitute Sexual Harassment if unwelcome include, but are not limited to:

- Unreasonable pressure for a dating, romantic, or intimate relationship or sexual contact
- Unwelcome kissing, hugging, or massaging
- Sexual innuendos, jokes, or humor
- Displaying sexual graffiti, pictures, videos, or posters
- Using sexually explicit profanity
- Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities
- E-mail and Internet use that violates this policy

- Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
- Sending sexually explicit emails, text messages, or social media posts
- Commenting on a person's dress in a sexual manner
- Giving unwelcome personal gifts such as lingerie that suggest the desire for a romantic relationship
- Insulting, demeaning, or degrading another person based on gender or gender stereotypes

V. Understanding Consent and Incapacitation

A. Consent

Lack of consent is a critical factor in determining whether Sexual Harassment has occurred. As defined above, consent is a mutual, voluntary, and informed agreement to participate in specific sexual acts with another person that is not achieved through manipulation, Force or Coercion of any kind, and requires having cognitive ability to agree to participate. Consent requires an outward demonstration, through mutually understandable words, conduct or action, indicating that an individual has freely chosen to engage in the specific sexual acts. A verbal "no" constitutes lack of consent, even if it sounds insincere or indecisive.

Impairment or incapacitation due to alcohol and/or drug use, permanent/ temporary psychological or physical disability, and being below the age of consent (age 16) are factors which detract from or make consent impossible.

Silence or an absence of resistance does not imply consent, and consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Even in the context of an ongoing relationship, consent must be sought and freely given for each specific sexual act. Consent may be withdrawn at any time. When consent is withdrawn, sexual activity must immediately stop.

B. Incapacitation

Incapacitation is a state where an individual cannot make an informed and rational decision to consent to engage in sexual contact because the individual lacks conscious knowledge of the nature of the act (e.g., to understand the "who, what, where, when, why or how" of the sexual interaction) and/or is physically or mentally helpless. An individual is also considered incapacitated, and therefore unable to give consent, when asleep, unconscious, or otherwise unaware that sexual contact is occurring.

Incapacitation can only be found when the Respondent knew or should have known that the Complainant was incapacitated when viewed from the position of a sober, reasonable person. One's own intoxication is not an excuse for failure to recognize another person's incapacitation.

Incapacitation may result from the use of alcohol and/or other drugs; however, consumption of alcohol of other drugs, inebriation, or intoxication alone are insufficient to establish incapacitation. Incapacitation is beyond mere drunkenness or intoxication. The impact of alcohol or drugs varies from person to person, and evaluating incapacitation requires an assessment of how consumption of alcohol and/or drugs impacts an individual's:

- Decision-making ability
- Awareness of consequences
- Ability to make informed judgments
- Capacity to appreciate the nature of circumstances of the act.

No single factor is determinative of incapacitation. Some common signs that someone may be incapacitated include slurred speech, confusion, shaky balance, stumbling or falling down, vomiting, and unconsciousness.

VI. Reporting Sexual Harassment

Any person may report Sexual Harassment to the Title IX Coordinator. Reports may be made in person, by regular mail, telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. In-person reports must be made during normal business hours, but reports can be made by regular mail, telephone, or electronic mail at any time, including outside normal business hours.

The name and contact information for the Title IX Coordinator is:

Nicole Schell Director of the Office of Student Resolution, Title IX Coordinator
412-588-1679
nschell@aui.edu

In addition to reporting to the Title IX Coordinator, any person may report Sexual Harassment to any AI employee with managerial authority over other employees, including campus presidents, campus directors, deans, department heads, unit supervisors, and other managers (collectively "Reporting Officials") who must promptly forward such report of Sexual Harassment to the Title IX Coordinator.

AI employees who are not Reporting Officials are strongly encouraged to notify the Title IX Coordinator of any reports of Sexual Misconduct.

VII. Special Advice for Individuals Reporting Sexual Assault, Domestic Violence, Dating Violence, or Stalking

If you believe you are the victim of Sexual Assault, Domestic Violence, or Dating Violence, do everything possible to preserve evidence by making certain that the incident scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. For those who believe that they are victims of Sexual Assault, Domestic Violence, or Dating Violence, AI recommends the following:

- Get to a safe place as soon as possible.
- Try to preserve all physical evidence of the crime—avoid bathing, using the toilet, rinsing one's mouth or changing clothes. If it is necessary, put all clothing that was worn at the time of the incident in a paper bag, not a plastic one.
- Do not launder or discard bedding where the assault occurred- preserve for law enforcement
- Preserve all forms of electronic communication that occurred before, during, or after the assault
- Contact law enforcement by calling 911.
- Get medical attention - all medical injuries are not immediately apparent. This is also necessary to collect evidence in case the individual decides to press charges. Local hospitals have evidence collection kits necessary for criminal prosecution should the victim wish to pursue charges. Take a full change of clothing, including shoes, for use after a medical examination.
- Contact a trusted person, such as a friend or family member for support.
- Talk with a professional licensed counselor, or local health support service who can help explain options, give information, and provide emotional support.
- Make a report to the Title IX Coordinator.
- Explore this policy and avenues for resolution under the Title IX Grievance Process.

It is also important to take steps to preserve evidence in cases of Stalking, to the extent such evidence exists. Such evidence is more likely to be in the form of letters, emails, text messages, etc. rather than evidence of physical contact and violence. This type of non-physical evidence will also be useful in all types of Sexual Harassment investigations.

Once a report of Sexual Assault, Domestic Violence, Dating Violence, or Stalking is made, the victim has several options such as, but not limited to:

- obtaining Supportive Measures
- contacting parents or a relative
- seeking legal advice

- seeking personal counseling (always recommended)
- pursuing legal action against the perpetrator
- filing a Formal Complaint
- requesting that no further action be taken

VIII. Preliminary Assessment

Upon receipt of a report made pursuant to Section VI, the Title IX Coordinator will conduct a preliminary assessment to determine:

- Whether the conduct, as reported, falls or could fall within the scope of the policy specified in Section II; and
- Whether the conduct, as reported, constitutes or could constitute Sexual Harassment.

If the Title IX Coordinator determines that the conduct reported could not fall within the scope of the policy, and/or could not constitute Sexual Harassment, even if investigated, the Title IX Coordinator will close the matter and may notify the reporting party if doing so is consistent with the Family Educational Rights and Privacy Act ("FERPA"). The Title IX Coordinator may refer the report to other AI offices, as appropriate.

If the Title IX Coordinator determines that the conduct reported could fall within the scope of the policy, and/or could constitute Sexual Harassment, if investigated, the Title IX Coordinator will proceed to contact the Complainant as specified in Section IX.

As part of the preliminary assessment, the Title IX Coordinator may take investigative steps to determine the identity of the Complainant, if such identity is not apparent from the report.

IX. Contacting the Complainant

If a report is not closed as a result of the preliminary assessment specified in Section VIII and the Complainant's identity is known, the Title IX Coordinator will promptly contact the Complainant to discuss the availability of Supportive Measures specified in Section X; to discuss and consider the Complainant's wishes with respect to such Supportive Measures; to inform the Complainant of the availability of such Supportive Measures with or without filing a Formal Complaint; and to explain the process for filing and pursuing a Formal Complaint. The Complainant will also be provided options for filing complaints with the local police and information about resources that are available on campus and in the community.

X. Supportive Measures

If a report is not closed as a result of the preliminary assessment specified in Section VIII, AI will offer and make available Supportive Measures to the Complainant regardless of whether the Complainant elects to file a Formal Complaint.

Contemporaneously with the Respondent being notified of a Formal Complaint, the Title IX Coordinator will notify the Respondent of the availability of Supportive Measures for the Respondent, and AI will offer and make available Supportive Measures to the Respondent in the same manner in which it offers and makes them available to the Complainant. AI will also offer and make available Supportive Measures to the Respondent prior to the Respondent being notified of a Formal Complaint, if the Respondent requests such measures.

AI will maintain the confidentiality of Supportive Measures provided to either a Complainant or Respondent, to the extent that maintaining such confidentiality does not impair AI's ability to provide the Supportive Measures in question.

XI. Interim Removal

At any time after receiving a report of Sexual Harassment, the Title IX Coordinator may remove a student Respondent from AI's education programs and activities on a temporary basis if an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment justifies removal. In the event the Title IX Coordinator imposes an interim removal, the Title IX Coordinator must offer to meet with the Respondent within twenty-four hours and provide the Respondent an opportunity to challenge the interim removal.

In the case of a Respondent who is a non-student employee (administrator, faculty, or staff), and in its discretion, AI may place the Respondent on administrative leave at any time after receiving a report of Sexual Harassment, including during the pendency of the investigation and adjudication process specified in Sections XVI and XVII.

For all other Respondents, including independent contractors and guests, AI retains broad discretion to prohibit such persons from entering onto its campus and other properties at any time, and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

XII. Formal Complaint

A Complainant may file a Formal Complaint with the Title IX Coordinator requesting that AI investigate and adjudicate a report of Sexual Harassment in accordance with the provisions of Sections XVI and XVIII. Provided, however, that at the time the Complainant submits a Formal Complaint, the Complainant must be participating in, or attempting to participate in, one or more of AI's education programs or activities.

A Complainant may file a Formal Complaint with the Title IX Coordinator in person, by regular mail, or by email using the contact information specified in Section VI above. No person may submit a Formal Complaint on the Complainant's behalf.

In any case, including a case where a Complainant elects not to file a Formal Complaint, the Title IX Coordinator may file a Formal Complaint on behalf of AI if doing so is not clearly unreasonable. Such action will normally be taken in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the AI Community. Factors the Title IX Coordinator may consider include (but are not limited to): (a) was a weapon involved in the incident; (b) were multiple assailants involved in the incident; (c) is the accused a repeat offender; and (d) does the incident create a risk of occurring again.

If the Complainant or the Title IX Coordinator files a Formal Complaint, then AI will commence an investigation as specified in Section XVI and proceed to adjudicate the matter as specified in Section XVIII. In all cases where a Formal Complaint is filed, the Complainant will be treated as a party, irrespective of the party's level of participation.

In a case where the Title IX Coordinator files a Formal Complaint, the Title IX Coordinator will not act as a Complainant or otherwise as a party for purposes of the investigation and adjudication processes.

XIII. Consolidation of Formal Complaints

AI may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of Sexual Harassment arise out of the same facts or circumstances. Where the investigation and adjudication process involve more than one Complainant or more than one Respondent, references in this policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable. A Formal Complaint of Retaliation may be consolidated with a Formal Complaint of Sexual Harassment.

XIV. Dismissal Prior to Commencement of Investigation

In a case where the Complainant files a Formal Complaint, the Title IX Coordinator will evaluate the Formal Complaint and must dismiss it if the Title IX Coordinator determines:

- The conduct alleged in the Formal Complaint would not constitute Sexual Harassment, even if proved; or
- The conduct alleged in the Formal Complaint falls outside the scope of the policy specified in Section II (i.e., because the alleged conduct did not occur in AI's Education Programs and Activities and/or the alleged conduct occurred outside the geographic boundaries of the United States).

In the event the Title IX Coordinator determines the Formal Complaint should be dismissed pursuant to this Section XIV, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in Section XX. The Title IX Coordinator may refer the subject matter of the Formal Complaint to other AI offices, as appropriate. A dismissal pursuant to this Section XIV is presumptively a final determination for purposes of this policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

XV. Notice of Formal Complaint

Within five (5) days of the Title IX Coordinator receiving a Formal Complaint, the Title IX Coordinator will transmit a written notice to the Complainant and Respondent that includes:

- A physical copy of this policy or a hyperlink to this policy;
- Sufficient details known at the time so that the parties may prepare for an initial interview with the investigator, to include the identities of the parties involved in the incident (if known), the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident (if known);
- A statement that the Respondent is presumed not responsible for the alleged Sexual Harassment and that a determination of responsibility will not be made until the conclusion of the adjudication and any appeal;
- Notifying the Complainant and Respondent of their right to be accompanied by an advisor of their choice, as specified in Section XXI.
- Notifying the Complainant and Respondent of their right to inspect and review evidence as specified in Section XVI.D.
- Notifying the Complainant and Respondent of AI's prohibitions on retaliation and false statements specified in Sections XXXIII and XXXIV.
- Information about resources that are available on campus and in the community.

Should AI elect, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, AI will provide a supplemental written notice describing the additional allegations to be investigated.

XVI. Investigation

A. Commencement and Timing

After the written notice of Formal Complaint is transmitted to the parties, an investigator selected by the Title IX Coordinator will undertake an investigation to gather evidence relevant to the alleged misconduct, including inculpatory and exculpatory evidence. The burden of gathering evidence sufficient to reach a

determination in the adjudication lies with AI and not with the parties. The investigation will culminate in a written investigation report, specified in Section XVI.E, that will be submitted to the adjudicator during the selected adjudication process. Although the length of each investigation may vary depending on the totality of the circumstances, AI strives to complete each investigation within thirty (30) to forty-five (45) days of the transmittal of the written notice of Formal Complaint.

B. Equal Opportunity

During the investigation, the investigator will provide an equal opportunity for the parties to be interviewed, to present witnesses (including fact and expert witnesses), and to present other inculpatory and exculpatory evidence. Notwithstanding the foregoing, the investigator retains discretion to limit the number of witness interviews the investigator conducts if the investigator finds that testimony would be unreasonably cumulative, if the witnesses are offered solely as character references and do not have information relevant to the allegations at issue, or if the witnesses are offered to render testimony that is categorically inadmissible, such as testimony concerning sexual history of the Complainant, as specified in Section XXIII. The investigator will not restrict the ability of the parties to gather and present relevant evidence on their own.

The investigation is a party's opportunity to present testimonial and other evidence that the party believes is relevant to resolution of the allegations in the Formal Complaint. A party that is aware of and has a reasonable opportunity to present particular evidence and/or identify particular witnesses during the investigation, and elects not to, will be prohibited from introducing any such evidence during the adjudication absent a showing of mistake, inadvertence, surprise, or excusable neglect.

C. Documentation of Investigation

The investigator will take reasonable steps to ensure the investigation is documented. Interviews of the parties and witnesses may be documented by the investigator's notes, audio recorded, video recorded, or transcribed. The particular method utilized to record the interviews of parties and witnesses will be determined by the investigator in the investigator's sole discretion, although whatever method is chosen shall be used consistently throughout a particular investigation.

D. Access to the Evidence

At the conclusion of the evidence-gathering phase of the investigation, but prior to the completion of the investigation report, the Investigating Officer will transmit to each party and their advisor, in either electronic or hard copy form, all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including evidence AI may choose not to rely on at any hearing and inculpatory or exculpatory evidence whether obtained from a party or some other source. Thereafter, the parties will have ten (10) days in which to submit to the investigator a written response, which the investigator will consider prior to completing the investigation report.

The parties and their advisors are permitted to review the evidence solely for the purposes of this grievance process and may not duplicate or disseminate the evidence to the public.

E. Investigation Report

After the period for the parties to provide any written response as specified in Section XIII.D has expired, the investigator will complete a written investigation report that fairly summarizes the various steps taken during the investigation, summarizes the relevant evidence collected, lists material facts on which the parties agree, and lists material facts on which the parties do not agree. When the investigation report is complete, the investigator will transmit a copy to the Title IX Coordinator. The investigator will also transmit the investigation report to each party and their advisor, in either electronic or hard copy form.

XVII. Adjudication Process Selection

After the investigator has sent the investigation report to the parties, the Title IX Coordinator will transmit to each party a notice advising the party of the two different adjudication processes specified in

Section XVIII. The notice will explain that the hearing process specified in Section XVIII.A is the default process for adjudicating all Formal Complaints and will be utilized unless both parties voluntarily consent to administrative adjudication as specified in Section XVIII.B as a form of informal resolution. The notice will be accompanied by a written consent to administrative adjudication and will advise each party that, if both parties execute the written consent to administrative adjudication, then the administrative adjudication process will be used in lieu of the hearing process. Parties are urged to carefully review this policy (including the entirety of Section XVIII), consult with their advisor, and consult with other persons as they deem appropriate (including an attorney) prior to consenting to administrative adjudication.

Each party will have three (3) days from transmittal of the notice specified in this Section XVII to return the signed written consent form to the Title IX Coordinator. If either party does not timely return the signed written consent, that party will be deemed not to have consented to administrative adjudication and the Formal Complaint will be adjudicated pursuant to the hearing process.

XVIII. Adjudication

A. Hearing Process

The default process for adjudicating Formal Complaints is the hearing process specified in this Section XVIII.A. The hearing process will be used to adjudicate all Formal Complaints unless both parties timely consent to administrative adjudication as specified in Section XIV above.

1. Hearing Officer

After selection of the hearing process as the form of administrative adjudication, the Title IX Coordinator will promptly appoint a hearing officer who will oversee the hearing process and render a determination of responsibility for the allegations in the Formal Complaint, at the conclusion of the hearing process. The Title IX Coordinator will see that the hearing officer is provided a copy of the investigation report and a copy of all evidence transmitted to the parties by the investigator as specified in Section XVI.D.

2. Hearing Notice and Response to the Investigation Report

After the hearing officer is appointed by the Title IX Coordinator, the hearing officer will promptly transmit written notice to the parties notifying the parties of the hearing officer's appointment; setting a deadline for the parties to submit any written response to the investigation report; setting a date for the pre-hearing conference; and setting a date and time for the hearing. Neither the pre-hearing conference, nor the hearing itself, may be held any earlier than ten (10) days from the date of transmittal of the written notice specified in this Section XVIII.A.2.

A party's written response to the investigation report must include:

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
- Any argument that evidence should be categorically excluded from consideration at the hearing based on privilege, relevancy, the prohibition on the use of sexual history specified in Section XXIII, or for any other reason;
- A list of any witnesses that the party contends should be requested to attend the hearing pursuant to an attendance notice issued by the hearing officer;
- A list of any witnesses that the party intends to bring to the hearing without an attendance notice issued by the hearing officer;
- Any request that the parties be separated physically during the pre-hearing conference and/or hearing;

- Any other accommodations that the party seeks with respect to the pre-hearing conference and/or hearing;
- The name and contact information of the advisor who will accompany the party at the pre-hearing conference and hearing;
- If the party does not have an advisor who will accompany the party at the hearing, a request that AI provide an advisor for purposes of conducting questioning as specified in Section XVIII.A.5.

A party's written response to the investigation report may also include:

- Argument regarding whether any of the allegations in the Formal Complaint are supported by a preponderance of the evidence; and
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

3. Pre-Hearing Conference

Prior to the hearing, the hearing officer will conduct a pre-hearing conference with the parties and their advisors. The pre-hearing conference will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the pre-hearing conference will be conducted with the hearing officer, the parties, the advisors, and other necessary AI personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing officer's discretion, the pre-hearing conference may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

During the pre-hearing conference, the hearing officer will discuss the hearing procedures with the parties; address matters raised in the parties' written responses to the investigation report, as the hearing officer deems appropriate; discuss whether any stipulations may be made to expedite the hearing; discuss the witnesses the parties have requested be served with notices of attendance and/or witnesses the parties plan to bring to the hearing without a notice of attendance; and resolve any other matters that the hearing officer determines, in the hearing officer's discretion, should be resolved before the hearing.

4. Issuance of Notices of Attendance

After the pre-hearing conference, the hearing officer will transmit notices of attendance to any AI employee (including administrator, faculty, or staff) or student whose attendance is requested at the hearing as a witness. The notice will advise the subject of the specified date and time of the hearing and advise the subject to contact the hearing officer immediately if there is a material and unavoidable conflict.

The subject of an attendance notice should notify any manager, faculty member, or other supervisor, as necessary, if attendance at the hearing will conflict with job duties, classes, or other obligations. All such managers, faculty members, and other supervisors are required to excuse the subject of the obligation, or provide some other accommodation, so that the subject may attend the hearing as specified in the notice.

AI will not issue a notice of attendance to any witness who is not an employee or a student.

5. Hearing

After the pre-hearing conference, the hearing officer will convene and conduct a hearing. The hearing will be audio recorded. The audio recording will be made available to the parties for inspection and review on reasonable notice, including for use in preparing any subsequent appeal.

The hearing will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the hearing will be conducted with the hearing officer, the parties, the advisors, witnesses, and other necessary AI personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing officer's discretion, the hearing may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

While the rulings from the hearing officer will govern the particulars of the hearing, each hearing will include, at a minimum:

- Opportunity for each party to address the hearing officer directly and to respond to questions posed by the hearing officer;
- Opportunity for each party's advisor to ask directly, orally, and in real time, relevant questions, and follow up questions, of the other party and any witnesses, including questions that support or challenge credibility;
- Opportunity for each party to raise contemporaneous objections to testimonial or non-testimonial evidence and to have such objections ruled on by the hearing officer and a reason for the ruling provided;
- Opportunity for each party to submit evidence that the party did not present during the investigation due to mistake, inadvertence, surprise, or excusable neglect;
- Opportunity for each party to make a brief closing argument.

Except as otherwise permitted by the hearing officer, the hearing will be closed to all persons except the parties, their advisors, the investigator, the hearing officer, the Title IX Coordinator, and other necessary AI personnel. With the exception of the investigator and the parties, witnesses will be sequestered until such time as their testimony is complete.

During the hearing, the parties and their advisors will have access to the investigation report and evidence that was transmitted to them pursuant to Section XIII.D.

While a party has the right to attend and participate in the hearing with an advisor, a party and/or advisor who materially and repeatedly violates the rules of the hearing in such a way as to be materially disruptive, may be barred from further participation and/or have their participation limited, as the case may be, in the discretion of the hearing officer.

Subject to the minimum requirements specified in this Section XVIII.A.5, the hearing officer will have sole discretion to determine the manner and particulars of any given hearing, including with respect to the length of the hearing, the order of the hearing, and questions of admissibility. The hearing officer will independently and contemporaneously screen questions for relevance in addition to resolving any contemporaneous objections raised by the parties and will explain the rationale for any evidentiary rulings.

The hearing is not a formal judicial proceeding and strict rules of evidence do not apply. The hearing officer will have discretion to modify the Hearing Procedures, when good cause exists to do so, and provided the minimal requirements specified in this Section XVIII.A.5 are met.

6. Subjection to Questioning

In the event that any party or witness refuses to attend the hearing, or attends but refuses to submit to questioning by the parties' advisors, the statements of that party or witness, as the case may be, whether

given during the investigation or during the hearing, will not be considered by the hearing officer in reaching a determination of responsibility.

Notwithstanding the foregoing, the hearing officer may consider the testimony of any party or witness, whether given during the investigation or during the hearing, if the parties jointly stipulate that the testimony may be considered or in the case where neither party requested attendance of the witness at the hearing.

In applying this Section XVIII.A.6, the hearing officer will not draw an inference about the determination regarding responsibility based solely on a party or a witness's absence from the live hearing and/or refusal to submit to questioning by the parties' advisors.

7. Deliberation and Determination

After the hearing is complete, the hearing officer will objectively evaluate all relevant evidence collected during the investigation, including both inculpatory and exculpatory evidence, together with testimony and non-testimony evidence received at the hearing, and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The hearing officer will take care to exclude from consideration any evidence that was ruled inadmissible at the pre-hearing conference, during the hearing, or by operation of Section XVIII.A.6. The hearing officer will resolve disputed facts using a preponderance of the evidence (i.e., "more likely than not") standard and reach a determination regarding whether the facts that are supported by a preponderance of the evidence constitute one or more violations of the policy as alleged in the Formal Complaint.

8. Discipline and Remedies

In the event the hearing officer determines that the Respondent is responsible for violating this policy, the hearing officer will, prior to issuing a written decision, consult with an appropriate AI official with disciplinary authority over the Respondent and such official will determine any discipline to be imposed. The hearing officer will also, prior to issuing a written decision, consult with the Title IX Coordinator who will determine whether and to what extent ongoing support measures or other remedies will be provided to the Complainant.

9. Written Decision

After reaching a determination and consulting with the appropriate AI official and Title IX Coordinator as required by Section XVIII.A.8, the hearing officer will prepare a written decision that will include:

- Identification of the allegations potentially constituting Sexual Harassment made in the Formal Complaint;
- A description of the procedural steps taken by AI upon receipt of the Formal Complaint, through issuance of the written decision, including notification to the parties, interviews with the parties and witnesses, site visits, methods used to gather non-testimonial evidence, and the date, location, and people who were present at or presented testimony at the hearing.
- Articulate findings of fact, made under a preponderance of the evidence standard, that support the determination;
- A statement of, and rationale for, each allegation that constitutes a separate potential incident of Sexual Harassment, including a determination regarding responsibility for each separate potential incident;
- The discipline determined by the appropriate AI official as referenced in Section XVIII.A.8;
- Whether the Complainant will receive any ongoing support measures or other remedies as determined by the Title IX Coordinator; and
- A description of AI's process and grounds for appeal, as specified in Section XX.

The hearing officer's written determination will be transmitted to the parties. Transmittal of the written determination to the parties concludes the hearing process, subject to any right of appeal as specified in Section XX.

Although the length of each adjudication by hearing will vary depending on the totality of the circumstances, AI strives to issue the hearing officer's written determination within fourteen (14) days of the conclusion of the hearing.

B. Administrative Adjudication

In lieu of the hearing process, the parties may consent to have a Formal Complaint resolved by administrative adjudication as a form of informal resolution. Administrative adjudication is voluntary and must be consented to in writing by both parties and approved by the Title IX Coordinator as specified in Section XIV. At any time prior to the issuance of the administrative officer's determination, a party has the right to withdraw from administrative adjudication and request a live hearing as specified in Section XVIII.A.

If administrative adjudication is selected, the Title IX Coordinator will appoint an administrative officer. The Title IX Coordinator will see that the administrative adjudicator is provided a copy of the investigation report and a copy of all the evidence transmitted to the parties by the investigator as specified in Section XVI.D.

The administrative officer will promptly send written notice to the parties notifying the parties of the administrative officer's appointment; setting a deadline for the parties to submit any written response to the investigation report; and setting a date and time for each party to meet with the administrative officer separately. The administrative officer's meetings with the parties will not be held any earlier than ten (10) days from the date of transmittal of the written notice specified in this paragraph.

A party's written response to the investigation report must include:

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
- Any argument that a particular piece or class of evidence should be categorically excluded from consideration at the hearing based on privilege, relevancy, the prohibition on the use of sexual history specified in Section XXIII, or for any other reason;
- Argument regarding whether any of the allegations in the Formal Complaint are supported by a preponderance of the evidence;
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

After reviewing the parties' written responses, the administrative officer will meet separately with each party to provide the party with an opportunity make any oral argument or commentary the party wishes to make and for the administrative officer to ask questions concerning the party's written response, the investigative report, and/or the evidence collected during the investigation.

After meeting with each party, the administrative officer will objectively reevaluate all relevant evidence, including both inculpatory and exculpatory evidence and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The administrative officer will take care to exclude from consideration any evidence that the administrative officer determines should be ruled inadmissible based on the objections and arguments raised by the parties in their respective written responses to the investigation report. The administrative officer will resolve disputed facts using a preponderance of the evidence (i.e., "more likely than not") standard and reach a determination regarding whether the facts that are supported by a preponderance of the evidence constitute one or more violations of the policy as alleged in the Formal Complaint.

Thereafter, the administrative officer will consult with any AI official and the Title IX Coordinator, in the manner specified in Section XVIII.A.7 and will prepare and transmit a written decision in the manner as specified in Section XVIII.A.8 which shall serve as a resolution for purposes of informal resolution.

Transmittal of the administrative officer's written determination concludes the administrative adjudication, subject to any right of appeal as specified in Section XVII.

Although the length of each administrative adjudication will vary depending on the totality of the circumstances, AI strives to issue the administrative officer's written determination within twenty-one (21) days of the transmittal of the initiating written notice specified in this Section XVIII.B.

XIX. Dismissal During Investigation or Adjudication

AI may dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that any one or more of the following is true:

- The Complainant provides the Title IX Coordinator written notice that the Complainant wishes to withdraw the Formal Complaint or any discrete allegations therein (in which case those discrete allegations may be dismissed);
- The Respondent is no longer enrolled or employed by AI, as the case may be; or
- Specific circumstances prevent AI from gathering evidence sufficient to reach a determination as to the Formal Complaint, or any discrete allegations therein (in which case those discrete allegations may be dismissed).

In the event the Title IX Coordinator determines that a Formal Complaint should be dismissed pursuant to this Section XIX, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in Section XX. The Title IX Coordinator may refer the subject matter of the Formal Complaint to other AI offices, as appropriate. A dismissal pursuant to this Section XIX is presumptively a final determination as it pertains to this policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

XX. Appeal

Either party may appeal the determination of an adjudication, or a dismissal of a Formal Complaint, on one or more of the following grounds:

- A procedural irregularity affected the outcome;
- There is new evidence that was not reasonably available at the time the determination or dismissal was made, that could have affected the outcome;
- The Title IX Coordinator, investigator, hearing officer, or administrative officer, as the case may be, had a conflict of interest or bias for or against complainants or respondents generally, or against the individual Complainant or Respondent, that affected the outcome.

No other grounds for appeal are permitted.

A party must file an appeal within seven (7) days of the date they receive notice of dismissal or determination appealed from or, if the other party appeals, within three (3) days of the other party appealing, whichever is later. The appeal must be submitted in writing to Institutional Director of Student Affairs, who serves as the appeal officer. The appeal must specifically identify the determination and/or dismissal appealed from, articulate which one or more of the three grounds for appeal are being asserted, explain in detail why the appealing party believes the appeal should be granted, and articulate what specific relief the appealing party seeks.

Promptly upon receipt of an appeal, the appeal officer will conduct an initial evaluation to confirm that the appeal is timely filed and that it invokes at least one of the permitted grounds for appeal. If the appeal officer determines that the appeal is not timely, or that it fails to invoke a permitted ground for appeal, the appeal officer will dismiss the appeal and provide written notice of the same to the parties.

If the appeal officer confirms that the appeal is timely and invokes at least one permitted ground for appeal, the appeal officer will provide written notice to the other party that an appeal has been filed and that the other party may submit a written opposition to the appeal within seven (7) days. The appeal officer shall also promptly obtain from the Title IX Coordinator any records from the investigation and adjudication necessary to resolve the grounds raised in the appeal.

Upon receipt of any opposition, or after the time period for submission of an opposition has passed without one being filed, the appeal officer will promptly decide the appeal and transmit a written decision to the parties that explains the outcome of the appeal and the rationale.

The determination of a Formal Complaint, including any discipline, becomes final when the time for appeal has passed with no party filing an appeal or, if any appeal is filed, at the point when the appeal officer has resolved all appeals, either by dismissal or by transmittal of a written decision.

No further review beyond the appeal is permitted.

Although the length of each appeal will vary depending on the totality of the circumstances, AI strives to issue the appeal officer's written decision within (21) days of an appeal being filed.

XXI. Advisor of Choice

From the point a Formal Complaint is made, and until an investigation, adjudication, and appeal are complete, the Complainant and Respondent will have the right to be accompanied by an advisor of their choice to all meetings, interviews, and hearings that are part of the investigation, adjudication, and appeal process. The advisor may be, but is not required to be, an attorney.

Except for the questioning of witnesses during the hearing specified in Section XVIII.A.5, the advisor will play a passive role and is not permitted to communicate on behalf of a party, insist that communication flow through the advisor, or communicate with AI about the matter without the party being included in the communication. In the event a party's advisor of choice engages in material violation of the parameters specified in this Section XXI and Section XVIII.A.5, AI may preclude the advisor from further participation, in which case the party may select a new advisor of their choice.

In the event a party is not able to secure an advisor to attend the hearing specified in Section XVIII.A.5, and requests AI to provide an advisor, AI will provide the party an advisor, without fee or charge, who will conduct questioning on behalf of the party at the hearing. AI will have sole discretion to select the advisor it provides. The advisor AI provides may be, but is not required to be, an attorney.

AI is not required to provide a party with an advisor in any circumstance except where the party does not have an advisor present at the hearing specified in Section XVIII.A.5 and requests that AI provide an advisor.

XXII. Treatment Records and Other Privileged Information

During the investigation and adjudication processes, the investigator and adjudicator, as the case may be, are not permitted to access, consider, disclose, permit questioning concerning, or otherwise use:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party; or

- Information or records protected from disclosure by any other legally-recognized privilege, such as the attorney client privilege;

unless AI has obtained the party's voluntary, written consent to do so for the purposes of the investigation and adjudication process.

Notwithstanding the foregoing, the investigator and/or adjudicator, as the case may be, may consider any such records or information otherwise covered by this Section XIX if the party holding the privilege affirmatively discloses the records or information to support their allegation or defense, as the case may be.

XXIII. Sexual History

During the investigation and adjudication processes, questioning regarding a Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Notwithstanding the foregoing, a Complainant who affirmatively uses information otherwise considered irrelevant by this Section XXIII for the purpose of supporting the Complainant's allegations, may be deemed to have waived the protections of this Section XXIII.

XXIV. Informal Resolution

At any time after the parties are provided written notice of the Formal Complaint as specified in Section XV, and before the completion of any appeal specified in Section XX, the parties may voluntarily consent, with the Title IX Coordinator's approval, to engage in mediation, facilitated resolution, or other form of dispute resolution the goal of which is to enter into a final resolution resolving the allegations raised in the Formal Complaint by agreement of the parties. Administrative Adjudication as specified in Section XVIII.B is a form of informal resolution.

The specific manner of any informal resolution process will be determined by the parties and the Title IX Coordinator, in consultation together. Prior to commencing the informal resolution process agreed upon, the Title IX Coordinator will transmit a written notice to the parties that:

- Describes the parameters and requirements of the informal resolution process to be utilized;
- Identifies the individual responsible for facilitating the informal resolution (who may be the Title IX Coordinator, another AI official, or a suitable third-party);
- Explains the effect of participating in informal resolution and/or reaching a final resolution will have on a party's ability to resume the investigation and adjudication of the allegations at issue in the Formal Complaint; and
- Explains any other consequence resulting from participation in the informal resolution process, including a description of records that will be generated, maintained, and/or shared.

After receiving the written notice specified in this paragraph, each party must voluntarily provide written consent to the Title IX Coordinator, before the informal resolution may commence.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur are stayed and all related deadlines are suspended.

If the parties reach a resolution through the informal resolution process, and the Title IX Coordinator agrees that the resolution is not clearly unreasonable, the Title IX Coordinator will reduce the terms of the agreed resolution to writing and present the resolution to the parties for their written signature. Once both parties and the Title IX Coordinator sign the resolution, the resolution is final, and the allegations addressed by

the resolution are considered resolved and will not be subject to further investigation, adjudication, remediation, or discipline by AI, except as otherwise provided in the resolution itself, absent a showing that a party induced the resolution by fraud, misrepresentation, or other misconduct or where required to avoid a manifest injustice to either party or to AI. Notwithstanding the forgoing if the form of informal resolution is Administrative Adjudication as specified in Section XVIII.B, there shall not be an agreed resolution requiring the parties' signatures; instead, the determination issued by the administrative officer shall serve as the resolution and conclude the informal resolution process, subject only to any right of appeal. With the exception of a resolution resulting from the Administrative Adjudication process specified in Section XVIII.B, all other forms of informal resolution pursuant to this Section XXIV are not subject to appeal.

A party may withdraw their consent to participate in informal resolution at any time before a resolution has been finalized.

Absent extension by the Title IX Coordinator, any informal resolution process must be completed within twenty-one (21) days. If an informal resolution process does not result in a resolution within twenty-one (21) days, and absent an extension, abeyance, or other contrary ruling by the Title IX Coordinator, the informal resolution process will be deemed terminated, and the Formal Complaint will be resolved pursuant to the investigation and adjudication procedures. The Title IX Coordinator may adjust any time periods or deadlines in the investigation and/or adjudication process that were suspended due to the informal resolution.

Other language in this Section XXIV notwithstanding, informal resolution will not be permitted if the Respondent is a non-student employee accused of committing Sexual Harassment against a student.

XXV. Presumption of Non-Responsibility

From the time a report or Formal Complaint is made, a Respondent is presumed not responsible for the alleged misconduct until a determination regarding responsibility is made final.

XXVI. Resources

Any individual affected by or accused of Sexual Harassment will have equal access to support services offered through AI. AI encourages any individual who has questions or concerns to seek support of AI identified resources. The Title IX Coordinator is available to provide information about AI's policy and procedure and to provide assistance. A list of AI identified support resources is located under the Student Services tab on the student portal at the following link: www.Myaicampus.com.

XXVII. Conflicts of Interest, Bias, and Procedural Complaints

The Title IX Coordinator, investigator, hearing officer, administrative officer, appeals officer, and informal resolution facilitator will be free of any material conflicts of interest or material bias. Any party who believes one or more of these AI officials has a material conflict of interest or material bias must raise the concern promptly so that AI may evaluate the concern and find a substitute, if appropriate. The failure of a party to timely raise a concern of a conflict of interest or bias may result in a waiver of the issue for purposes of any appeal specified in Section XX or otherwise.

XXVIII. Objections Generally

Parties are expected to raise any objections, concerns, or complaints about the investigation, adjudication, and appeals process in a prompt and timely manner so that AI may evaluate the matter and address it, if appropriate.

XXIX. Relationship With Criminal Process

This policy sets forth AI's processes for responding to reports and Formal Complaints of Sexual Harassment. AI's processes are separate, distinct, and independent of any criminal processes. While AI may temporarily delay its processes under this policy to avoid interfering with law enforcement efforts if requested

by law enforcement, AI will otherwise apply this policy and its processes without regard to the status or outcome of any criminal process.

XXX. Recordings

Wherever this policy specifies that an audio or video recording will be made, the recording will be made only by AI and is considered property of AI, subject to any right of access that a party may have under this policy, FERPA, and other applicable federal, state, or local laws. Only AI is permitted to make audio or video recordings under this policy. The surreptitious recording of any meeting, interview, hearing, or other interaction contemplated under this policy is strictly prohibited. Any party who wishes to transcribe a hearing by use of a transcriptionist must seek pre-approval from the hearing officer.

XXXI. Vendors, Contractors and Third Parties

AI does business with various vendors, contractors, and other third-parties who are not students or employees of AI. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this policy, AI retains its right to limit any vendor, contractor, or third-party's access to campus for any reason. And AI retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

XXXII. Bad Faith Complaints and False Information

It is a violation of this policy for any person to submit a report or Formal Complaint that the person knows, at the time the report or Formal Complaint is submitted, to be false or frivolous. It is also a violation of this policy for any person to knowingly make a materially false statement during the course of an investigation, adjudication, or appeal under this policy. Violations of this Section XXXIII are not subject to the investigation and adjudication processes in this policy; instead, they will be addressed under the Student Code of Conduct in the case of students and other AI policies and standards, as applicable, for other persons.

XXXIII. Retaliation

It is a violation of this policy to engage in Retaliation. Reports and Formal Complaints of retaliation may be made in the manner specified in Sections VI and XII. Any report or Formal Complaint of Retaliation will be processed under this policy in the same manner as a report or Formal Complaint of Sexual Harassment, as the case may be. AI retains discretion to consolidate a Formal Complaint of Retaliation with a Formal Complaint of Sexual Harassment for investigation and/or adjudication purposes if the two Formal Complaints share a common nexus.

XXXIV. Confidentiality

AI will keep confidential the identity of any individual who has made a report or Formal Complaint of Sexual Harassment or Retaliation including any Complainant, the identity of any individual who has been reported to be a perpetrator of Sexual Harassment or Retaliation including any Respondent, and the identity of any witness. AI will also maintain the confidentiality of its various records generated in response to reports and Formal Complaints, including, but not limited to, information concerning Supportive Measures, notices, investigation materials, adjudication records, and appeal records. Notwithstanding the foregoing, AI may reveal the identity of any person or the contents of any record if permitted by FERPA, if necessary to carry out AI's obligations under Title IX and its implementing regulations including the conduct of any investigation, adjudication, or appeal under this policy or any subsequent judicial proceeding, or as otherwise required by law. Further, notwithstanding AI's general obligation to maintain confidentiality as specified herein, the parties to a report or Formal Complaint will be given access to investigation and adjudication materials in the circumstances specified in this policy.

While AI will maintain confidentiality specified in this Section XXXV, AI will not limit the ability of the parties to discuss the allegations at issue in a particular case. Parties are advised, however, that the manner in which they communicate about, or discuss a particular case, may constitute Sexual Harassment or Retaliation in certain circumstances and be subject to discipline pursuant to the processes specified in this policy.

Note that certain types of Sexual Harassment are considered crimes for which AI must disclose crime statistics in its Annual Security Report that is provided to the campus community and available to the public. These disclosures will be made without including personally identifying information.

XXXV. Other Violations of this Policy

Alleged violations of this policy, other than violations of the prohibitions on Sexual Harassment and Retaliation, will be subject to review under the Student Code of Conduct for students, the Faculty Handbook for faculty, or other AI policies and standards for employees.

XXXVI. Other Forms of Discrimination

This policy applies only to Sexual Harassment. Complaints of other forms of sex discrimination are governed by AI's Non-Discrimination Policy.

XXXVII. Training

AI will ensure that AI officials acting under this policy, including but not limited to the Title IX Coordinator, investigators, hearing officers, administrative officers, informal resolution facilitators, AI provided advisors, and appeals officers receive training in compliance with 34 C.F.R. § 106.45(b)(1)(iii) and any other applicable federal or state law.

XXXVIII. Recordkeeping

AI will retain those records specified in 34 C.F.R. § 106.45(b)(10) for a period of seven years after which point in time they may be destroyed, or continue to be retained, in AI's sole discretion. The records specified in 34 C.F.R. § 106.45(b)(10) will be made available for inspection, and/or published, to the extent required by 34 C.F.R. § 106.45(b)(10) and consistent with any other applicable federal or state law, including FERPA.

XXXIX. Discretion in Application

AI retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if AI's interpretation or application differs from the interpretation of the parties.

Despite AI's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case AI retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy and the Hearing Procedures referenced in Section XVIII.A.5 are not contractual in nature, whether in their own right, or as part of any other express or implied contract. Accordingly, AI retains discretion to revise this policy and the Hearing Procedures at any time, and for any reason. AI may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

No Harassment Policy

The Art Institute of Houston and its branch campuses is committed to providing workplaces and learning environments that are free from harassment on the basis of any protected classification including, but not limited to race, sex, gender, color, religion, sexual orientation, gender identity or expression, age, national origin, disability, medical condition, marital status, veteran status, genetic marker or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally considered bad for business. Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any law. (Please note that sexual harassment is more thoroughly addressed in the Sexual Harassment Policy.)

Non-Discrimination Policy

The Art Institutes system of schools does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran's status, genetic

marker, or any other characteristic protected by state, local or federal law, in our programs and activities. The Art Institutes system of schools provides reasonable accommodations to qualified individuals with disabilities. The Art Institutes system of schools will not retaliate against persons bringing forward allegations of harassment or discrimination.

The Art Institutes system of schools has designated staff members who handle inquiries and coordinate individual campus compliance efforts regarding the non-discrimination policy. The Office of Student Resolution can be reached by calling 888-719-7214 or sending an email to aistudentresolution@aii.edu.

The Art Institute of Austin, a branch of The Art Institute of Houston
1204 Chestnut Street
Bastrop, TX 78602
Main Campus: 866.583.7952
<https://www.artinstitutes.edu/austin>

The Art Institute of Houston
4140 Southwest Freeway
Houston, TX 77027
Main Campus 800.275.4244
Student Services 713.860.4344
<https://www.artinstitutes.edu/houston>

The Art Institute of San Antonio, a branch of The Art Institute of Houston
10000 IH.10 West, Suite 200,
San Antonio, Texas 78256
Main Campus 888.222.0040
<https://www.artinstitutes.edu/san-antonio>

Student Grievance Procedure for Internal Complaints of Discrimination and Harassment

Students who believe they have been subjected to discrimination or harassment (other than sexual harassment) in violation of the Non-Discrimination Policy should follow the procedure outlined below. (Please note that students who believe they have been subjected to sexual harassment should follow the reporting process in the Sexual Harassment Policy below.) This complaint procedure is intended to provide a fair, prompt and reliable determination about whether the College's Non-Discrimination Policy has been violated. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should do so either with:

For Houston:

Academic Affairs, 4140 Southwest Fwy, Houston, TX 77027, 713-353-3651.

For Austin:

Academic Affairs 1204 Chestnut Street, Bastrop, TX 78602, 512-691-1726.

For San Antonio:

Academic Affairs, 10000 IH-10 West, Suite 200, San Antonio, TX 78230, 210.338.7328.

Students can also submit their complaints via the following phone number or email address: Student Resolution (888) 719-7214, AIStudentResolution@aii.edu.

1. The College will investigate the allegations. Both the accuser and the accused are entitled to have others present during a disciplinary proceeding. Both will be informed of the outcome of any campus disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only College's final determination with respect to the alleged offense and any sanction that is imposed against the accused. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. The investigator may prohibit from attending or remove any person who disrupts the investigation in the investigator's sole discretion.
2. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with institutional policies protecting individuals' privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.
3. The decision of the Investigator may be appealed by petitioning the Campus Leader's Office of the College. The written appeal must be made within 20 calendar days of receipt of the determination letter. The Campus Leader, or his or her designee, will render a written decision on the appeal within 30 calendar days from receipt of the appeal. The Campus Leader's decision shall be final.
4. The College will not retaliate against persons bringing forward allegations of harassment or discrimination.
5. Matters involving general student complaints will be addressed according to the Student Complaint Procedures, a copy of which can be found in the Student Handbook or Academic Catalog.
6. For more information about your rights under the federal laws prohibiting discrimination, please contact the Office for Civil Rights at the U.S. Department of Education.

Students at The Art Institute of Houston, The Art Institute of Austin, or The Art Institute of San Antonio who follow this complaint procedure and still feel dissatisfied with the results may send a written copy of the complaint to:

Texas Higher Education Coordinating Board
1200 E. Anderson Lane,
Austin, TX 78752
512-427-6101

The Texas Higher Education Coordinating Board's rules governing student complaints (Title 19 of the Texas Administrative Code, Sections 1.110-1.120) can be reviewed at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)

A description of the Texas Higher Education Coordinating Board's complaint procedure and online forms can be found at: www.thecb.state.tx.us/studentcomplaints.

Student Rights and Responsibilities

Student Rights

You have the right to:

- Know what financial assistance is available, including information on all federal, state, and institutional financial aid programs
- Know the deadlines for submitting applications for each of the financial aid programs available

- Know the cost of attending the institution and The Institute's refund policy
- Know the criteria used by The Institute to select financial aid recipients
- Know how The Institute determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in your budget
- Know what resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need
- Know how much of your financial need, as determined by The Institute, has been met Request from the Financial Services Department an explanation of the various programs in your student aid package. If you believe you have been treated unfairly, you may request reconsideration of the award which was made to you
- Know what portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when repayment is to begin
- Know how The Institute determines whether you are making satisfactory academic progress, and what happens if you are not

Student Responsibilities

It is your responsibility to:

- Review and consider all information about The Institute's program before you enroll
- Complete all application forms accurately, and submit them on time and to the appropriate office
- Accurately complete your application for student financial aid. Errors can result in long delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and considered a criminal offense subject to penalties under the U.S. Criminal code
- Return all additional documentation, verification, corrections, and/or new information requested by either the financial services office or the agency to which you submitted your application
- Read and understand all forms that you are asked to sign and keep copies of them
- Accept responsibility for all agreements you sign
- If you have a loan, notify the lender of changes in your name, address, or school status
- Perform the work that is agreed upon in accepting a Federal College Work-Study award
- Know and comply with the deadlines for application or re-application for aid
- Know and comply with The Institute refund procedures
- Know the policies and procedures as outlined in your Student Handbook

Bullying, Cyberbullying, and Hazing Policy

Bullying, cyberbullying, and hazing of students or student groups is strictly prohibited. Bullying is defined as acts of unwanted, repetitive, and /or aggressive behaviors that intimidate, intentionally harm, attack, or control another person physically, emotionally, or socially. Cyberbullying is defined as instances of bullying that take place using electronic technology, which may include devices and equipment, such as cell phones, computers, and tablets, as well as communication tools, including social media sites, text messages, chat, and websites. Hazing is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any club or organization operating under the sanction of an institution of higher education.

Individuals and/or student clubs that force, require, and/or endorse violations of this policy will be held directly responsible according to the student code of conduct and, if appropriate, through local authorities, which may pursue criminal action. Students who wish to make a complaint under this policy should follow the student complaint process. The negligence or consent of a student or any assumption of risk by the student is not a

defense to an action brought pursuant to this policy. Student club activities or programs must not interfere with the rights and activities of others and should always reflect the best interests of the members of the organization it represents and the institutional community as a whole. In all cases of alleged violations of this policy, faculty and staff advisors and the national/international headquarters, if applicable, of any organization will be notified.

Facilities

The Art Institute of Houston and its branch campuses provide sufficient physical resources to support the mission of the institution and the scope of its programs and services. Provision of industry-standard physical resources to support the educational programs is a priority for the institution and space dedicated to student learning replicates what each student is likely to find in a professional environment related to a career in their major field of study. Each campus has its own facilities plan to support the programs and degrees offered at that location. The facilities at each campus meet or exceed the safety and health rules and regulations stipulated by the respective government agencies.

Student Affairs

The mission of the Student Affairs Department is to supplement The Art Institute's educational processes and to support its stated purpose by providing assistance and services to the student body in the areas of advocacy, disability, student development, new student registration, financial aid, international student advising, and student support resources. The department actively encourages the involvement of students, faculty, and staff in activities that stimulate cultural awareness, creativity, social interaction, and professional development. To fulfill its mission, the Student Affairs Department has established the following objectives:

- Provide student support services.
- Provide resources and assist international students with their transition into this country.
- Provide student engagement and networking activities to complement your academic experience.
- Serve as the point of contact for military and veteran students.

Student Development Programming

The college seeks to develop students' academic, social, personal and professional skills outside of the classroom through multiple programs that are offered throughout the quarter. This programming takes place in the form of workshops, mass communication, social functions, community involvement, and cultural engagement. Student Affairs programming is organized around four general themes:

- **Wellness:** Wellness activities address and promote the emotional, mental and physical well-being of our students as well as our existing support services such as our community resources for health and wellbeing.
- **Student Engagement:** These initiatives include activities, programs, events, and workshops that have identified learning outcomes that support the connection or engagement of our students with their campus community, peers, faculty and advisors.
- **Financial Literacy:** These programs promote, support and educate our students on the various facets of financial well-being such as budgeting, credit knowledge, loans and grants as well as managing the cost of college.
- **Career Readiness:** These programs consist of skill development in the area of job searching and workplace preparation such as interviewing, speaking like a professional, networking, and career planning.

Career Readiness

Advisors partner with students as they select courses and progress through the student life-cycle as well as explore skill building possibilities in and out of school. Additionally, the advisors will support the student while they develop professional skills and connect with potential opportunities related to their professional endeavors.

Students can seek guidance in registering for classes, tips on being a successful student, support services, goal setting, local professional engagement opportunities, building a resume, planning a career, developing job-search strategies and more. The advisors will also work to plan, facilitate and deliver study skills & career readiness

workshops, individual or group career planning sessions, and schedule industry guest speakers/field trips in both virtual and in-person platforms. The department also facilitates virtual and on-campus interviewing and information sessions for students and graduates to engage with employers interested in recruiting entry level talent.

While every effort is made to assist students in planning academic schedules, it is the student's responsibility to know program requirements, course sequence, and prerequisites. Students who fail or withdraw from a prerequisite to a course for which they have pre-registered are responsible for changing their schedule prior to the end of the drop/add period of the new quarter. However, the Institute may adjust students' schedules as needed for compliance with prerequisites.

Graduate employment information is available on the College website under student consumer information.

Wellness

The Art Institute of Houston and its branches are committed to the health and well-being of all students. The Department of Student Services provides educational programming, crisis intervention and referral services at no charge to students. Educational programming spans topics such as alcohol awareness, healthy eating, stress management, sexually transmitted diseases, HIV testing and information, and blood drives. Referral services include community resources such as medical and mental health care.

Clubs and Organizations

Student clubs and organizations further enhance campus life at The Art Institute of Houston and its branches. Clubs and organizations represent both professional associations and special interests of the student body. Student participation is optional, but highly encouraged. Student participants gain the intrinsic value of membership in a group, in addition to skills in leadership, networking, service and teamwork.

Officially sanctioned student organizations are registered with the college. Clubs and organizations must have a clear mission statement which is consistent with the college mission and must have a faculty or staff sponsor to serve as an advisor.

Campus Security

The College publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the Student Services office during regular business hours. Copies of the Crime Report are available on the College website at

Houston: <https://d1dmo9iwh0r4qt.cloudfront.net/~media/ai/main/documents/student-consumerinformation/houston/crime-report-houston.pdf>

San Antonio: <https://d1dmo9iwh0r4qt.cloudfront.net/~media/ai/main/documents/student-consumerinformation/sanantonio/crime-report-san-antonio.pdf>

Austin: <https://d1dmo9iwh0r4qt.cloudfront.net/~media/ai/main/documents/student-consumerinformation/austin/crime-report-austin.ashx?modified=20181011182653&la=en>

The College reports to the campus community concerning the occurrence of any crime includable in the annual security report is reported to campus security or local police and that is considered to be a threat to students or employees.

The College reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

The following number is also available for reporting a crime or crisis on your campus: The Art Institute Crisis Response (888) 718-8175.

Student Financial Services

Payment of Tuition and Fees

Tuition is charged on a quarter-by-quarter basis. Students are not obligated beyond the quarter they are currently attending. A student may not register for any academic quarter of study unless payment for tuition and fees are paid in full or an approved payment plan is in a current status. All quarterly payment plans are due 30 days after the first day of the term. All monthly payment plans are due on the 1st or 15th of the month. The Institute may extend credit to a student through several types of payment plans. If a student withdraws from the program for any reason prior to the disbursement of financial aid funds, the student is responsible for any account balance remaining. The Institute reserves the right to withdraw credit extensions for any reason of non-payment or default of such payments. Non-payment of account balance to The Institute may result in additional collection costs to the fullest extent permitted by applicable law.

Returned Check Policy

The return of a check (electronic or paper) issued to The Art Institute of Houston and its branch campuses will result in a \$50.00 returned check fee being placed on the account of the student, individual, vendor or employee on whose behalf the check was presented for each returned check, no matter the reason.

Each account will be allowed two returned checks after which payment by check will not be accepted. This includes returned electronic payments. Written notification on how to resolve the returned check will be sent to the maker of the check, and to the person whose account was affected. A hold will be placed on the account affected, until the returned check has been redeemed.

If the returned check has not been redeemed within the stated time frame on the notification, a late fee not in excess of 10% of the past-due amount, or \$250.00, whichever is less, will be levied, and the College will begin its collection proceedings.

Important Note: A returned check may automatically result in a hold on the account affected, which may preclude participation in any or all of the following activities: further check writing privileges, class registration, receipt of grades, issuing transcripts, and/or diplomas.

Returned Check Payment Methods

1. **Certified Funds.** Cashier's check, money order, or other certified funds payable to The Arts Institutes International. Include your name, ID#, current address, and phone number on the face of the check.
2. Deliver in person or mail certified funds to the following address:

The Art Institute of Houston

Attn: Financial Services

4140 Southwest Freeway
Houston, TX 77027

Financial Assistance

The Institute provides Student Financial Services to help students and their families develop a financial plan to enable degree completion. Specialists from this department help each student complete applications for grants and loans applicable to that student's circumstances. Once a student's eligibility for financial assistance has been determined, the student and the financial planning specialist develop a plan for meeting educational expenses. Financial Aid is available for those who qualify. The Institute participates in a variety of financial aid programs

for the benefit of students. Students must meet the eligibility requirements of these programs in order to participate. All financial aid programs are administered in accordance with prevailing federal and state laws and its own institutional policies, where applicable. Students are responsible for providing all requested documentation in a timely manner. Failure to do so could jeopardize the student's financial aid eligibility. In order to remain eligible for financial aid, a student must maintain satisfactory academic progress as defined in this catalog and any additional addendums.

It is recommended that students apply for financial aid as early as possible in order to allow sufficient time for application processing, to meet all deadlines, and to maximize aid eligibility. Financial aid must be approved, and all necessary documentation completed, before the aid can be applied to the student's account. Financial aid is awarded on an award year basis; therefore, depending on the length of the program, it may be necessary to re-apply for aid for each award year. Students may have to apply for financial aid more than once during the calendar year, depending on their date of enrollment. Students who need additional information and guidance should contact the Financial Aid Office.

How to Apply

Students who want to apply for federal aid (and state aid, if applicable) must complete a Free Application for Federal Student Aid (FAFSA) each year. This application is available on-line at www.fafsa.ed.gov. Applications are processed through the Financial Aid Office and all information is confidential. Students must be accepted for admission before financial aid applications can be processed.

Financial aid funds are typically sent directly to the school. If the financial aid awarded is not sufficient to cover a student's educational expenses, the student must make alternative arrangements to pay the difference in full by the end of the payment period. Students who have applied for financial aid and have been awarded aid are not required to make a payment by the payment deadline provided their aid is sufficient to cover their direct charges, and all required paperwork has been completed and received.

For detailed information on all financial aid awards, processes, requirements, and deadlines, please refer to the school's current Financial Aid Guide, the Student Consumer Information of the school's website, or contact the Student Financial Services Office directly.

Estimated Cost of Attendance Budget

The cost of attendance budget, also referred to as the cost of education, is an estimate of the total amount of money it will cost a student to attend school per academic year. Each school calculates this amount using rules established by the

U.S. Department of Education. The cost of attendance budget may include tuition and fees, loan fees, an allowance for food, housing and transportation, as well as miscellaneous or personal expenses. In addition to helping a student project his/her total education costs, the cost of attendance budget is also used to determine the maximum amount of financial aid a student is allowed to receive for a particular period of enrollment. For further details or an estimated cost of attendance budget, please refer to the Student Consumer Information website pages.

Enrollment Level

The number of credits that a student is registered for can directly impact their financial aid eligibility both in the current award year and in future award years. Students attending less than full time are eligible for less financial aid than full time students. Full time enrollment and taking a full load of classes are not the same even though financial aid eligibility may be the same. Maximizing credit amounts in each term attended (full load) is more likely to advance a student to the next grade level sooner and to prolong aid availability through a students' program.

Eligibility Requirements

General eligibility requirements for federal financial aid are as follows.

Students must:

- Be a U.S. citizen, a U.S. national, or an eligible non-citizen
- Have a valid Social Security number
- Possess a high school diploma, or a General Education Development (GED) (or HiSET test) certificate
- If male, be registered with the Selective Service
- Be enrolled at least half-time per semester and maintain satisfactory academic progress in an eligible degree program
- Demonstrate financial need (except for some loan programs)
- Not owe a refund on a federal student grant and not in default on federal student loan.
- Sign a statement on the FAFSA certifying that the student does not owe a refund on a federal student grant and is not in default on a federal student loan
- Not have been convicted of certain drug offenses

Non-matriculated, students-at-large, or transient students are not eligible for financial aid. Not all programs are financial aid eligible. For a list of programs eligible for financial aid, contact the Student Financial Services department.

Financial Aid Programs

Scholarships & Grants

These funds typically do not have to be repaid.

Art Grant

The Art Institutes system of schools is committed to helping you achieve your education and career goals and helping to put you on the path to a life of creativity. That's why we're offering The Art Grant, which can earn you a grant toward your tuition—at an average of up to 18% of the total tuition amount for bachelor's degree programs and up to 13% for associate's degree programs. The Art Grant rewards you for your progress in school by helping you reduce your college debt and manage the cost of your education.

How to qualify: For every 12 credits earned, as you maintain continuous enrollment and satisfy other eligibility criteria, you earn the grant that will be applied to your tuition. That means a student's first 12-90 credits earned at a participating Art Institutes school can earn the grant—up to 13% of tuition cost. Students who earn 91-180 credits can earn the grant—up to 23% of tuition cost; bachelor's degree candidates can thereby earn an average of up to 18% of their tuition cost. Students attending less than full time can qualify upon achieving 12 credits and meeting the grant requirements.

The ART Grant program may not be used in combination with the Continual Transfer Waiver.

High School Initiative Scholarship

Programs that are eligible for the High School Initiative Scholarship are available in the following areas of study: Animation & Effects, Culinary, Fashion, Film & Production, Gaming & Technology, Interior Design, Marketing, and Visual Design.

This scholarship competition is open to high school seniors applying for degree programs at an Art Institutes school. Applicants must be scheduled to graduate in 2021 from a U.S. high school or equivalent foreign institution and be enrolled to start in the July, August, or October 2021 classes at an Art Institutes campus.

1 First place award: 50% program total tuition savings at each Art Institute location

Scholarships are to be distributed over recipients' total program length. The award amounts will be based on the total number of enrolled credits each academic quarter and disbursed to the student's account at the beginning of the academic quarter once eligibility is verified by the local campus. Students must attend full-time, without breaks in their enrollment throughout the first 3 quarters along with achieving satisfactory academic process according to each institution's academic

catalog and be in good standing on their student account in order to remain eligible to receive the Scholarship. The Scholarship may not be combined with any other institutional awards.

5 Runner-up Awards: \$5,000 tuition scholarships at each Art Institute location

The award will be divided equally and disbursed over three quarters (quarter 2, 3 and 4) after the student has successfully completed their first quarter and is in good standing on their student account.

C-CAP Careers Through Culinary Arts Program

High school seniors graduating in 2021 who are enrolled in a C-CAP culinary program may compete for one nationwide, full-tuition scholarship to be used for either a two- or four-year degree program at any of The International Culinary Schools at The Art Institutes. Scholarship value is approximately \$48,000–\$96,000; current tuition rates at chosen school will apply. Tuition scholarships are not redeemable for cash, and will be awarded as a tuition credit evenly over the course of the student’s academic program. The tuition scholarship is applied against academic tuition and may not be applied against fees, housing, living expenses, or program supplies and may not be transferred between affiliate schools.

a) Any credit balance created each quarter, after all charges and aid is applied to the student’s account, will roll to a subsequent quarter so as not to create stipends or refunds.

b) The Scholarship may not be combined with any other institutional awards.

For more information on how to apply for C-CAP, speak to the C-CAP Director at your high school, visit www.ccapinc.org, or call 212-974-7111.

FCCLA Competitions

Programs that are eligible for the FCCLA Competitions are available in the following areas of study: Animation & Effects, Culinary, Fashion, Film & Production, Gaming & Technology, Interior & Product Design, Marketing and Visual Design.

All FCCLA tuition scholarships are renewable for up to 4 years for a maximum first-place scholarship of \$12,000; maximum second-place scholarship of \$8,000; and a maximum third-place scholarship of \$4,000. *

First-place team of the National FCCLA Culinary Competition will be awarded a \$3,000 tuition scholarship to any one of our U.S. schools comprising The International Culinary Schools at The Arts Institutes. A \$2,000 tuition scholarship for second-place team and a \$1,000 tuition scholarship for third-place team will also be awarded.

First-place award of the National FCCLA Fashion Design and Fashion Construction Competitions will be a \$3,000 tuition scholarship to any one of The Art Institutes schools in the U.S. offering a Fashion program. A \$2,000 tuition scholarship for second-place and a \$1,000 tuition scholarship for third-place will also be awarded in each competition.

First-place team of the National FCCLA Hospitality Competition will be awarded a \$3,000 tuition scholarship to any one of our U.S. schools comprising The International Culinary Schools at The Art Institutes. A \$2,000 tuition scholarship for second-place team winners and a \$1,000 tuition scholarship for third-place team winners will also be awarded.

First-place winners (either team or individual) of the National FCCLA Interior Design Competition will be awarded a \$3,000 tuition scholarship to any one of The Art Institutes schools in the U.S. offering an Interior Design program. A \$2,000 tuition scholarship for second-place and a \$1,000 tuition scholarship for third-place will also be awarded (either team or individual).

To learn more about FCCLA (Family, Career and Community Leaders of America) scholarships, competitions, and events, visit www.fcclainc.org. Applicants must be high school seniors graduating in 2021 and a legal resident of the 50 United States or the District of Columbia. Scholarship awards are contingent upon acceptance to the chosen Art Institutes school and are awarded in the form of a tuition credit.

All tuition scholarships are awarded toward a bachelor’s or associate degree, diploma program, or certificate program. Awards will be dispersed equally over the course of the student’s academic program. Tuition scholarships are non-transferable. Upon accepting the scholarship, the winner must begin his or her studies in the summer or fall quarter following high school graduation. Winners must maintain a 2.5 GPA or higher. Tuition scholarships are not redeemable for cash. The tuition scholarship is applied against academic tuition and may not be applied against fees,

housing, living expenses, or program supplies and may not be transferred between affiliate schools. Scholarship recipients must not interrupt their studies; interruption of studies will result in loss of the scholarship.

FCCLA State Competitions

Scholarships awarded in the Level 3 Texas, Georgia, Virginia & Florida State Competitions for the following categories: Texas Level 3 Only: Culinary Arts, Fashion Construction, Fashion Design, Interior Design, Cupcake Battle, Cupcake Presentation

The first-place awards are a \$1,000 scholarship, the second-place awards are \$750, the third-place awards are \$500 renewable for up to four years for a maximum of \$4000 for first-place, \$3000 for second-place and \$2000 for third place to attend an Art Institutes Campus in the state the scholarship was awarded.

Scholarship awards are contingent upon acceptance to the chosen Art Institutes school and are awarded in the form of a tuition credit. All tuition scholarships are awarded toward a bachelor's or associate degree, diploma program, or certificate program and are awarded equally over the course of the student's academic program. Tuition scholarships are non-transferable. Upon accepting the scholarship, the winner must begin his or her studies in the summer or fall quarter following high school graduation. Winners must maintain a 2.5 GPA or higher. Tuition scholarships are not redeemable for cash. The tuition scholarship is applied against academic tuition and may not be applied against fees, housing, living expenses, or program supplies and may not be transferred between affiliate schools. Scholarship recipients must not interrupt their studies; interruption of studies will result in loss of the scholarship.

ProStart State Scholarships

Programs in the following area of study are eligible for the ProStart State Scholarships: Culinary
The International Culinary Schools at The Art Institutes is pleased to award first-place scholarships in the

ProStart state-level Culinary Arts and/or Culinary Management Competitions in: Alaska, Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, Washington DC, West Virginia, Wisconsin, and Wyoming.

The first-place awards are a \$3,000 scholarship, renewable for up to four years for a maximum of \$12,000, to attend any of our schools offering culinary programs across the U.S. Applicants must be high school seniors graduating in 2021.

Scholarship awards are contingent upon acceptance to the chosen Art Institutes school and are awarded in the form of a tuition credit. All tuition scholarships are awarded toward a bachelor's or associate degree, diploma program, or certificate program and are awarded equally over the course of the student's academic program. Tuition scholarships are non-transferable. Upon accepting the scholarship, the winner must begin his or her studies in the summer or fall quarter following high school graduation. Winners must maintain a 2.5 GPA or higher. Tuition scholarships are not redeemable for cash. The tuition scholarship is applied against academic tuition and may not be applied against fees, housing, living expenses, or program supplies and may not be transferred between affiliate schools. Scholarship recipients must not interrupt their studies; interruption of studies will result in loss of the scholarship.

National ProStart Invitational

Programs in the following area of study are eligible for the National ProStart Invitational: Culinary
High school seniors graduating in 2021 who are enrolled in a ProStart program are eligible for the National ProStart Invitational Culinary Competition Scholarship (15 available nationwide) and Management Competition Scholarship (15 available nationwide). Competition winners may receive partial tuition scholarships.

First-place award for the National ProStart Invitational Culinary Competition and Management Competition will be a non-renewable \$10,000 tuition scholarship to any one of our 7 schools comprising The International Culinary Schools at The Art Institutes. A non-renewable \$7,500 tuition scholarship for second place and a non-renewable \$5,000 tuition scholarship for third place will also be awarded. Applicants must be high school seniors graduating in 2020 and enrolled in a ProStart program to be eligible for the competition. *

*Scholarship awards are contingent upon acceptance to the chosen Art Institutes school and are awarded in the form of a tuition credit and will be dispersed equally over the course of the student's academic program. All tuition scholarships are awarded toward a bachelor's or associate degree, diploma program, or certificate program. Tuition scholarships are non-

transferable. Upon accepting the scholarship, the winner must begin his or her studies in the summer or fall quarter following high school graduation. Winners must maintain a 2.5 GPA or higher. Tuition scholarships are not redeemable for cash. The tuition scholarship is applied against academic tuition and may not be applied against fees, housing, living expenses, or program supplies and may not be transferred between affiliate schools. Scholarship recipients must not interrupt their studies; interruption of studies will result in loss of the scholarship. For more information, visit the ProStart website at NRAEF.org or call 1-800-765-2122.

ProStart (Advance Placement Credits)

Programs in the following area of study are eligible for the ProStart Credits: Culinary

High school students graduating in 2021 who complete the ProStart culinary program with a “C” average or above and obtain a ProStart National Certificate of Achievement may receive Advanced Placement credit at any of our 7 locations comprising The International Culinary Schools at The Art Institutes.

* Advanced Placement rewards students for their skills, saving them time and money.

Students may receive academic credit up to 12 credits (valued at over \$5,000) for any of the following courses: **

- Concepts and Theories
- Fundamentals of Classical Techniques
- Management, Supervision, and Career Prep
- Culinary Nutrition***

Additional credits may be articulated to ProStart students on a case-by-case basis upon review by the local school’s Chef Director and Dean of Academic Affairs.

* Passport credits are accepted at all 7 locations comprising The International Culinary Schools at The Art Institutes. Degree and program offerings vary by school.

** To receive Advanced Placement credit, students must submit a ProStart Certificate of Achievement which will be reviewed by the local school’s Chef Director and Dean of Academic Affairs. The Fundamentals of Classical Techniques class requires the student to successfully pass the courses Final Knife Skills and Final Practical Cooking Exam in order to obtain advanced placement credit.

*** Some restrictions apply for approval of Culinary Nutrition credits. Contact local school for details.

DECA Scholarship

Programs that are eligible for the DECA Scholarship are available in the following areas of study: Animation & Effects, Culinary, Fashion, Film & Production, Gaming & Technology, Interior & Product Design, Marketing and Visual Design.

Member Scholarship Awards

DECA high school senior students graduating in 2021 are eligible to receive up to a \$1,000 scholarship for participation in the organization. *

a) Award will be dispersed equally over the students first three quarters of their academic program

DECA high school senior students graduating in 2021 who are members of DECA can compete in DECA State and/or DECA International competitions.

State Scholarship Awards

DECA students who are graduating in 2021 and are first-place winners at the State Level competitions can receive up to \$1,500 in addition to the member amount. *

b) Award will be dispersed equally over the students first three quarters of their academic program

International Scholarship Awards

DECA students, who are graduating in 2021 and are first-place winners at the DECA International Career Development Conference (ICDC) competitions, can receive \$5,000 in addition to the DECA State Scholarship and the member amount. *

a) Award will be dispersed equally each quarter over the course of the student’s academic program.

Deadlines & Important Dates

DECA's ICDC will be held in April 2021. For details, visit www.deca.org.

DECA Application, Entry Requirements & Criteria

- Recipients are permitted to choose The Art Institutes school of their choice
- DECA chapter members must be in a classroom (elective class) setting within their school and taking a course in marketing, finance, hospitality, entrepreneurship and/or management. The Art Institutes will verify membership with DECA.
- Scholarships are available to DECA members who are residents of the U.S., Puerto Rico or Canada (excluding residents of Quebec).

*Scholarship awards are contingent upon acceptance to the chosen Art Institutes school and are awarded in the form of a tuition credit. All tuition scholarships are awarded toward a bachelor's or associate degree, diploma program, or certificate program. Tuition scholarships are non-transferable. Upon accepting the scholarship, the winner must begin his or her studies in the summer or fall quarter following high school graduation. Winners must maintain a 2.5 GPA or higher. Tuition scholarships are not redeemable for cash. The tuition scholarship is applied against academic tuition and may not be applied against fees, housing, living expenses, or program supplies and may not be transferred between affiliate schools. Scholarship recipients must not interrupt their studies; interruption of studies will result in loss of the scholarship. Scholarships are non-renewable.

Future Business Leaders of America National Scholarship Program

Animation & Effects Culinary Fashion Film & Production Gaming & Technology Interior Design Marketing Visual Design

High school seniors graduating in 2021 who are members of FBLA may apply for The Art Institutes Future Business Leaders of America Scholarship.

Scholarship Awards

- Three nationwide \$10,000 tuition scholarships to study at one of The Art Institutes schools will be awarded. *
- Each scholarship award recipient who has a 3.0 GPA during his/her first year may earn an additional \$5,000 tuition scholarship.

Deadlines & Important Dates

Applications must be postmarked by midnight, April 1, 2021

Winners will be notified after April 30, 2021.

How to Enter

Applicants for the scholarship must submit the following information

- A short essay (maximum of 500 words) legibly handwritten or typed in English as to "How skills learned through Future Business Leaders of America can apply to a creative career."
- A letter of recommendation from their FBLA adviser

Please enclose all elements of your application in one envelope and mail it to The Art Institutes, attn.: FBLA Scholarship, Greta Beller – 6600 Peachtree Dunwoody Rd, 100 Embassy Row Atlanta, GA 30328.

*Scholarship awards are contingent upon acceptance to the chosen Art Institutes school and are awarded in the form of a tuition credit applied evenly over the course of the student's academic program. All tuition scholarships are awarded toward a bachelor's or associate degree, diploma program, or certificate program. Tuition scholarships are non-transferable. Upon accepting the scholarship, the recipient must begin his or her studies in the summer or fall quarter following high school graduation.

Recipients must maintain a 2.5 GPA or higher during his or her studies at the chosen Art Institutes school; a GPA of less than 2.5 will result in a loss of scholarship. In the event that the scholarship recipient's education is terminated, either by the school or by the student, the scholarship becomes null and void. Tuition scholarships are not redeemable for cash. The tuition scholarship is applied against academic tuition and may not be applied against fees, housing, living expenses, or program supplies and may not be transferred between affiliate schools. Scholarship recipients must not interrupt their studies; interruption of studies will result in a loss of the scholarship.

National Art Honor Society Scholarship

Programs that are eligible for the National Art Honor Society Scholarship are available in the following areas of study:

Animation & Effects, Culinary, Fashion, Film & Production, Gaming & Technology, Interior & Product Design, Marketing and

Visual Design. High school seniors graduating in 2021 who also belong to the National Art Honor Society may apply for The Art Institutes National Art Honor Society Scholarship. Details and [an application form may be obtained here](#), or by contacting Greta Beller at AiScholarships@aii.edu. Tuition scholarships for first-, second-, and third-place awards may be applied at The Art Institutes school of recipient's choice.

Scholarship Awards

Three nationwide scholarships are available:

- First-place: \$20,000 tuition scholarship
- scholarship will be applied evenly over the course of the student's academic program
- Second-place: \$10,000 tuition scholarship
- scholarship will be applied evenly over the course of the student's academic program
- Third-place: \$5,000 tuition scholarship
- scholarship will be applied evenly over the course of the student's academic program

Deadlines & Important Dates

Applications must be postmarked by midnight, March 11, 2021.

Winners will be notified after April 8, 2021.

How to Enter

Applicants for the scholarship must submit the following information. To simplify the submission process, please enclose all elements of your application in one envelope and mail it to The Art Institutes, attn.: National Art Honor Society Scholarship, Greta Beller – 6600 Peachtree Dunwoody Rd, 100 Embassy Row Atlanta, GA 30328.

- A completed entry form indicating the school and program of study desired. (School locations can be obtained at <https://www.artinstitutes.edu/our-campuses>)
- Six slides of six different original pieces of artwork that represent your creative ability and interest. Please Submit via digital files/USB.
- A statement, legibly handwritten or typed in English, describing your artistic career goals, the materials used in the pieces submitted and how each piece was created.

Entry Requirements & Criteria

Applicants must be (i) a high school senior graduating in 2021, (ii) a legal resident of the 50 United States, the District of Columbia, or Canada (excluding Quebec), and (iii) a member of the National Art Honor Society.

Scholarship awards are contingent upon acceptance to the chosen Art Institutes school and are awarded on schedule stated above. All tuition scholarships are awarded toward a bachelor's or associate degree, diploma program, or certificate program. Tuition scholarships are non-transferable. Upon accepting the scholarship, the recipient must begin his or her studies in the summer or fall quarter following high school graduation. Recipients must maintain a 2.5 GPA or higher during his or her studies at the chosen Art Institutes school; a GPA of less than 2.5 will result in a loss of scholarship. In the event that the scholarship recipient's education is terminated, either by the school or by the student, the scholarship becomes null and void. Tuition scholarships are not redeemable for cash. The tuition scholarship is applied against academic tuition and may not be applied against fees, housing, living expenses, or program supplies and may not be transferred between affiliate schools. Scholarship recipients must not interrupt their studies; interruption of studies will result in a loss of the scholarship.

SkillsUSA Championship

Programs that are eligible for the SkillsUSA Championship are available in the following areas of study: Animation & Effects, Culinary, Fashion, Film & Production, Gaming & Technology, Interior & Product Design, Marketing and Visual Design.

Secondary and postsecondary students who are members of SkillsUSA may compete in national championships. High school seniors graduating in 2021 are eligible to apply for the following scholarships:

Advertising Design, Photography championship awards (6 nationwide scholarships available in each category):

- First-place: \$12,000 tuition scholarship. The scholarship will be applied evenly over the course of the student's academic program

- Second-place: \$5,000 tuition scholarship. The award will be divided equally and disbursed over three quarters (quarter 2, 3 and 4) after the student has successfully completed their first quarter and is in good standing on their student account.
- Third-place: \$2,500 tuition scholarship. The award will be divided equally and disbursed over three quarters (quarter 2, 3 and 4) after the student has successfully completed their first quarter and is in good standing on their student account.

Culinary and Photography Championship awards (6 nationwide scholarships available in each category):

- First-place: \$12,000 tuition scholarship. The scholarship will be applied evenly over the course of the student's academic program
- Second-place: \$5,000 tuition scholarship. The award will be divided equally and disbursed over three quarters (quarter 2, 3 and 4) after the student has successfully completed their first quarter and is in good standing on their student account.
- Third-place: \$2,500 tuition scholarship. The award will be divided equally and disbursed over three quarters (quarter 2, 3 and 4) after the student has successfully completed their first quarter and is in good standing on their student account

3-D Visualization & Animation, Web Design, and Television Production championship team awards (12 nationwide scholarships available in each category):

- First-place: \$12,000 tuition scholarship. The scholarship will be applied evenly over the course of the student's academic program
- Second-place: \$5,000 tuition scholarship. The award will be divided equally and disbursed over three quarters (quarter 2, 3 and 4) after the student has successfully completed their first quarter and is in good standing on their student account.
- Third-place: \$2,500 tuition scholarship. The award will be divided equally and disbursed over three quarters (quarter 2, 3 and 4) after the student has successfully completed their first quarter and is in good standing on their student account.

Any credit balance created each quarter, after all charges and aid is applied to the student's account, will roll to a subsequent quarter so as not to create stipends or refunds.

*The SkillsUSA scholarships cover academic tuition and may not be applied against fees, housing, living expenses, or program supplies and may not be transferred between affiliate schools. Scholarships are awarded on first-come, first served basis. Scholarship awards are contingent upon acceptance to the chosen Art Institutes school and are awarded in the form of a tuition credit. All tuition scholarships are awarded toward a bachelor's or associate degree, diploma program, or certificate program. Tuition scholarships are non-transferable. Upon accepting the scholarship, the recipient must begin his or her studies in the summer or fall quarter following high school graduation. Recipients must maintain a 2.5 GPA or higher during his or her studies at the chosen Art Institutes school; a GPA of less than 2.5 will result in a loss of scholarship. In the event that the scholarship recipient's education is terminated, either by the school or by the student, the scholarship becomes null and void. Tuition scholarships are not redeemable for cash. Scholarship recipients must not interrupt their studies; interruption of studies will result in a loss of the scholarship.

Deadlines & Important Dates

SkillsUSA National championships will be held in June 2021. For details, call 703-777-8810 or visit www.skillsusa.org. Winners of the SkillsUSA competition who are graduating/ have graduated in 2020 may contact Greta Beller at AiScholarships@aii.edu for scholarship details.

SkillsUSA State Competitions

Scholarships awarded in the Texas State Competitions for the following categories:

Texas: 3-D Visualization & Animation, Advertising Design, Audio/Radio Production, Digital Cinema Production, Graphic Communications, Interactive Application & Video Game Development, Photography, Television (Video) Production, Web Design, Commercial Baking and Culinary Arts

The first-place awards are a \$1,000 scholarship, the second-place awards are \$750, the third-place awards are \$500 each are renewable for up to four years for a maximum of \$4000 for first-place, \$3000 for second-place and \$2000 for third place to attend an Art Institutes Campus in the state the scholarship was awarded. Scholarship awards are contingent upon acceptance to the chosen Art Institutes school and are awarded in the form of a tuition credit. All tuition scholarships are awarded toward a bachelor's or associate degree, diploma program, or certificate program and are awarded equally over the course of the student's academic program. Tuition scholarships are non-transferable. Upon accepting the scholarship, the winner must begin his or her studies in the summer or fall quarter following high school graduation. Winners must

maintain a 2.5 GPA or higher. Tuition scholarships are not redeemable for cash. The tuition scholarship is applied against academic tuition and may not be applied against fees, housing, living expenses, or program supplies and may not be transferred between affiliate schools. Scholarship recipients must not interrupt their studies; interruption of studies will result in loss of the scholarship.

For additional content and details, contact Greta Beller with The Art Institutes at [AiScholarships@aii.edu](mailto:AI Scholarships@aii.edu)

Federal Grants & Loans

Federal College Work Study

The Federal Work-Study program provides students the opportunity to meet part of their education expenses by working part-time on- or off-campus. Students can earn up to the amount of their unmet need (the difference between expenses and all resources). A limited number of assignments are available and students must apply and qualify for each position. Not all qualifying students can be provided with a Federal Work-Study position. Priority is given to students with the greatest financial need, as determined by the results of the FAFSA.

Federal Pell Grant

Grants are financial awards that do not need to be repaid. The Federal Pell Grant is based on financial need, as determined by the results of the FAFSA, for undergraduate students who do not already have a bachelor or professional degree. Students must file the FAFSA in order to apply and are encouraged to file online at www.fafsa.gov. Eligibility is determined by a standard U.S. Department of Education formula, which calculates family size, income and other resources of the student and of the parents, if the student is considered a dependent student for federal aid purposes. The actual amount of the award is based upon the cost of attendance, enrollment status, and the amount of money appropriated by Congress to fund the program. Congress reserves the right to amend this and all federal aid programs at any time. Students are limited to 12 semesters or 18 quarters of lifetime eligibility. Students are encouraged to know their current total Pell amount received and can check their status at www.nsls.ed.gov.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a federal grant program administered by the school for undergraduate students with exceptional financial need, as determined by the FAFSA, with priority given to students with current Federal Pell Grant eligibility. There is a limited amount of funds and the school will determine to whom and how much it will award based on federal guidelines. The school cannot guarantee that every eligible student will receive a grant.

Federal Direct Loan Program

Loans are sources of financial aid that must be repaid. Federal Direct Loans are fixed rate low-interest loans that are made to the student by the federal government. Application for the Direct Loan is through the FAFSA and is not based on credit or income. Subsidized loans are need based for those students who demonstrate sufficient financial need, as determined by the results of the FAFSA. Students will not be charged interest on a subsidized loan while they are enrolled in a degree program at least half time, during the 6 month grace period or during periods of deferment. Unsubsidized loans are not need based and interest will accrue beginning at disbursement until the loan is paid in full. Students can choose to pay the interest as it is charged or they can choose to have it capitalized on their loan amount, increasing the overall amount due at time of repayment.

Repayment of subsidized and unsubsidized loans begins six months after the student graduates, withdraws from school, or falls below half-time enrollment status. Students must also complete a federal Master Promissory Note (MPN) along with an Entrance Interview in order for the loan to be certified by the school and funds to be sent to the school on behalf of the student. Please check with the Student Financial Services office for subsidized and unsubsidized interest rates.

Students are eligible for yearly loan amounts based on their academic level in school, also in consideration of any previous borrowing at this or any other institution within the academic year. Students are eligible for a fixed amount of Federal Direct Loan money for their complete educational career, called their aggregate maximum. Students are encouraged to know their current federal loan yearly and aggregate amount that they have borrowed at all times. Students can find their current loan information at www.nsls.ed.gov.

Yearly Loan Limits

	Dependent	Independent
Freshmen	\$5,500	\$9,500
Sophomores	\$6,500	\$10,500
Third and Fourth Year	\$7,500	\$12,500
Graduate Students		\$20,500

Aggregate Loan Limits

- \$31,000 as a dependent undergraduate (up to \$23,000 may be subsidized).
- \$57,500 as an independent undergraduate (only \$23,000 of this amount may be in subsidized loans).
- \$138,500 as a graduate student (only \$65,500 of this amount may be in subsidized loans). The graduate debt limit includes any Stafford loans received for undergraduate study.
- \$224,000 as a graduate student who also qualifies for the additional unsubsidized loan for health professions. (only 65,500 of this amount may be in subsidized loans). This limit includes all other undergraduate and graduate Stafford loans.

Federal Parent Loan for Undergraduate Students - PLUS

The PLUS loan, is available to parents of dependent undergraduate students only. PLUS loans are fixed interest rate loans that are not based on need. The PLUS loan amount cannot exceed the student's cost of education minus all other financial aid resources the student is receiving. The student must complete the FAFSA. A credit check is required of the parent borrower and either or both parents may borrow through this program. If a parent is denied the PLUS loan the student is automatically eligible for the independent Direct Loan amount for that year. This additional amount is unsubsidized only. Repayment begins within 60 days of final disbursement of the loan within a loan period and deferment options may be available.

Vocational Rehabilitation Programs

Every state has programs to help people with physical and mental disabilities. Some states offer retraining programs for people who have been out of the job market for a length of time, for example. Eligibility criteria and amounts vary according to federal, state and private agency regulations. Students must apply directly to and be approved for benefits through the appropriate federal, state, or private agency. For more information, contact your local vocational rehabilitation office, unemployment office, or your state department of human resources.

Veterans Education Act

The Veterans Education Act provides varying levels of assistance to eligible veterans, disabled veterans, and their dependents. If you are a veteran or the dependent of a veteran, contact the local Veterans Affairs office in your region, visit www.gibill.va.gov.

Departments of Veterans Affairs and Defense Education Benefits

The Art Institutes have been approved by the Veterans Education, Texas Veterans Commission for the training of veterans and eligible veterans' dependents. Where applicable, students utilizing the Department of Veterans Affairs education benefits may receive assistance from the School Certifying Official in the filing of appropriate forms. These students must maintain satisfactory attendance and academic progress (refer to the Policies and Procedures section of the catalog for more information).

Students receiving veterans' benefits must report all prior education and training. The Art Institutes will evaluate prior credit and accept that which is appropriate. Students with questions should contact the Veterans Education, Texas Veterans Commission; P.O. Box 12277; Austin, TX 78711-2277; Phone: 512-463-3168 / Toll Free: 877-898-3833; Fax: 512-463-3932; <http://www.tvc.state.tx.us/>.

For students using Veterans Affairs (VA) education benefits, any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following website: <http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

As a Department of Defense Memorandum of Understanding education institution participant and signatory, The Art Institutes are approved for Tuition Assistance. Eligibility for Tuition Assistance varies by military branch. Military spouses may also be eligible to use Department of Defense educational benefits under the Military

Spouse Career Advancement Scholarship (MyCAA) program. Service members or military spouses wishing to use Department of Defense education benefits must obtain approval from their respective military branch or the Department of Defense prior to starting the course. While benefit and eligibility information is provided by The Art Institutes, the ultimate approval of a student's ability to use a particular benefit is determined by the respective government agency offering the benefit. Eligible service members, veterans and dependents may contact the Student Financial Services department at The Art Institutes to learn more about these programs and participation. For additional information, visit the school military website at <https://www.artinstitutes.edu/admissions/details/military-benefits>.

VA Pending Payment Compliance

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://benefits.va.gov/gibill/>

Changes to Tuition and Fee Debt Under the Post-9/11 GI Bill® (Chapter 33) and Other Updates

Under Section **1019 of Public Law 116-315**, debts created by student withdrawals after the 100% refund deadline will be billed back to The Art Institute of Houston (AiH). AiH will hold Chapter 33 students responsible for this debt. Please read about the changes to tuition and fee debt for Post-9/11 GI Bill® (Chapter 33) students, along with other VA and AiH Policy updates impacting students as of August 1, 2021 **in the Military Brochure that can be found here** <https://www.artinstitutes.edu/military-benefits>.

Refund Policies

Examples of the calculations for these policies are available in the Student Accounting Office

As allowed under Federal, state, and accreditation agency rules, the refund policy may be changed. Students will be notified approximately sixty (60) calendar days in advance of any changes. Students dropping all courses in a term are considered withdrawn for refund purposes. All students will be subject to the institutional refund policy. In addition, students who receive Federal student aid are also subject to the Return of Title IV Funds Policy.

Initial Period of Enrollment and Cancellation Refund Policy for First-Time Undergraduate Students

For purposes of this Initial Period of Enrollment Policy, a first-time undergraduate student is defined as a student who is not currently enrolled, is not a prior graduate from an undergraduate program, and does not have a prior enrollment in a withdrawn or dismissal status. For students in graduate programs and undergraduate students who have previously attended, please see the Refund Policy Prior to Class Start section of the enrollment agreement and catalog. The school provides all new applicants seeking a first-time enrollment in any on-ground undergraduate program of study, including hybrid programs, an Initial Period of Enrollment. The Initial Period of Enrollment allows first-time undergraduate students the ability to begin classes as a non-regular student, without any financial penalty, to determine if our school and educational program are right for the student. Students who enroll may cancel their enrollment prior to the start of the term or within seven (7) calendar days following the first day of the student's first scheduled class, whichever is later (referred to as the "Initial Period"). The chart below illustrates the days in the Initial Period for a non-regular student:

Class Days	Initial Period Days	Number of Calendar Days in Initial Period
April 28 th = 1 st Scheduled Class		1
April 29 th	1 st Day of Initial Period	2
April 30 th	2	3
May 1 st	3	4
May 2 nd	4	5
May 3 rd	5	6
May 4 th	6	7
May 5 th	7 th = Last Day of Initial Period	8
May 6 th	Initial period over – student is eligible to be reviewed for full admission	9

A first-time undergraduate student who notifies the school of the intent to withdraw in person or in writing, or simply stops attending and does not attend classes past the seventh (7th) calendar day following the student's first day of the term or first scheduled class, whichever is later, will be considered a cancellation. The school will refund any monies paid on the student's behalf and will remove any charges from the student's account. All refunds will be made within thirty (30) calendar days of the date of the cancellation.

During a first-time student's Initial Period of Enrollment in an undergraduate program, the student is considered a non-regular student for federal student aid purposes and is not eligible to receive federal, state or any other types of aid during this period.

Please note, a first-time undergraduate student who is receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid if the student cancels within the seventh (7th) calendar day following the student's first scheduled class or does not meet the requirements for admission to the school.

Students who complete the Initial Period of Enrollment will be reviewed for full admission into the school as a regular student on the ninth (9th) respective calendar day (the day after the first calendar day plus seven (7) calendar days). Students are required to meet all school admission requirements and any additional programmatic admission requirements that apply to the student's program of study. Students completing the Initial Period of Enrollment who continue in the educational program will be subject to all student policies back to the first day of the student's first term or first scheduled class day, whichever is later, including the withdrawal, refund and Return to Title IV policy should the student cease attending at a later date. In order to qualify for aid, students must be a regular student and meet all federal, state, or other types of aid eligibility requirements.

Cancellation Refund Policy Student

Examples: Example 1:

- 1 Student's first scheduled class is January 5th.
- 2 Student ceases to attend and his or her last date of attendance is January 9th (the 4th day).
- 3 Student would no longer be enrolled and would not be eligible for any Title IV, state aid and other aid program funding nor would the student be charged tuition or fees for any portion of his or her Initial Period or for the term.
- 4 Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Example 2:

- 1 Student's first scheduled class is January 5th.
- 2 Student remains enrolled and attends class through January 14 (the 9th day), then ceases enrollment and attendance.

- 3 Student would be charged for the full class amount and his or her refund, if any, would be calculated based on withdrawal on day ten (10) of the class.
- 4 Student would be eligible for Title IV, veteran's benefits, state aid, and other aid programs, if all other conditions are met for admission and aid eligibility, since he or she became a regular student after January 11th (the 7th day).
- 5 Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Refund Policy Prior to Class Start

Applicants may cancel their enrollment in person or in writing before the beginning of classes.

An applicant not requesting cancellation before the scheduled starting date indicated on the enrollment agreement will be considered a student.

1. All monies paid by applicants will be refunded if they are not accepted for admission.
2. All monies paid by the applicant will be refunded if a request to cancel the contract is made by the applicant prior to the beginning of classes or within five (5) business days after signing the enrollment agreement, whichever is later, and making an initial payment.
3. Refunds will be made within thirty (30) calendar days after the applicant's/student's request to cancel application or within thirty (30) calendar days after his/her first scheduled class.

Refund Policy After Class Start

In the event of withdrawal by the student or termination by the school during any quarter of study:

1. Prepaid tuition and fees for any period beyond the student's current quarter will be refunded in full.
2. The student may officially withdraw from school by notifying the Office of the Registrar in person or in writing. The termination date will be the student's last date of attendance. If the student stops attending without notifying the Office of the Registrar, the school shall determine the date of withdrawal. This determination date will be considered the notification date for refunding purposes. Refunds due shall be paid within thirty (30) calendar days of the notification date, unless the student is withdrawing at the end of the quarter.
3. Refunds for a student notifying the school prior to the end of a quarter that he/she will be withdrawing at the end of that quarter will be paid within thirty (30) calendar days of the last day of that quarter.
4. For a student who attended a previous quarter of study and did not indicate that he/she was not returning, refunds will be made within thirty (30) calendar days of the first scheduled day of class in the quarter in which the student was expected to return.
5. The refund shall be paid to the student, unless payment to a lender or other entity is required by the terms of a student financial aid program in which the school participates.
6. A student who must withdraw due to documentable mitigating circumstances, such as extreme illness or personal emergency, that make it impractical for the student to complete the quarter, may file an appeal requesting an adjustment to his/her account balance for the term in which the student withdrew. A written appeal must be submitted to Academic Affairs or the Appeals Committee for review. The written appeal must be supported with appropriate documentation of the mitigating circumstance(s). If the student's appeal is approved, the student may be eligible to receive a financial credit, to be determined by the school, to the student account balance at the time of return.
7. Each academic quarter is eleven (11) weeks in duration. The calculation of refunds is based upon the last day of attendance within the quarter.
8. Session II academic terms are approximately five and one-half (5 ½) weeks in duration. The calculation of refunds is based upon the last day of attendance within the term. Information in the catalog or student handbook will apply except for the following changes specific to Session II courses: The add/drop period is two (2) days from the start of Session II courses and financial aid eligibility may change if the student drops or adds one or more courses. Please see your Financial Aid Officer before dropping or adding a course.

9. If a student has not attended sixty (60) percent of the academic term, the school shall not retain or be entitled to payment for a percentage of any tuition and fees or other educational costs for a session that was scheduled to be taken during the relevant academic term but was not attended because the student withdrew from school prior to the commencement of the session. For example, if a student is enrolled for multiple sessions within the term but withdraws completely from school prior to the start of a subsequent session within the academic term, the adjustment of charges based on the student's last date of attendance will be applied to the applicable period of attended session(s) using the session(s) charges and the start date of the first attended session through the end date of the last attended session within the academic term. Charges for the unattended session(s) after the student's last date of attendance within the academic term will be reversed for the Institutional Refund Policy, or State Refund Policy, where applicable. The reversal of applicable charges will be completed after the Return of Title IV Policy. For the Return of Title IV, the evaluation period and term charges include the entire period in which the student registered.

10. If a student has attended sixty (60) percent of the academic term, the evaluation period and academic term charges include the entire period in which the student registered. The Institutional Refund Policy, or State Refund Policy, where applicable, shall be applied based on the student's last date of attendance in the academic term using the academic term charges, aid disbursed during the academic term, and the start date of the first session through the end date of the last session within the academic term. For the Return of Title IV, the evaluation period and academic term charges include the entire period in which the student registered.

Adjustment of Charges for the Quarter or Courses Only Delivered in Session I or in Session II

In accordance with school policy, in the event of withdrawal by the student, or suspension or termination by the school:

In the event of withdrawal or suspension or termination from school, the school will retain earned tuition and fees for the quarter and mid-quarter or single course as follows, based on the week in which the student withdraws:

Week 1	25% of the term's tuition and fees
Week 2	50% of the term's tuition and fees
Week 3	75% of the term's tuition and fees
After Week 3	100% of the term's tuition and fees

Refund Policy for 5.5 Week

Course Withdrawal

Students who withdraw from a Session I or Session II online course after the add/drop period are treated the same as if they withdrew from an on-ground course. Session II courses begin approximately the day after the Session I courses end, and run approximately five and one-half (5 ½) weeks. The ending date of the second session may not coincide with ending date of the on-ground courses.

Official and Unofficial Withdrawal

To officially withdraw, the student will need to notify the Office of the Registrar in person or in writing. The registrar will assist the student to complete the withdrawal process and will determine the last date of attendance and the date of determination. The date of determination would be the earlier of the date the student begins the school's withdrawal process or the date the student provides notice. For students who unofficially withdraw, the Registrar will determine the last date of attendance using attendance records. The refund policies shall apply in the event that a student withdraws, is suspended, or is terminated from school.

The Art Institutes are dedicated to serving and assisting our students. A student who encounters issues that require him/her to discontinue attendance in his/her course(s) within or following a quarter, but intends to continue taking courses in a subsequent quarter, may request to reenter and register for the appropriate term. The student must complete a Withdrawal Form obtained by contacting his/her Student Mentor or the Office of the Registrar.

Students who provide a return start date may be scheduled into new or retake courses. Students may also request a re-entry appointment with Financial Aid during the official withdrawal process. The date of determination would be the date the student provides notice. All students will be subject to the necessary refund policies as outlined.

A student who withdraws from a program before the end of week nine (9) for an eleven (11) week term (before the end of week four (4) for a five and one-half (5 ½) week term) will be assigned a "W" code for each course within that quarter. Every course for which a student receives an "F", or a "W" grade/code must be repeated and completed with a passing grade in order to graduate. The original grade/code and the subsequent passing grade(s) will remain on the record for reference purposes. However, when a course is successfully repeated, only the passing grade will be computed in the grade point average. Tuition is charged for repeated courses.

When a final course grade has been established and recorded in the student record, the grade may not be changed without approval by Academic Affairs. Withdrawals and failed courses can affect the student's Incremental Completion Rate and ability to succeed.

For the purpose of determining a refund, a student is deemed to have withdrawn from a course of instruction when any of the following occur:

1. The student notifies the school of withdrawal or of the date of withdrawal.
2. The school terminates the student's enrollment in accordance with institutional policies.
3. The student exceeds the number of absences allowed in accordance with institutional policies, and must be withdrawn from school. The date of withdrawal shall be deemed the last date of recorded attendance.
4. All refunds and return of funds will be made within thirty (30) calendar days of the date of determination.

Voluntary Intent To Continue Policy

The Art Institute considers a student as withdrawn when he or she drops all courses within a session. Students who are in the first session or second session of their quarter and are administratively dropped from all of their courses in that session must have a Voluntary Intent To Continue form on file or will be considered withdrawn from the institution. Students will have ten calendar days from the last day of attendance or seven days during the add/drop period to file the Voluntary Intent To Continue request. Students who do not have a Voluntary Intent To Continue form on file after ten calendar days from the last day of attendance or seven days during the add/drop period are dropped from all their courses will be administratively withdrawn from the institution.

Return of Federal Title IV Aid

In compliance with Federal regulations, the school will determine how much Federal student financial assistance the student has earned or not earned when a student who is a Title IV recipient withdraws from school.

The school will calculate the percentage and amount of awarded Federal student financial assistance that the student has earned if the student withdraws up through the sixty (60) percent point of the term or session if the student is only attending a session. If the student has completed more than sixty (60) percent of the term, the student earns one hundred (100) percent of the Federal student financial assistance.

The amount earned will be based on the percentage of the term that was completed in days up to and including the last date of attendance. To calculate the amount earned, the school will determine the percentage by dividing the number of calendar days completed in the term up to and including the last date of attendance by the total number of calendar days in the term. If there is a scheduled break of five (5) or more days, it will reduce the term length and if the scheduled break is before the student's last date of attendance, it will also reduce the calendar days completed.

If the student received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal Direct PLUS Loans, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant. Funds will be returned to the aid source within forty-five (45) calendar days of the date that the school determines that the student has withdrawn.

If more Federal student financial assistance has been earned than has been received, the student may be eligible for a post-withdrawal disbursement. The school will notify the student of any post-withdrawal disbursement loan funds for which the student may be eligible and what steps need to be taken for the Federal financial assistance funds to be received. The student or parent, in the case of the Federal PLUS Loans, needs to provide permission before any loan funds may be disbursed on the student's account or disbursed to the student or parent. However, the school may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school), and, with the student's authorization, the school may automatically use the grant funds for other educationally-related charges. Any balance of grant funds that may be available will be offered to the student.

If Federal student financial assistance funds need to be returned, the institution must return a portion or all of the unearned funds equal to the lesser of:

- The institutional charges multiplied by the percentage of the unearned Federal student financial assistance funds; or
- The entire amount of unearned funds.

If there are remaining unearned Federal financial aid funds to be returned, the student must return any loan funds that remain to be returned in accordance with the terms and conditions of the promissory note. If the remaining amount of funds to be returned includes grant funds, the student must return any amount of the overpayment that is more than half of the grant funds received. The school will notify the student as to the amount owed and how and where it should be returned.

If students are only scheduled to attend Session I or Session II, the Return of Title IV calculation as described in the Enrollment Agreement will be applied to the applicable Session attended using the session start and end dates.

Financial Aid Refund Distribution Policy

All students receiving financial aid who withdraw from the program may have to return any refund amount to the appropriate Student Financial Aid Program in accordance with the refund distribution schedule which follows:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal PLUS
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant
6. Other federal, state, private, or institutional aid programs, if required by the program
7. Students

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") sets out requirements designed to afford students certain rights with respect to their education records. This information also pertains to students enrolled in distance courses and programs. In addition, it puts limits on what information The Institute may disclose to third parties without receiving prior written consent from the student.

I. Procedure to Inspect Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to the Registrar. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student's records.

Certain limitations exist on a student's right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior to January 1, 1975; (iii) confidential letters and recommendations

placed in their files after January 1, 1975 to which the student has waived his or her right to inspect and review and that are related to the student's admission, application for employment or job placement, or receipt of honors. In addition, the term "education record" does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

II. Disclosure of Educational Records

The Art Institute of Houston **and its branch campuses** generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student's prior written consent to the following individuals or institutions or in the following circumstances:

To The Art Institute of Houston officials who have been determined by the school to have legitimate educational interests in the records. A school official is

- a) a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
- b) a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.

Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for The Art Institute of Houston and its branch campuses has a legitimate educational interest.

1. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
2. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
3. To organizations conducting certain studies for or on behalf of the school.
4. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
5. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
6. To comply with a judicial order or lawfully issued subpoena.
7. To appropriate parties in health or safety emergencies.
8. To officials of another school in which a student seeks or intends to enroll.
9. To an alleged victim of a crime of violence or a nonforcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.
10. To persons in addition to the victim of a crime of violence or nonforcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or nonforcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (The school, in such instances, may only disclose the name of the perpetrator not the name of any other student, including a victim or witness without the prior written consent of the other student(s)).
11. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
12. Directory information (see Section IV below).
13. Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received and most recent educational institution attended. It does not include and The Art Institute

of Houston nor its branch campuses will not provide: social security numbers, race, ethnicity, nationality, GPA, grades, low performing student lists, religious affiliation, students with loans in default, veteran's status, students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

III. Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to The Art Institute of Houston officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), The Art Institute of Houston and its branch campuses will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

IV. Directory Information

The Art Institute of Houston designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student's consent):

- Student's name
- Address: Local, email and website
- Telephone number (local)
- Date and place of birth
- Program of study
- Participation in officially recognized activities
- Dates of attendance
- Degrees and certificates awarded
- Most recent previously attended school
- Photograph of the student, if available
- Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
- Student honors and awards received.
- The height and weight of athletic team members

Notice of these categories and of the right of an individual in attendance at The Art Institute of Houston and its branch campuses to request that his/her directory information be kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Office of the Registrar.

The Art Institute of Houston 4140 Southwest Freeway Houston, TX 77027	The Art Institute of Austin 1204 Chestnut Street Bastrop, TX 78602
The Art Institute of San Antonio 10000 IH-10 W, Suite 200 San Antonio, TX 78230	

Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above designated categories of personally identifiable directory information.

V. Correction of Educational Records

Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

1. A student must ask the Registrar to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
2. The Art Institute of Houston and its branch campuses may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in

- violation of the student's privacy rights.
3. Upon request, The Art Institute of Houston and its branch campuses will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of The Art Institute of Houston or its branch campuses. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by other people, including an attorney.
 4. The Art Institute of Houston and its branch campuses will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.
 5. If, as a result of the hearing, The Art Institute of Houston and its branch campuses decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.
 6. If, as a result of the hearing, The Art Institute of Houston and its branch campuses decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.
 7. If a statement is placed in the education records of a student under paragraph 6 above, The Art Institute of Houston will and its branch campuses: (a) maintain the statement with the contested part of the record for as long as the record is maintained; and (b) disclose the statement whenever it discloses the portion of the record to which the statement relates.

VI. Student Right to File Complaint

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by The Art Institute of Houston to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

Family Policy Compliance Office
United States Department of
Education 400 Maryland Avenue,
S.W. Washington, DC 20202-4605

Students Right to Know Act

According to regulations published by the Department of Education based on the Student-Right-to-Know-Act, the graduation/completion rates for first-time, full-time students who entered school and graduated/completed within 150% of the normal time to complete the program must be made available to current and prospective students. Students desiring specific consumer information regarding the school should see Academic Affairs.

Tuition & Fees

The Art Institute of Houston

Program of Study	Degree	Credit Hours	Program Length (Qtrs)	Instructional Weeks	Tuition per Credit Hour	Lab Fee	Approx. Total Cost / Program†
Associate of Applied Science (AAS)							
Baking & Pastry	AAS	90	7	77	\$575		\$51,750
Culinary Arts	AAS	90	7	77	\$575		\$51,750
Graphic Design	AAS	90	6	66	\$575		\$51,750
Restaurant & Catering Management	AAS	90	6	66	\$575		\$51,750
Bachelor of Fine Arts (BFA)							
Digital Filmmaking & Video Production	BFA	180	12	132	\$575		\$103,500
Digital Photography	BFA	180	12	132	\$575		\$103,500
Fashion Design	BFA	180	12	132	\$575		\$103,500
Game Art & Design	BFA	180	12	132	\$575		\$103,500
Graphic & Web Design	BFA	180	12	132	\$575		\$103,500
Interior Design	BFA	180	12	132	\$575		\$103,500
Media Arts & Animation	BFA	180	12	132	\$575		\$103,500
Bachelor of Science (BS)							
Audio Production	BS	180	12	132	\$575		\$103,500
Culinary Management	BS	180	12	132	\$575		\$103,500
Fashion & Retail Management	BS	180	12	132	\$575		\$103,500
Diploma (D)							
Baking & Pastry	D	55	5	55	\$575	\$1,500	\$33,125
Culinary Arts	D	55	5	55	\$575	\$1,500	\$33,125
Digital Image Management	D	48	4	44	\$575		\$27,600
Fashion Retailing	D	48	4	44	\$575		\$27,600

*This program is no longer accepting new enrollments.

The table above is calculated at full load, which is an average of 15 credit hours per quarter. The calculation would be based on 12 credit hours per quarter if a student were to take the minimum allowable credits required to still be considered a full time student.

† Approximate total cost is based on the current tuition credit hour rate. Total cost will increase with each per credit hour tuition increase. In-state and out of state tuition are the same.

Registering over 18 credit hours per quarter requires the permission of the Department Chairs or Dean of Academic Affairs at the student's home campus. Tuition includes required textbooks for all courses within the student's program of study. Tuition also includes basic entry equipment and materials needed for beginning each program of study. Students are responsible for procuring and/or replenishing any other equipment or materials as required.

CULINARY LAB FEES: Lab fees above represent the total for timely, successful completion of the program and are charged per credit hour. Retaking courses will increase the lab fee charge.

Please visit our [Student Consumer Information](#) page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, fulltime or at full load. Changing programs, beginning programs at the midterm start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

The Art Institute of Austin

Program of Study	Degree	Credit Hours	Program Length (Qtrs)	Instructional Weeks	Tuition per Credit Hour	Lab Fee	Approx. Total Cost / Program†
Associate of Applied Science (AAS)							
Graphic Design	AAS	90	6	66	\$575		\$51,750
Bachelor of Fine Arts (BFA)							
Digital Filmmaking & Video Production	BFA	180	12	132	\$575		\$103,500
Digital Photography	BFA	180	12	132	\$575		\$103,500
Fashion Design	BFA	180	12	132	\$575		\$103,500
Game Art & Design	BFA	180	12	132	\$575		\$103,500
Graphic & Web Design	BFA	180	12	132	\$575		\$103,500
Interior Design	BFA	180	12	132	\$575		\$103,500
Media Arts & Animation	BFA	180	12	132	\$575		\$103,500
Bachelor of Science (BS)							
Audio Production	BS	180	12	132	\$575		\$103,500
Fashion & Retail Management	BS	180	12	132	\$575		\$103,500
Diploma (D)							
Digital Image Management	D	48	4	44	\$575		\$27,600
Fashion Retailing	D	48	4	44	\$575		\$27,600

*This program is no longer accepting new enrollments.

The table above is calculated at full load, which is an average of 15 credit hours per quarter. The calculation would be based on 12 credit hours per quarter if a student were to take the minimum allowable credits required to still be considered a full time student.

† Approximate total cost is based on the current tuition credit hour rate. Total cost will increase with each per credit hour tuition increase. In-state and out of state tuition are the same.

Registering over 18 credit hours per quarter requires the permission of the Department Chairs or Dean of Academic Affairs at the student's home campus. Tuition includes required textbooks for all courses within the student's program of study. Tuition also includes basic entry equipment and materials needed for beginning each program of study. Students are responsible for procuring and/or replenishing any other equipment or materials as required.

CULINARY LAB FEES: Lab fees above represent the total for timely, successful completion of the program and are charged per credit hour. Retaking courses will increase the lab fee charge.

Please visit our Student Consumer Information page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, fulltime or at full load. Changing programs, beginning programs at the midterm start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

The Art Institute of San Antonio

Program of Study	Degree	Credit Hours	Program Length (Qtrs)	Instructional Weeks	Tuition per Credit Hour	Lab Fee	Approx. Total Cost / Program†
Associate of Applied Science (AAS)							
Baking & Pastry	AAS	90	7	77	\$575		\$51,750
Culinary Arts	AAS	90	7	77	\$575		\$51,750
Graphic Design	AAS	90	6	66	\$575		\$51,750
Restaurant & Catering Management	AAS	90	6	66	\$575		\$51,750
Bachelor of Fine Arts (BFA)							
Digital Filmmaking & Video Production	BFA	180	12	132	\$575		\$103,500
Digital Photography	BFA	180	12	132	\$575		\$103,500
Fashion Design	BFA	180	12	132	\$575		\$103,500
Game Art & Design	BFA	180	12	132	\$575		\$103,500
Graphic & Web Design	BFA	180	12	132	\$575		\$103,500
Graphic Design	BFA	180	12	132	\$575		\$103,500
Interior Design	BFA	180	12	132	\$575		\$103,500
Media Arts & Animation	BFA	180	12	132	\$575		\$103,500
Web Design & Interactive Media*	BFA	180	12	132	\$575		\$103,500
Bachelor of Science (BS)							
Culinary Management	BS	180	12	132	\$575		\$103,500
Fashion & Retail Management	BS	180	12	132	\$575		\$103,500
Diploma (D)							
Baking & Pastry	D	55	5	55	\$575	\$1,500	\$33,125
Culinary Arts	D	55	5	55	\$575	\$1,500	\$33,125
Digital Image Management	D	48	4	44	\$575		\$27,600
Fashion Retailing	D	48	4	44	\$575		\$27,600

*This program is no longer accepting new enrollments.

The table above is calculated at full load, which is an average of 15 credit hours per quarter. The calculation would be based on 12 credit hours per quarter if a student were to take the minimum allowable credits required to still be considered a full time student.

† Approximate total cost is based on the current tuition credit hour rate. Total cost will increase with each per credit hour tuition increase. In-state and out of state tuition are the same.

Registering over 18 credit hours per quarter requires the permission of the Department Chairs or Dean of Academic Affairs at the student's home campus. Tuition includes required textbooks for all courses within the student's program of study. Tuition also includes basic entry equipment and materials needed for beginning each program of study. Students are responsible for procuring and/or replenishing any other equipment or materials as required.

CULINARY LAB FEES: Lab fees above represent the total for timely, successful completion of the program and are charged per credit hour. Retaking courses will increase the lab fee charge.

Please visit our Student Consumer Information page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, fulltime or at full load. Changing programs, beginning programs at the midterm start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

Academic Calendar

ACADEMIC CALENDAR 2022-23

The Academic Calendar has been developed to assist each school in long range planning with common starting and ending dates for each quarter.

Fall 2022 (start dates 10/3, 10/17, 11/10 11/28)

Holidays in the Quarter = Friday November 11th, Thursday November 24th and Friday November 25th

Session I: 11 Weeks

October 3 – December 17
Last Day to Add/Drop October 10
Last Day to Withdraw December 3 (end of week 9)

Session I: 5.5 Weeks

October 3 – November 9
Last Day to Add/Drop October 10
Last Day to Withdraw October 29(end of week 4)

Session II: 5.5 Weeks

October 17 – November 23
Last Day to Add/Drop October 24
Last Day to Withdraw November 12(end of week 4)

Session 8 week: 8 weeks

October 17 – December 10
Last Day to Add/Drop October 24
Last Day to Withdraw November 26(end of week 6)

Mid-Quarter: 5.5 Weeks

November 10 – December 17
Last Day to Add/Drop November 18
Last Day to Withdraw December 10(end of week 4)

Session III – 3 weeks

November 28 – December 17
Last Day to Add/Drop December 1
Last Day to Withdraw December 10 (end of week 2)

Winter 2023 (start dates 1/9, 1/23 ,2/16, 3/6)

Holidays in the Quarter = Monday, January 16th and Friday February 24th

Session I: 11 Weeks

January 9 – March 25
Last Day to Add/Drop January 17
Last Day to Withdraw March 11 (end of week 9)

Session I: 5.5 Weeks

January 9 – February 15
Last Day to Add/Drop January 17
Last Day to Withdraw February 4(end of week 4)

Session II: 5.5 Weeks

January 23 – March 1
Last Day to Add/Drop January 30
Last Day to Withdraw February 18(end of week 4)

Session 8 week: 8 weeks

January 23 – March 18
Last Day to Add/Drop January 30
Last Day to Withdraw March 4(end of week 6)

Mid-Quarter: 5.5 Weeks

February 16 – March 25
Last Day to Add/Drop February 25
Last Day to Withdraw March 18(end of week 4)

Session III: 3 Weeks

March 6 – March 25
Last Day to Add/Drop March 9
Last Day to Withdraw March 18 (end of week 2)

Spring 2023 (start dates 4/3, 4/17,5/11, 5/29)

Holidays in the Quarter = Monday May 29th

Session I: 11 Weeks

April 3– June 17
Last Day to Add/Drop April 10
Last Day to Withdraw June 3 (end of week 9)

Session I: 5.5 Weeks

April 3– May 10

Last Day to Add/Drop April 10

Last Day to Withdraw April 29(end of week 4)

Session II: 5.5 Weeks

April 17 – May 24

Last Day to Add/Drop April 24

Last Day to Withdraw May 13(end of week 4)

Session 8 week: 8 weeks

April 17 – June 10

Last Day to Add/Drop April 24

Last Day to Withdraw May 27(end of week 6)

Mid-Quarter: 5.5 Weeks

May 11 – June 17

Last Day to Add/Drop May 19

Last Day to Withdraw June 10 (end of week 4)

Session III: 3 Weeks

May 29 – June 17

Last Day to Add/Drop June 1

Last Day to Withdraw June 10 (end of week 2)

Summer 2023 (start dates 7/10, 7/24,8/17,9/4)**Holidays in the Quarter = Monday Sept 4th****Session I: 11 Weeks**

July 10 – September 23

Last Day to Add/Drop July 17

Last Day to Withdraw September 9 (end of week 9)

Session I: 5.5 Weeks

July 11 – August 16

Last Day to Add/Drop July 17

Last Day to Withdraw August 5(end of week 4)

Session II: 5.5 Weeks

July 24 – August 30

Last Day to Add/Drop July 31

Last Day to Withdraw August 19(end of week 4)

Session 8 week: 8 Weeks

July 24 – September 16

Last Day to Add/Drop July 31

Last Day to Withdraw September 2(end of week 6)

Mid-Quarter: 5.5 Weeks

August 17 – September 23

Last Day to Add/Drop August 25

Last Day to Withdraw September 16(end of week 4)

Session III: 3 Weeks

September 4 – September 23

Last Day to Add/Drop September 7

Last Day to Withdraw September 16(end of week 2)

Fall 2023 (start dates 10/2, 10/16 11/9 11/27)**Holidays in the Quarter = Friday November 10th, Thursday November 23rd and Friday November 24th****Session I: 11 Weeks**

October 2 – December 16

Last Day to Add/Drop October 9

Last Day to Withdraw December 2(end of week 9)

Session I: 5.5 Weeks

October 2 – November 8

Last Day to Add/Drop October 9

Last Day to Withdraw October 28(end of week 4)

Session II: 5.5 Weeks

October 16 – November 22

Last Day to Add/Drop October 23

Last Day to Withdraw November 11(end of week 4)

Session 8 week: 8 weeks

October 16 – December 9

Last Day to Add/Drop October 23

Last Day to Withdraw November 25(end of week 6)

Mid-Quarter: 5.5 Weeks

November 9– December 16

Last Day to Add/Drop November 17

Last Day to Withdraw December 9(end of week 4)

Session III – 3 Weeks

November 27 – December 16

Last Day to Add/Drop November 30

Last Day to Withdraw December 9(end of week 2)

Full-Time and Adjunct Faculty

THE ART INSTITUTE OF HOUSTON

Art Foundations

Davis, John (ADJ)	M.F.A., Painting, University of New Orleans
Garcia, Carlos (ADJ)	B.F.A., Printmaking, University of Massachusetts, Amherst M.A., Sculpture, Royal College of Art, London B.F.A., Sculpture, University of Houston
Audio Production	
Jacobsen, Nicolai (FT)	D.M.A., Musical Arts, Rice University, Including Coursework in Electrical and Computer Music Systems and Computer Sound Synthesis M.Mus., Music Composition, University of Missouri – Kansas City B.M. Music Arts, University of Missouri – Kansas City

Culinary Arts

Baze, Ben (ADJ)	B.S., Hotel and Restaurant Management, The University of Houston A.O.S., Culinary Arts, Culinary Institute of America
Catemaxca, Manuel (FT)	M.S., Leadership, South University B.S., Culinary Management, The Art Institute of Houston
Clark, Shelley (ADJ)	M.S., Recreation, Sport and Tourism, University of Illinois B.S., Hotel and Restaurant Management, The University of Houston
Jacquinet, Frances (FT)	M.S., Leadership, South University International Equivalency of a Bachelor's Degree in Culinary Arts, Evaluated by Career Consulting International A.A.S., Culinary Arts, The Art Institute of Houston B.F.A., Graphic Design, The Art Institute of Houston Certificate of Professional Aptitude, Ministry of National Education La Maison Valance, Luneville, France
Small, Elaine (ADJ)	B.S., Home Economics, Southwest Texas State University A.O.S., Culinary Arts, The Culinary Institute of America

Digital Film & Video Production

Barry Atkins (ADJ)	M.A., Mass Communication, Leicester University B.A., English Literature, Brunel University
Gaston, Martin (ADJ)	B.S., International Trade, Texas Tech University

Design & Technical Graphics

Arriola, Luis (ADJ)	M.Arch., Architecture, Texas A&M University B.A., Environmental Design, Texas A & M University
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Fashion Design

Bhatia, Anupam (ADJ)	Post Graduate Diploma, Computer Technology and Management, All India Management Association B.S., Textile Engineering, Maharishi Dayanand University
Markgraf, Wendy (ADJ)	M.S., Textile Marketing, Philadelphia University B.B.A., Marketing, Ursinus College A,A,S., Retailing, York College of Pennsylvania

Strong, David (ADJ) Ph.D., Applied Management and Decision Sciences, Walden University
M.B.A., Marketing, Amber University
B.B.A., Business Management, University of Texas at Austin

Fashion & Retail Management

Markgraf, Wendy (ADJ) M.S., Textile Marketing, Philadelphia University B.A., Marketing,
Ursinus College
A.A.S., Retailing, York College of Pennsylvania

Game Art Design

Jacobsen, Nicolai (FT) D.M.A., Musical Arts, Rice University, Including Coursework in Electrical and
Computer Music Systems and Computer Sound Synthesis
M.Mus., Music Composition, University of Missouri – Kansas City Conservatory of
Music and Dance

General Education

Downey, Carlton (ADJ) Ph.D., Communication Disorders, Louisiana State University
M.A., English, Northwestern State University
B.A., Scholar's Curriculum, Northwestern State University

Gomez-, Vanessa (ADJ) M.A., Art History, University of Illinois-Urbana Champaign
M.A., Humanities, University of Houston-Clear Lake B.A., Applied Design
and Visual Arts, University of Houston-Clear Lake

Keller, James (ADJ) M.A., Communications, Texas Southern University
B.A., Telecommunications, Texas Southern University

Rodriguez, Margarita (ADJ) M.A., Hispanic Linguistics and Literature, University of Houston
B.A., Spanish, University of Houston

Saavedra, Ramiro (ADJ) M.S., Nutrition, Texas Woman's University
M.A. Behavioral Science, University of Houston-Clear Lake B.S., Nutrition,
University of Houston

Whelan, Marie (ADJ) M.S., Dietetics, Mgh Institute of Health Professions B.S., Dietetics, Louisiana
State University

Zinebi, Savannah (ADJ) Ph. D., Biology/Neurosciences, Universite De Provence M.S., Neuroscience,
Universite Claude Bernard Lyon
B.S., Natural Sciences, University of Mohamed I. Morocco

Graphic & Web Design

Briere, Michael (ADJ) M.A., Humanities, California State University Dominguez Hills
B.F.A., Fine Art, Ringling School of Art
A.A.S., Fine Art (Painting), Seminole Community College

Key, Bryan (ADJ) M.A., Digital Media Studies, University of Houston Clear Lake
B.F.A., Communication Graphics, Texas Christian University
B.S., Advertising Art, Texas A&M University-Commerce

Interior Design

Arriola, Luis (ADJ) M.A., Architecture, Texas A&M University
B.A., Environmental Design, Texas A&M University

Bosworth, Bradley (ADJ) M.Arch., Architecture, Texas Tech University B.S., Architecture, Texas Tech University

Fallon, Stephanie (ADJ) M.S., Human Services (Healthcare), Stephen F. Austin University
B.F.A., Interior Design, The Art Institute of Houston

Wood, Lynda (ADJ) M.F.A., Interior Design, University of Houston
M.F.A., Ceramics, North Texas State University B.F.A., Painting,
University of Texas at Austin

Media Arts & Animation

Henderson, Mike (FT) M.F.A., Film/Television/Animation, University of California, Los Angeles

B.A., Media Studies, State University of New York, Buffalo

Williams, Willie (ADJ) M.F.A., Animation and Digital Arts, University of Southern California
B.F.A. Art, Texas A&M University-Kingsville

Photography

Washmon, Katelin (ADJ) M.F.A., Photography, University of Houston B.F.A., Photography,
Texas Woman's University

Art Foundations

Masuda, Diane (ADJ) M.F.A., Studio Arts, The School of the Art Institute of Chicago
B.F.A., Art, University of Hawaii, Manoa

Legarreta, Lorena (ADJ) MBA, Business, International Entrepreneurship; St. Mary's San Antonio
Ba, Computer Information Systems & Marketing, University of Texas
El Paso,
AAS, Culinary Arts, Le Cordon Bleu

Digital Filmmaking & Video Production

Stutz, Collin (ADJ) M.F.A., Screenwriting, American Film Institute
B.A., Film & German Literature, Vassar College

Fashion Design

General Education

Wade, Megan (ADJ) M.A., Sociology, Texas State University
B.S., Psychology, University of The Cumberland B.S., Human Services,
University of The Cumberland

Graphic & Web Design

Masuda, Diane (ADJ) M.F.A., Studio Arts, The School of the Art Institute of Chicago
B.F.A., Art, University of Hawaii, Manoa

Interior Design

Joshi, Bhawya M.Arch., Architecture, Rensselaer Polytechnic Institute
B.Arch., Architecture, Guatam Buddah Technical University

Media Arts & Animation

Byrne, William (FT) M.F.A., Photography & Related Media, School of Visual Art
B.A., Visual Arts & Photography, Richard Stockton College of New Jersey

Photography

Reeves, Petra (ADJ) M.F.A., Photography, Rochester Institute of Technology
B.F.A., Studio Art, Florida Atlantic University

THE ART INSTITUTE OF SAN ANTONIO

Advertising

Turner, Leslie (ADJ) M.S., Advertising, Northwestern University, Evanston, Illinois,
B.A., Advertising, Drew University

Cooper, Scott (FT) M.F.A., Illustration, Academy of Art University
B.F.A., Media Communications, School of Visual Arts

Medellin, Loretta (ADJ) M.F.A., Art, The University of Texas at San Antonio
B.F.A., Fine Arts, Kansas City Art Institute

Rodriguez, David (ADJ) M.A., Graphic Design, Savannah College of Art and Design

Stephens, Vicki (ADJ) M.F.A., Art, The University of Texas at San Antonio
B.F.A., Art, The University of Texas at San Antonio

Culinary Arts

Davila, Leonardo (ADJ) B.S., Culinary Management, The Art Institute of San Antonio

Gutierrez, Andrew (ADJ) B.S., Hotel & Restaurant Management, Conrad Hilton College- University of
Houston
A.O.S., Culinary Arts, The Culinary Institute of America
Continuing Education Certificate In Spanish Cooking, The Culinary Institute of
America, Greystone Campus

Hancock, Christopher (ADJ) B.S., Foodservice Management, Johnson & Wales University
A.A.S., Culinary Arts, Johnson & Wales

Hart, John (ADJ) B.S., Culinary Management, The Art Institute of San Antonio
Perrington, Christina (FT) M.B.A, Business Administration, Argosy University
B.S., Hospitality Management, Florida International University
A.A.S., Culinary Arts, Johnson & Wales University A.A.S., Foodservice
Management, Central Texas College
A.A.S., Hotel/Motel Management, Central Texas College

Reboli, Brienne (ADJ) B.S., Foodservice Management, Johnson & Wales University
A.A.S., Culinary Arts, Johnson & Wales

Rice, Gary (FT) M.B.A., Business Administration, Keller School of Management, DeVry University
A.A.S., Food & Beverage Management, Texas Culinary Academy/Le Cordon Bleu

Therriat, Michael (ADJ) M.S., Military Operational Art and Science, Air University, Air Command & Staff
College
M.S., Hotel and Restaurant Management, Florida International University
B.S., Business Administration and Management, Webber International University

Williams, Gregory (ADJ) M.B.A, Business Administration, Argosy University
B.S., Business Administration, The University of Texas at San Antonio
A.A.S., Culinary Arts, The International Culinary School at The Art Institute of San
Antonio

Woods, Mary Catherine (ADJ) B.S., Management & Merchandising, University of Wisconsin Stout
A.A.S., The Art Institute of Atlanta, Baking & Pastry

Digital Film & Video Production

Bratton, Crystal (ADJ) M.F.A., Creative Writing, Full Sail University M.A., Drama,
Texas Woman's University
B.A., Theater Studies, Yale University

Nouramadi, Homayoun (FT) M.F.A., Film and Digital Imaging, Governors State University
B.F.A., Architecture and The Arts: Moving Images, University of
Illinois at Chicago

Ruiz, Luis (ADJ) B.F.A., Computer Art, Savannah College of Art and Design

Webber, Marilyn (ADJ) M.F.A., Screenwriting, American Film Institute, Los Angeles
B.A., Journalism: Radio/TV/Film, University of Oklahoma

Fashion Design

Bunce, Susan (ADJ) B.F.A., Fashion Design, The University of North Texas

Lazarine, Christiana (ADJ) M.A., Fashion Design, University of The Incarnate Word
B.A., Fashion Management, University of The Incarnate Word

Fashion & Retail Management

Garcia, Jacqueline (ADJ) M.A.A., Arts Administration, University of The Incarnate Word
B.A., Fashion Management and Design, University of The Incarnate Word

Robinson, Shantana (ADJ) D.B.A., General Business, Northcentral University M.S., Management,
Colorado Technical University
B.S., Fashion Merchandising, Southwest Texas University

Game Art & Design

Anderson, Nathan (FT) M.F.A., 3D Modeling, Academy of Art University, San Francisco
B.F.A., New Media, Academy of Art University, San Francisco

Engel, Norman (ADJ) M.F.A., Computer Arts, 3D Animation, Florida Atlantic University
B.A., Fine Arts, Morehead State University

Ruiz, Luis (ADJ) B.F.A., Computer Art, Savannah College of Art and Design

Sandoval, Saul (ADJ) M.F.A., Animation, Academy of Art University
B.A., Strategic Management & Entrepreneurship, The University of North
Texas

Vanderburg, William (ADJ) M.F.A. Interactive Design & Game Development, Savannah College of Art Design
B.F.A., Game Art, The Art Institute of Schaumburg

Villavicencio, Ivan (ADJ) B.S., Industrial Design, Art Center College of Design (Pasadena, Ca)
B.S., Industrial Engineering Design Technology, Louisiana State University

Webber, Marilyn (ADJ) M.F.A., Screenwriting, American Film Institute, Los Angeles
B.A., Journalism: Radio/TV/Film, University of Oklahoma

General Education

Gangadharan, Ajitkumar (ADJ) Ph.D., Physics, Mahatma Gandhi University
M.S., Physics, Cochin University of Science and Technology B.S., Physics, Cochin
University of Science and Technology

Ibey, Marilyn (ADJ)	Ph.D., Education & Human Development, The University of Texas at San Antonio M.A., Biology, University of The Incarnate Word B.S., Biology, McGill University
Kerr, Rebecca (ADJ)	M.A., Communications, University of Colorado B.S., Agricultural Communications, Texas Tech University
Langton, Vanessa (ADJ)	M.A., Art History, The University of Texas at San Antonio B.F.A., Communication Design, Texas State University
Morrow, Daniel (ADJ)	M.A., English, Texas A&M University – Corpus Christi B.A., History, Corpus Christi State University
Wilkins, Kathy (ADJ)	M.A., Education and Human Development B.A., Psychology and Sociology
Webber, Minda (ADJ)	M.A., History, Tarleton State University B.S., History Education, West Texas State University
Graphic & Web Design	
Cooper, Scott (FT)	M.F.A., Illustration, Academy of Art University B.F.A., Media Communications, School of Visual Arts, NYC
Goodhue, Thomas (ADJ)	M.S., Instructional Design and Technology, Full Sail University B.A., Animation, Collins College A.O.S., Animation, Collins College
Loke, Richard (ADJ)	M.A., New Media, University of Canberra, Australia B.S., Business Commerce, University of Windsor, Ontario, Canada
Rodriguez, David (ADJ)	M.A., Graphic Design, Savannah College of Art and Design B.B.A., Information Systems, University of Incarnate Word
Stephens, Vicki (ADJ)	M.F.A., Art, The University of Texas at San Antonio B.F.A., Art, The University of Texas at San Antonio
Interior Design	
Poursani, Ela (ADJ)	Ph.D., Architecture, Gazi University
Media Arts & Animation	
Anderson, Nathan (FT)	M.F.A., 3D Modeling, Academy of Art University, San Francisco B.F.A., New Media, Academy of Art University, San Francisco
Engel, Norman (ADJ)	M.F.A., Computer Arts, 3D Animation, Florida Atlantic University B.A., Fine Arts, Morehead State University
Goodhue, Thomas (ADJ)	M.S., Instructional Design and Technology, Full Sail University B.A., Animation, Collins College A.O.S., Animation, Collins College
Sandoval, Saul (ADJ)	M.F.A., Animation, Academy of Art University B.A., Strategic Management & Entrepreneurship, The University of North Texas
Webber, Marilyn (ADJ)	M.F.A., Screenwriting, American Film Institute, Los Angeles B.A., Journalism: Radio/TV/Film, University of Oklahoma
Photography	
Nouramadi, Homayoun (FT)	M.F.A., Film and Digital Imaging, Governors State University, B.F.A., Moving Image, University of Illinois, Chicago

Wheeler, Stella (ADJ) A.A., Visual Journalism, The Brooks Institute of Photography
M.F.A., Studio Art: Photography, Texas A&M University, Corpus Christi
B.F.A., Art, University of The Incarnate Word

Visual Effects & Motion Graphics

Anderson, Nathan (FT) M.F.A., 3D Modeling, Academy of Art University, San Francisco
B.F.A., New Media, Academy of Art University, San Francisco

Engel, Norm (ADJ) M.F.A., Computer Arts, 3D Animation, Florida Atlantic University
B.A., Fine Arts, Morehead State University

Goodhue, Thomas (ADJ) M.S., Instructional Design and Technology, Full Sail University
B.A., Animation, Collins College A.O.S., Animation, Collins College

Ruiz, Luis (ADJ) B.F.A., Computer Art, Savannah College of Art and Design

Sandoval, Saul (ADJ) M.F.A., Animation, Academy of Art University
B.A., Strategic Management & Entrepreneurship, The University of North Texas

Villavicencio, Ivan (ADJ) B.S., Industrial Design, Art Center College of Design (Pasadena, Ca)
B.S., Industrial Engineering Design Technology, Louisiana State University

Webber, Marilyn (ADJ) M.F.A., Screenwriting, American Film Institute, Los Angeles
B.A., Journalism: Radio/TV/Film, University of Oklahoma

Administrative and Academic Officers

The Art Institute of Houston

Harvey Giblin

Campus President

M.Ed. in Educational Psychology, The University of Texas, Austin, Texas

Eric Watson

Dean of Academic Affairs

MBA, University of Phoenix

Xavier Abrego

Dean of Student Success

B.S., Finance, George Mason University

Gary Rice

Department Chair, Culinary Arts

M.B.A., Keller Graduate School of Management

B.S., Technical Management, DeVry University

A.A.S., Culinary Arts/Food & Beverage Management Le Chef College of Hospitality Careers

Dr. Nicolai Jacobsen

Department Chair, Media Arts

D.M.A., Musical Arts, Rice University, Including Coursework in Electrical and Computer Music Systems and Computer Sound Synthesis

M.Mus., Music Composition, University of Missouri – Kansas City Conservatory of Music and Dance

Pierre LaFaille

Dean of Enrollment

B.F.A., Digital Filmmaking & Video Production, The Art Institute of Austin

B.S., Biology, Midwestern State University

Sheldon Joiner

Financial Analyst

B.A., Finance, University of Houston-Downtown

Anthony Barnes

Student Success Advisor

B.S., Mass Communication, Norfolk State University

Amy Lewis

Librarian

M.S., Library and Information Science Drexel University

M.F.A., Creative Writing the New School

B.A., English Calvin College

Luis Gonzalez

Desktop Analyst

CompTIA A+ Certification

NCDA NetApp Storage Engineer

Cisco Network Certified

PURE Storage Engineer

The Art Institute of Austin

Harvey Giblin **Campus President**

M.Ed. in Educational Psychology, The University of Texas, Austin, Texas

Eric Watson

Dean of Academic Affairs
MBA, university of Phoenix

Xavier Abrego

Dean of Student Success
B.S., Finance, George Mason University

Gary Rice

Department Chair, Culinary Arts
M.B.A., Keller Graduate School of Management
B.S., Technical Management, DeVry University
A.A.S., Culinary Arts/Food & Beverage Management Le Chef College of Hospitality Careers

Dr. Nicolai Jacobsen

Department Chair, Media Arts

D.M.A., Musical Arts, Rice University, Including Coursework in Electrical and Computer Music Systems and Computer Sound Synthesis

M.Mus., Music Composition, University of Missouri – Kansas City Conservatory of Music and Dance

Pierre LaFaille

Dean of Enrollment

B.F.A., Digital Filmmaking & Video Production, The Art Institute of Austin

B.S., Biology, Midwestern State University

Matthew D. Sharp

Director of Financial Services

B.A., Public Accounting, Illinois Wesleyan University

Jaime Flores

Student Success Advisor

B.A., Radio Television and Film, University of North Texas

Amy Lewis

Librarian

M.S., Library and Information Science Drexel University

M.F.A., Creative Writing the New School

B.A., English Calvin College

David Weaver

Desktop Supervisor, Technical Services

M.B.A., Business Administration, University of Texas at Austin

B.A., Sociology University of California, Santa Barbara

The Art Institute of San Antonio

Harvey Giblin

Campus President

M.Ed. in Educational Psychology, The University of Texas, Austin, Texas

Eric Watson

Dean of Academic Affairs

MBA, University of Phoenix

Xavier Abrego

Dean of Student Success

B.S, Finance, George Mason University

Gary Rice

Department Chair, Culinary Arts

M.B.A., Keller Graduate School of Management

B.S., Technical Management, DeVry University

A.A.S., Culinary Arts/Food & Beverage Management Le Chef College of Hospitality Careers

Dr. Nicolai Jacobsen

Department Chair, Media Arts

D.M.A., Musical Arts, Rice University, Including Coursework in Electrical and Computer Music Systems and Computer Sound Synthesis

M.Mus., Music Composition, University of Missouri – Kansas City Conservatory of Music and Dance

Pierre LaFaille

Dean of Enrollment

B.F.A., Digital Filmmaking & Video Production, The Art Institute of Austin

B.S., Biology, Midwestern State University

Amy Lewis

Librarian

M.S., Library and Information Science Drexel University

M.F.A., Creative Writing the New School

B.A., English Calvin College

The Art Institute of Houston®



CATALOG ADDENDUM Catalog 2022 – 2023

Effective Date: September 7, 2023

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Bastrop, TX 78602
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The Art Institute of San Antonio
10000 IH-10 W, Suite 200
San Antonio, Texas 78230 Phone: 210-338-7320

<https://www.artinstitutes.edu/san-antonio>

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Satisfactory Academic Progress Policy Updates

The following definitions provided as part of the Satisfactory Academic Progress Policy on page 146 of the current catalog are revised as shown below:

The definition of F=Earned F will be replaced with the following:

F = Failing Students who failed the course and did not withdraw from the course, or from a total academic program of study, after the drop/add period, or before or after the course withdrawal deadline. The course's instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credits attempted.

The definition of WX = Course was registered for but never attended is considered fully removed.

Revised content for The ART Grant

The paragraphs from page 187 of the current catalog is revised to read as follows.

THE ART GRANT

The Art Institutes systems of schools is committed to helping you achieve your education and career goals and helping to put you on the path to a life of creativity. That's why we're offering The Art Grant, which you can earn you a grant toward your tuition - at an average of up to 23% of the total tuition amount for diploma, bachelor's and associate's degree programs. The ART Grant rewards you for your progress in school by helping you reduce your college debt and manage the cost of your education.

How to qualify: For every 6-12 credits earned, as you maintain continuous enrollment and satisfy other eligibility criteria, you earn the grant that will be applied to your tuition. That means a student can earn the grant—up to 23% of tuition cost; based on the number of credits earned in an academic term. After successful completion of credits earned the following value will be applied toward tuition charges per academic term:

- 6-8 earned credits \$621
- 9-11 earned credits \$1,035
- 12 or more credits \$1,587

The ART Grant program may not be used in combination with the Continual Transfer Waiver.

Accreditation Statement Update

Accreditation Statement for The Art Institute of Houston is revised to read as follows:

The Art Institute of Houston is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award diploma, associate, baccalaureate, and master's degrees. Questions about the accreditation of The Art Institute of Houston may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on the SACSCOC website (www.sacscoc.org).

Updated Program Offerings

The Web Design Concentration of the Bachelor of Fine Arts in Graphic & Web Design offered by The Art Institute of Houston, The Art Institute of Austin, and The Art Institute of San Antonio is no longer accepting active enrollments at this time. Web Design Concentration Content expressed on pages 49 and 52 of the current catalog should be considered unavailable.

Effective May 11, 2023 The Diploma in Fashion Retailing offered by The Art Institute of Houston, The Art Institute of Austin, and The Art Institute of San Antonio is no longer accepting new enrollments at this time. Any content relevant to this program should be considered unavailable.

Changes to Course Descriptions

For PHOA 212 Editorial Photography, the prerequisite is changed to PHOA 232 Portraiture.

For GWDA202 Interface Design, the prerequisite is changed to GWDA 111 Introduction to Layout Design.

For GWDA 407 Interactive Communication Usability and Prototyping is changed to Academic Approval Required.

New Course Offerings

The following course descriptions should be considered added to the Course Description section beginning on page 59 of the Current Catalog in alphanumeric order.

GWDA 215 Material and iOS Design

(3 Credits)

This course provides an in-depth understanding of the core principles of designing apps for Android and Apple devices, and how to apply these principles to create effective and aesthetically pleasing user interfaces. The course will combine theoretical concepts related to the Material and iOS design languages with hands-on experience in designing interfaces using industry-standard design tools. Students will have the opportunity to learn the current design trends, patterns, and best practices through case studies and real-world examples.

Prerequisite(s): None

GWDA 307 User Experience: Research

(3 credits)

A focused examination of user experience design research, concept development, and planning techniques for the design of multi-platform interactive experiences. Students will research and conceptualize an engaging and user-friendly experience that utilizes multiple channels to deliver strategic objectives. In-depth research and analysis of users, business requirements, and cultural trends is conducted and provide an advanced understanding of the research methods of user experience designers.

Prerequisite(s): Academic Approval Required

GWDA 343 User Experience Design: Project Development

(3 credits)

A continuation of User Experience Design: Prototyping, this course examines the methodologies and techniques of developing multi-platform interactive experiences. Previous user experience research, prototyping, and testing culminate into an engaging, interactive, multi-platform user experience. Students demonstrate an advanced understanding of the User Experience design industry.

Prerequisite(s): Academic Approval Required

GWDA 410 UI/UX Capstone

(3 Credits)

Students in this capstone course present a comprehensive understanding of the user interface and user experience design process. Proficiency will be demonstrated by the creation of a professional design project that employs user research, design iteration based on testing and feedback, and presentation in a professional setting.

Prerequisite (s): None

Updated Program Offerings

The following programs are available for enrollment at the campus locations indicated in each program layout. In the next iteration of the catalog, these pages will be added to the other program offerings in alphabetical order by program name and listed as offerings on the Programs of Study listings on page 10 of the Current Catalog.

Diploma in Digital Media Production (Previously Diploma in Digital Image Management)

Digital Media Production provides students with hands-on experience in the world of digital content creation. This program is designed for students interested in continuing studies to acquire necessary skills for employment, advancement in industry by expanding their expertise, or to articulate into a four-year media program. Students will take classes in audio, film, and photography that provide key media creation and publishing skills. In addition, students are able to mold their education with a variety of electives that includes XR, motion graphics, marketing, and more, providing a personalized skillset.

Program Outcomes:

- Learn the foundations of production media design.
- Demonstrate and apply the language of visual narrative through still and video playback.
- Understand and apply basic lighting skills and equipment, setting up one-to-three-point lighting.
- Understand principles of light and acoustics and their shared impact.
- Apply principles of design through still and video playback.
- Define and apply the language of non-linear editing to visual storytelling.
- Develop a focused portfolio, highlighting and promoting industry skillsets.

Locations Available:

The Art Institute of Houston
The Art Institute of Austin
The Art Institute of San Antonio

Diploma in Digital Media Production

48 Quarter Credits Required

Program Courses: 48 Quarter Credits (unless otherwise indicated each course is three (3) credits)

AUDA 101 Fundamentals of Audio
AUDA 113 Digital Audio I
DFVA 103 Fundamentals of Video Production
DFVA 111 Principles of Cinematography
DFVA 113 Fundamentals of Editing
DFVA 133 Lighting for Digital Film
FNDA 135 Image Manipulation
FNDA 150 Digital Color Theory
GWDA 111 Introduction to Layout Design
PHOA 101 Principles of Photography
PHOA 102 Photographic Applications
Program Electives (Choose 5)

Diploma in Web Design UI/UX (Previously Diploma in Web Design & Interactive Communications)

This 48-credit hour UI/UX Design Diploma combines a solid base of foundational graphic design courses with hands-on courses in user research, prototyping, and testing. The program is designed for individuals with no prior graphic design experience who wish to enter the field of user interface and user experience design. However, those with sufficient design training and/or experience can receive credit for the foundational courses and go straight into the UI/UX core classes.

The program is designed to be completed in approximately one year, with students taking a total of 16 courses. The curriculum includes a combination of lectures, workshops, and hands-on projects that provide students with the necessary skills and knowledge to create effective and engaging user experiences.

Program Outcomes:

Upon completion of the Web Design UI/UX Diploma Program, students will be able to:

- Demonstrate a thorough understanding of graphic design principles and their application in user interface and user experience design.
- Analyze user needs and preferences through various research methods, including surveys, interviews, and usability testing.
- Develop user personas and use-cases to inform the design process.
- Create wireframes, low-fidelity prototypes, and high-fidelity mockups using industry-standard software and tools.
- Use information architecture and navigation design principles to create intuitive and efficient user interfaces.
- Apply typography, color theory, and layout design principles to enhance the visual appeal and usability of user interfaces.
- Conduct usability testing and analyze user feedback to refine designs and improve the user experience.
- Create responsive designs that are optimized for different screen sizes and devices.
- Develop a professional capstone Web Design UI/UX project that demonstrates proficiency in design principles, software tools, and user research methods.

Locations Available:

The Art Institute of Houston

The Art Institute of Austin

The Art Institute of San Antonio

Diploma in Web Design UI/UX

48 Quarter Credits Required

Program Courses: 48 Quarter Credits (unless otherwise indicated each course is three (3) credits)

ADVA 307	Brand Strategy
FNDA 135	Image Manipulation
FNDA 150	Digital Color Theory
GWDA 101	Applications and Industry
GWDA 105	Concept Design
GWDA 111	Introduction to Layout Design
GWDA 112	Typography I - Traditional
GWDA 122	Typography II – Hierarchy
GWDA 202	Interface Design

GWDA 204	Introduction to Writing for Interactive Media
GWDA 215	Material and iOS Design
GWDA 307	User Experience: Research
GWDA 343	User Experience Design: Project Development
GWDA 382	Design for Mobile Devices
GWDA 407	Interactive Communication Usability and Prototyping
GWDA 409	Graphic Design Capstone OR GWDA 410 UI/UX Capstone