



The Art Institute of Dallas®

A branch of Miami International University of Art & Design

2022 - 2023 Catalog

Publication Date: October 3, 2022

Miami International University of Art & Design
1501 Biscayne Blvd, Suite 100
Miami, FL 33132

Table of Contents

From the Campus Leader	7
Mission Statement.....	8
Institutional Goals.....	8
History	8
Welcome to Dallas	10
Undergraduate And Diploma Programs	11
Advertising Design.....	12
Audio Production	15
Baking & Pastry	18
Culinary Arts	21
Culinary Arts	23
Culinary Management.....	24
Digital Image Management.....	30
Digital Photography	31
Digital Photography	33
Fashion Design.....	35
Fashion Design.....	37
Fashion Marketing & Management.....	40
Fashion Retailing.....	43
Game Art & Design.....	44
Graphic & Web Design	49
Interior Design	54
Media Arts & Animation	57
Restaurant & Catering Management	60
Web Design & Interactive Communications.....	62
Undergraduate Course Descriptions	63
Graduate Programs.....	116
Graduate Course Descriptions	118
General Information	123
Admissions.....	123
Technology Services.....	129
Student Financial Services.....	131
Financial Aid.....	138
Academic Affairs	141
Student Affairs.....	190
Tuition And Fees	218
Academic Calendar.....	221
Faculty Listing	223
Staff Listing	225

Ownership

The sole member of the “**DC Miami International University of Art & Design, LLC**” is “**The Arts Institutes International LLC**” (All LLC). The sole member of All LLC is the “**Education Principle Foundation**” (EPF).

The sole member of the “**DC Art Institute of Dallas, LLC**” is “**DC Miami International University of Art & Design, LLC**” is “**The Arts Institutes International LLC**” (All LLC). The sole member of All LLC is the “**Education Principle Foundation**” (EPF).

Board of Trustees

Board Name	Representation	Position/Affiliations
Josh Swartz (Chair)	Independent Member	Chief Operating Officer, Loaded
Jerome Levy	Independent Member	Vice Chair, Archie Comic Publishing
(Open Position)		
(Open Position)		
Steven Wilburn	Independent Member	Assistant General Manager of Operations, Saks Fifth Avenue, Boca Raton, FL
Claude Brown	Ex Officio – Voting	Chancellor, The Art Institutes International
Leslie Baughman	Ex Officio – Non Voting	President, MIUAD

The Arts Institutes International LLC Board of Managers

Name	Professional position/Affiliations
Gerald Francese, Board Chairman	Partner, Locke Lord LLP
Andrew Montgomery	Managing Partner, MESA Ventures; Corporate Development Officer, Google
Josh Nabatian	Partner, Arcadia Investment Partners
Claude Brown (Ex Officio – Voting)	Chancellor, The Arts Institutes International LLC

Accreditation

Miami International University of Art & Design

1501 Biscayne Boulevard, Suite 100, Miami, Florida 33132-1418

- *Miami International University of Art & Design 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 Miami International University of Art & Design 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 Interior Design program leading to the Bachelor of Fine Arts at Miami International University of Art & Design (Miami Campus) is accredited by the Council for Interior Design Accreditation, www.accredit-id.org, 206 Grandville Ave., Ste. 350, Grand Rapids, MI 49503.
- Miami International University of Art & Design is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 W. Gaines St., Suite 1414, Tallahassee, FL 32399-0400, toll free number (888) 224-6684.

The Art Institute of Dallas

A branch of Miami International University of Art & Design

8080 Park Lane, Suite 100, Dallas, TX 75231-4243

- 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 Dallas 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 Dallas has met the requirements of Arkansas Code 6-51-601 et.al., and is licensed by the Arkansas State Board of Private Career Education (501 Woodlane, Suite 312 South; Little Rock, AR 72201; 501-683-8000; www.sbpce.org).
- The Art Institute of Dallas holds the Certificates of Authorization acknowledging exemption from the regulation by the Texas Higher Education Coordinating Board as defined in Chapter 7.3 of the Texas Higher Education Coordinating Board's rules (PO Box 12788; Austin, TX 78711 or 1200 E. Anderson Lane; Austin, TX 78752; 512-427- 6200; www.thecb.state.tx.us).
- The Art Institute of Dallas is approved for training veterans and other individuals by the Texas Veterans Commission (PO Box 12277, Austin, TX 78711-2277; 800-252-8387; www.tvc.state.tx.us).

Miami International University of Art and Design and its branch campuses, The Art Institute of Dallas and The Art Institute of Tampa are authorized under Federal law to enroll nonimmigrant alien students.

The tuition guaranty bonds for the Miami International University of Art & Design are held in the office of the Campus Leader at each campus and are available for review by appointment.

Department of Homeland Security

Miami International University of Art and Design and its branch campuses; The Art Institute of Dallas and The Art Institute of Tampa are authorized under Federal law to enroll nonimmigrant alien students.

NOTE: For more information about Miami International University of Art & Design and its branch campuses, The Art Institute of Dallas and The Art Institute of Tampa, as well as the programs offered at these locations, please see the separate catalog for these campuses using the following link: www.artinstitutes.edu/miami/academic-catalog.

Catalog Preparation

This catalog was prepared by Miami International University of Art & Design and its branch campuses, The Art Institute of Dallas and The Art Institute of Tampa. (collectively referred to as the “University” or “The Art Institute”). The information contained herein was effective October 3, 2022. For more information, write to Miami International University of Art & Design or call the toll-free number, (800) 225-9023.

All information in this catalog is subject to change. Students will be notified of significant changes made at the institution, such as changes in tuition and fees or curriculum. Additional policies and procedures are published in the Student Handbook.

The contents of this catalog represent the most current information available at the time of publication. However, during the period of time covered by this catalog, it is reasonable to expect changes to be made with respect to this information without prior notice. The course offerings and requirements of the University are under continual examination and revision.

The University does not discriminate or harass on the basis 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 student recruitment and admissions, financial aid programs, student and employee services, educational programs and activities, or employment practices. The University will not retaliate against persons bringing forward allegations of harassment or discrimination.

© Copyright 2022 Miami International University of Art & Design Effective October 3, 2022

From the Campus Leader

Leslie Baughman, Ph.D.

President

Miami International University of Art & Design

Miami International University of Art & Design and its branches, The Art Institute of Dallas and The Art Institute of Tampa, is committed to providing our students with an exciting and challenging journey of learning, exploration, and potential for accomplishment. You will have the opportunity to see your talents grow, your mind enriched, and your creative spirit soar. This is where you can learn to reach your goals.

Each campus of the University is located in the heart of its respective city and is committed to contributing to the needs of its diverse community while preserving its unique heritage. The University will offer you opportunities to explore, participate, and contribute to its growth and development, thus enriching your own life experience. The University encompasses a diverse population representing all walks of life and cultures from over 60 countries, providing you with a live medium in which you can expand your culture and knowledge.

Our faculty and staff are composed of qualified professionals dedicated to working with you by emphasizing your academic success. Our outstanding, credentialed faculty is qualified by professional preparation and field-related experience. Our instructors adhere to a philosophy of providing quality education and nurturing each student's potential in a learner-centered environment. In like manner, we ask that you dedicate yourself to the University and your studies and assume responsibility by involving yourself in all that we have to offer. You have a unique opportunity to learn from experts in the field in a hands-on environment while cultivating professional contacts and lifelong friendships.

For your benefit, a Student Handbook will be provided as a useful guide and reference. It includes University policies, important dates, and answers to frequently asked questions for each individual campus.

Most importantly, keep in mind that we are here to help you develop your skills and offer you the techniques necessary to excel in your educational and career goals.

Mission Statement

Miami International University of Art & Design is a multi-campus, career-oriented institution that provides students with academic preparation and practical skills through programs in the applied arts and design industries. The institution prepares undergraduate students for entry-level positions and graduate students for advancement in their chosen fields. The University is dedicated to fostering a culture that encourages creativity, research, and learning-centered endeavors.

Institutional Goals

1. To provide students at all degree levels with the theory, knowledge, and skills appropriate to their disciplines, including an undergraduate grounding in foundational studies and general education.
2. To help students identify their career goals and develop the professional skills to achieve them.
3. To use a continuous quality improvement process to enhance student learning, academic integrity, and University success.
4. To recruit and retain qualified faculty with the appropriate academic credentials and professional experience to promote a learning-centered environment regardless of modality.
5. To provide administrative and educational support services to foster a safe, comfortable, and engaging environment for a diverse and multicultural institutional population.

History

In 1965, the International Fine Arts College (“IFAC”) opened its doors to 47 students to study in one major: Fashion Merchandising. For the next 23 years, IFAC built an international reputation as an institution that trained and educated Fashion Merchandisers. The students of IFAC were known for their knowledge and abilities in the United States, Europe, the Caribbean, and Central and South America.

Since IFAC had a sound academic curriculum and a faculty of credentialed, practicing professionals, it received regional accreditation by The Southern Association of Colleges and Schools Commission on Colleges (SACS) in 1979. SACS accredited IFAC to grant associate degrees.

After becoming accredited, IFAC expanded its degree offering to include baccalaureate degrees. The Southern Association of Colleges and Schools Commission on Colleges granted IFAC the accreditation to offer baccalaureate degrees in March 1997. Currently, the University offers diploma, associate, baccalaureate, and master degree programs in Accessory Design, Advertising, Audio Production, Baking & Pastry, Computer Animation, Culinary Arts, Culinary Management, Design & Media Management, Digital Filmmaking & Video Production, Digital Image Management, Digital Photography, Fashion Design, Fashion Merchandising, Fashion Marketing & Management, Fashion Retailing, Film, Film & Digital Production, Game Art & Design, Graphic & Web Design, Interior Design, Media Arts & Animation, Visual Arts, Visual Effects & Motion Graphics, and Web Design & Development.

In 2002 the administration officially changed the institution's name to Miami International University of Art & Design, a name selected to reflect the region, the international flavor of its students and programs, and the quality education it provides in the art and design fields. In December 2002, the institution moved its main facility to the Omni building located at 1501 Biscayne Boulevard.

As Miami International University of Art & Design grew and became educationally vibrant, it opened The Art Institute of Tampa. The Art Institute of Tampa branch opened on January 5, 2004. On December 31, 2016, Miami International University of Art & Design acquired The Art Institute of Charlotte, The Art Institute of Dallas, and The Art Institute of Raleigh-Durham. Today, Miami International University of Art & Design has evolved into a university offering a broad spectrum of undergraduate and graduate programs in art and design.

Welcome to Dallas

ABOUT THE ART INSTITUTE OF DALLAS

The Art Institute of Dallas began in 1964 as the Dallas Fashion Merchandising College. In 1978, it became the Fashion and Art Institute of Dallas, and expanded its programs in Fashion Merchandising and Interior Design, and added a Commercial Art program. In 1979, The Art Institute of Dallas was approved to grant an associate of applied arts degree in each of its programs. In October 1984, The Art Institute of Dallas became a member of The Design Schools. Continuing with the same student body, faculty, and curriculum, the school then changed its name to The Art Institute of Dallas. In September 1988, the school moved to the present facilities at 8080 Park Lane in North Dallas. The Art Institute of Dallas was granted initial membership at Level I granting associate's degrees with the, Southern Association of Colleges and Schools Commission on Colleges effective January 1, 1998. In June 2000, the Commission awarded membership at Level II granting baccalaureate degrees. In November of 2010, The Art Institute of Dallas became a campus of South University. In December of 2016, The Art Institute of Dallas became a branch campus of the Miami International University of Art & Design.

Programs Offered

Advertising Design, BFA
Audio Production, BS
Baking & Pastry, AAS
Baking & Pastry, Certificate
Culinary Arts, AAS
Culinary Arts, Certificate
Culinary Management, BS
Design & Media Management, MA
Digital Filmmaking & Video Production, AAS
Digital Filmmaking & Video Production, BFA
Digital Image Management, Certificate*
Digital Photography, AAS
Digital Photography, BFA
Fashion Design, AAA
Fashion Design, BFA
Fashion Marketing & Management, BFA
Fashion Retailing, Certificate
Game Art & Design, BFA
Graphic Design, AAA
Graphic & Web Design, BFA
Interior Design, BFA
Media Arts & Animation, BFA
Restaurant & Catering Management, AAS
Web Design & Interactive Communications, Certificate

*This program is no longer accepting new enrollments.

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.

UNDERGRADUATE AND DIPLOMA PROGRAMS

Not all courses are offered at all schools. Please check with the Academic Affairs Office at your campus to determine what course offerings are available.

Course descriptions describe the learning opportunities that are provided through the classroom and coursework. It is each student's responsibility to participate in the activities that will lead to successfully meeting the learning outcomes.

Advertising Design

BACHELOR OF FINE ARTS

The Bachelor of Fine Arts degree program in Advertising Design is meant to bridge the gap between technology, art, marketing, and business. Beginning with the fundamentals of design, color theory, typography, marketing, and business practices as well as advertising, you will have the opportunity to learn how to combine your artistic gifts with a solid background in design for business, marketing, or advertising. Our industry-experienced, academically qualified faculty will provide you with a hands-on, creative and applied education with an emphasis on both digital and manual design skills. Graduates from the program will be prepared to seek entry-level employment in the advertising industry from the aspects of both advertising and graphic design. Upon completion of the program, your digital skills should include the ability to use the Adobe Creative Suite (Illustrator, PhotoShop, InDesign, etc.) as well as other industry-standard software. As you enter your final two quarters, you will have the opportunity to see the culmination of all your hard work as you are taught how to professionally assemble and present your portfolio - the most important tool you have to showcase your talents to prospective employers.

Program Student Learning Outcomes:

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

- Theory - apply industry knowledge and critical thinking skills to analyze, develop, and implement effective advertising solutions that meet professional standards
- Design - develop concepts as well as analyze and incorporate aesthetics and layout in the design process for advertising campaigns and marketing communications
- Technology and Production - 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
- Critical Thinking - demonstrate knowledge of the interdependence between advertising/marketing objectives and visual expression and be able to evaluate and critique their ideas
- Be able to articulate the vision behind their creative work and explain and promote their solutions to clients and colleagues
- Professionalism - demonstrate professional presentation; articulation of knowledge of advertising and visual problem solving; and mastery of industry standards, professional practices and ethics

Bachelor of Fine Arts in Advertising Design Core Courses		Credits
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 410	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	3
MARA312	Marketing	3
PHOA101	Principles of Photography	3
	Advertising Electives (Choose 6)	18

General Education Courses		Credits
ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
ARHA 326	Postmodernism and 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
Total General Education Credits		48
Total Core Credits		132
Total Bachelor of Fine Arts Credits		180

Audio Production

BACHELOR OF SCIENCE

The tools for recording, editing, and delivery of audio are evolving at a rapid pace. 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 aims to provide students with a solid background in technology, theory and industry practices. Practical hands-on experience with recording and live production equipment is essential to being prepared for the contemporary market place.

Program Student Learning Outcomes:

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

- **Production** - 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
- **Professionalism** - present and conduct themselves professionally and evaluate specific career paths, job responsibilities, and industry expectations while creating a professional business plan and an effective portfolio
- **Critical Thinking** - efficiently evaluate and solve problems typically encountered by audio professionals
- **Evaluation** - evaluate and apply peer and professional critique as well as self-evaluation to continuously improve the quality of their work
- **Business** - evaluate and analyze the business and economic principles and practices of the audio industry while maintaining legal and ethical standards

Bachelor of Science Core Courses		Credits
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 - Introduction to the Interface	3
AUDA 133	Audio Recording I	3
AUDA 143 or AUDA 332	Electronics I or Music Editing	3
AUDA 202	Synthesis and Sound Design I	3
AUDA 203	Production Sound	3
AUDA 205	Listening and Analysis	3
AUDA 213	Audio Technology II	3
AUDA 215	Acoustics	3
AUDA 223	Midi Systems	3
AUDA 233	Post-Production Sound	3
AUDA 243	Digital Audio II - Digital Audio Systems	3
AUDA 253	Audio Recording II	3
AUDA 263 or AUDA 301	Live Sound Reinforcement I or Broadcast Audio	3
AUDA 302	Synthesis and Sound Design II	3
AUDA 303	Advanced 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 I	3
AUDA 335	Digital Audio IV	3
AUDA 353 or AUDA425	Live Sound Reinforcement II or Songwriting	3
AUDA 403	Senior Project II	3
AUDA 470 or AUDA 405	Studio Maintenance or Electronics or Audio for Advertising	3
ADVA 307	Brand Strategy	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
	Audio Production Program Electives (Choose 4)	12

General Education Courses		Credits
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	Psychology	4
SCIA 206	Physics	4
	Science Elective	4
	Humanities Elective	4
	Social Science Elective	4
Total General Education Credits		48
Total Core Credits		132
Total Credits for Bachelor of Science Degree		180

Baking & Pastry

ASSOCIATE OF APPLIED SCIENCE

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

The Associate of Applied Science in Baking & Pastry degree program is a six-quarter program, which is designed to provide students with culinary skills combined with a focus on baking and pastry skills. The combination of culinary, baking and pastry skills, as well as business courses aims to enhance the students' ability to meet the challenges of an increasingly demanding and rapidly changing field. Students have the opportunity to develop competencies in breads, plated and restaurant desserts, cake production, and buffet centerpieces. The program focuses on both production and individual skills necessary to seek employment in bakeries, restaurants, hotels, resorts, and other catering or foodservice institutional settings.

Program Student Learning Outcomes:

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

- Seek an entry-level skill position in the foodservice industry
- Prepare standardized recipes using a variety of cooking, baking and pastry techniques as well as appropriate equipment and tools
- 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
- Design, produce, assemble and decorate display and wedding cakes using various finishing methods which meet industry quality standards
- 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 Courses		Credits
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	6
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		
ENCA 101	English Composition I	4
MATA 115	Applied Mathematics	4
ENCA 102	English Composition II	4
PSYA 101	Intro to Psychology	4
COMA 112	Principles of Communication	4
Elective	Humanities Elective	4
Total General Education Credits		24
Total Core Credits		66
Total Credits for Associate of Applied Science		90

Baking & Pastry

CERTIFICATE

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

Baking & Pastry Certificate program students are given the opportunity to obtain a foundational 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 may 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. Graduates are prepared to seek entry-level employment in the culinary industry such as pastry cooks, bakers, prep cooks, and line cooks.

Program Student Learning Outcomes

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

- Establish and maintain safety and sanitation procedures
- Prepare standardized recipes using a variety of cooking, baking and pastry techniques as well as appropriate equipment and tools
- 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
- Design, produce, assemble and decorate display and wedding cakes using various finishing methods which meet industry quality standards
- Seek entry-level employment in retail, commercial and institutional food service settings

Certificate Core Courses		Credits
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
CULA102	Management by Menu	3
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
Total Credits for Certificate		57

Culinary Arts

ASSOCIATE OF APPLIED SCIENCE

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

The Associate of Applied Science in Culinary Arts degree program is a six-quarter program that is designed to develop students' 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 to seek employment in restaurants, hotels, resorts, and other catering or foodservice institutional settings.

Program Student Learning Outcomes:

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

- Establish and maintain safety and sanitation procedures
- Prepare standardized recipes using a variety of cooking techniques which meet industry quality standards
- Prepare a variety of international recipes utilizing the correct techniques, ingredients and equipment which meet industry quality standards
- Describe and perform tasks related to common business practices in the culinary industry, including inventory, menu planning, cost control, and food purchasing
- Describe the principles of food and beverage management
- Define and articulate the core values of the culinary professional
- Seek entry-level positions in commercial and institutional food service settings

Associate of Applied Science Courses		Credits
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		 Credits
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
Total General Education Credits		24
Total Core Credits		66
Total Credits for Associate of Applied Science		90

Culinary Arts CERTIFICATE

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

Culinary Arts Certificate program students have the opportunity to 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 may build the necessary skills and abilities to confidently meet the challenges of the food service industry. The curriculum is based on classical principles emphasizing modern techniques and trends in both the classroom and the kitchen. Graduates are prepared to seek entry-level employment in the culinary industry such as prep cooks, line attendants, and pastry assistants.

Program Student Learning Outcomes

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

- Establish and maintain safety and sanitation procedures
- Prepare standardized recipes using a variety of cooking techniques which meet industry quality standards
- Prepare a variety of recipes utilizing the correct techniques, ingredients and equipment which meet industry quality standards
- Define and articulate the core values of the culinary professional
- Seek entry-level positions in commercial and institutional food service settings

Certificate Courses		Credits
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
CULA210	Nutritional Cooking	3
CULA213	À la Carte Kitchen	6
CULA250	Classical Cuisine	3
CULA251	International Cuisine	3
CULA254	Alternative Cuisine and Food Service	3
Total Credits for Certificate		57

Culinary Management

BACHELOR OF SCIENCE

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

The Culinary Management program blends theoretical and hands-on learning in the areas of culinary arts, management, human resources, finance, food and beverage operations and service. 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. This degree takes an in-depth, comprehensive approach to culinary education; a management externship is an integral part of the curriculum as it provides an opportunity for application to real world situations. The program also includes a senior-level capstone class and senior practicum that require students to apply all of their learned managerial and leadership skills.

Program Student Learning Outcomes:

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

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

Bachelor of Science Core Courses		Credits
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
	Culinary Management Program Electives (Choose 4)	12

General Education Courses Totaling 48 Credit Hours		Credits
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	Psychology	4
	Social Science Elective	4
	Science Electives (Choose 3)	12
	Humanities Electives (Choose 2)	8
	General Education Elective	4
Total General Education Credits		132
Total Core Credits		48
Total Credits for Bachelor of Science Degree		180

Digital Filmmaking & Video Production

ASSOCIATE OF APPLIED SCIENCE

The Digital Filmmaking & Video Production (AAS) degree program is designed to provide training for individuals who want to be successful in this fast-paced, creative industry. Whether it's information or entertainment, the wide appeal of electronic media has created an increasing need for people skilled in video production. Employment opportunities may be found in broadcasting and cable, as well as the entertainment industry and corporations. By working with a faculty that includes experienced professionals, students in the Video Production program can develop competence in the use of a video camera as a technical and imaginative tool for communications art. Pre-production, lighting, and various computer applications are covered in this program.

The program also includes multi-camera production, post-production techniques, nonlinear editing, and the creation of a video from initial idea to final, edited composition. By gaining competencies in camera operations, lighting, editing, electronic newsgathering, along with studio and location productions, students can establish a professional confidence to solve problems and to contribute as a member of an artistic team. A compendium of the student's best work is assembled in a portfolio videotape and can illustrate to prospective employers the student's capabilities as camera operator, director, editor, and graphics operator.

Program Student Learning Outcomes

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

- Conceptualize, plan, execute, and deliver a production utilizing basic video techniques, and demonstrating technical proficiency that meets minimum industry standards
- Apply peer and professional critiques in the articulation and justification of aesthetic decisions in their own projects and in the evaluation of other media work
- Present and conduct themselves professionally and demonstrate an understanding of specific career paths, job responsibilities, and industry expectations
- Apply basic business practices of the media industry while maintaining legal and ethical standards
- Apply basic media-related research, writing, and verbal communication skills to their work
- Seek entry-level employment opportunities that exist in the preproduction, lighting, directing, technical, broadcast, production, post-production, and business arenas

Associate of Applied Science Core Courses		Credits
AUDA 101	Fundamentals of Audio	3
AUDA 113	Digital Audio	3
DFVA 103	Fundamentals of Video Production	3
DFVA 105	Conceptual Storytelling	3
DFVA 107	Fundamentals of Producing and 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 213	Studio Production	3
DFVA 233	Electronic Field 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-Traditional	3
MAAA 233	Motion Graphics	3
MAAP309	Portfolio I	3
MARA312	Marketing	3
SVMA101	Survey of Media	3

General Education Courses		Credits
HUMA 125	History of Media	4
ENCA 101	English Composition I	4
MATA 101	College Algebra	4
ENCA 102	English Composition II	4
COMA 112	Principles of Communication	4
PSYA 101	Introduction to Psychology	4
Total General Education Credits		24
Total Core Credits		66
Total Credits for Associate of Applied Science Degree		90

Digital Filmmaking & Video Production

BACHELOR OF FINE ARTS

New tools for content creation are continually rising on the digital landscape. Today's content developer must be able to navigate this world with confidence. The Bachelor of Fine Arts in Digital Filmmaking & Video Production degree program is designed to provide the student with the knowledge, critical thinking and organizational skills necessary for a safe, creative, and productive journey. Advances in high definition video, storage area networks, and software toolsets have brought about new competencies, enhanced quality, and improved workflow within the digital filmmaking and video production field. With this in mind, the Digital Filmmaking & Video Production bachelor's program is designed to offer the student relevant curricula to meet the needs of industry, while creating an environment conducive to helping students grow intellectually and creatively to meet the demands of tomorrow's marketplace. Students will have the opportunity to learn to formulate, construct, and deliver digital audio, video and motion graphics. Media production industries need employees who have the talent for creative design, the abilities to use new technology, and the skills to effectively present content. Graduates of the Digital Filmmaking & Video Production program will be able to apply the emerging digital production techniques to the changing world of mass communication while maintaining high standards of artistic expression.

Program Student Learning Outcomes

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

- **Producing & Directing:** 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
- **Writing & Critical Thinking:** 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
- **Cinematography & Lighting:** demonstrate control of camera, cinematic and lighting equipment in relation to a given subject
- **Sound:** 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
- **Editing & Post-Production:** demonstrate appropriate skill in editing with attention to duration, shot to shot relation, shot to scene and relation to the whole. 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)
- **Professionalism:** present and conduct themselves professionally and demonstrate an understanding of specific career paths, job responsibilities, and industry expectations

Bachelor of Fine Arts Core Courses		Credits
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 and 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 and 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-Traditional	3
MAAA 233	Motion Graphics	3
MAAP309	Portfolio I	3
MAAP409	Portfolio II	3
MAAW300	Media Production Workshop I	3
MAIN200	Internship I	3
MARA312	Marketing	3
SVMA101	Survey of Media	3
	Digital Filmmaking & Video Production Concentration Courses (Choose 6)	18
	Digital Filmmaking & Video Production Program Electives (Choose 8)	24
General Education Courses		Credits
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	Introduction to Psychology	4
SCIA 125	Environmental Science	4
	Social Science Elective	4
	Humanities Elective	4
Total General Education Credits		48
Total Core Credits		132
Total Credits for Bachelor of Fine Arts Degree		180

Digital Image Management

CERTIFICATE*

*This program is no longer accepting new enrollments.

Through this certificate program, 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. Students will have the opportunity to learn business principles including how to keep financial records, market their work, and the basic knowledge of licensing, copyright laws, contracts, and negotiation. Students will develop an online portfolio that demonstrates their skills learned to effectively transition them into the workplace.

Program Student Learning Outcomes

Upon completion of this program, graduates should be able to:

- Demonstrate knowledge and control of the photographic process, including image manipulation, photo retouching, color management, printing, network use and digital asset management
- 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
- Create advanced market research including branding, competitive analysis, and direct marketing

Certificate Core Courses		Credits
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	Introduction to Photography Applications	3
PHOA 105	Photojournalism	3
PHOA 113	Lighting	3
PHOA 115	History of Photography	3
PHOA 123	Color Management and Printing	3
PHOA 203	Photographic Post-Production	3
PHOA 213	Time-Based Media I	3
SVMA101	Survey of Media	3
Total Credits for Certificate		48

Digital Photography

ASSOCIATE OF APPLIED SCIENCE

The Associate of Applied Science in Digital Photography degree program is designed to prepare graduates to seek entry-level employment in photographic and imaging industries. This is accomplished through a contemporary curriculum that involves hands-on utilization of equipment and materials and is built on communications theory and the fundamentals of visual design.

Program Student Learning Outcomes

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

- Professional Presentation - produce a basic portfolio of original work demonstrating industry standards
- Visual Communication - use problem-solving processes to produce visually compelling imagery reflective of their personal styles and visions
- Business Skills - demonstrate the ability to conceptualize, plan and implement marketing strategies and a business model reflective of entry-level standards, while demonstrating personal motivation and ethical practices

Associate of Applied Science Core Courses		Credits
AUDA 101	Fundamentals of Audio	3
DFVA 103	Fundamentals of Video Production	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
MAAP309	Portfolio I	3
MARA312	Marketing	3
PHOA 101	Principles of Photography	3
PHOA 102	Introduction to Photography Applications	3
PHOA 105	Photojournalism	3
PHOA 113	Lighting	3
PHOA 115	History of Photography I	3
PHOA 123	Color Management and 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
SVMA101	Survey of Media	3

General Education Courses		Credits
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
PSYA 101	Introduction to Psychology	4
Total General Education Credits		24
Total Core Credits		66
Total Credits for Associate of Applied Science Degree		90

Digital Photography

BACHELOR OF FINE ARTS

The Bachelor of Fine Arts in Digital Photography degree program 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. Students can supplement this foundation by developing their expertise in a range of related skills in HTML, Web, and video.

Courses in business fundamentals, operations, marketing, and electives on special topics round out the program and are designed to enhance a student's marketability. Photography combines the artistry and the expertise needed to present the images we see in newspapers and books, and on billboards and Web sites. It involves composition and light, plus a wide array of technical skills which include using digital imaging software. It all comes together in the areas of commercial photography, electronic imaging and photojournalism. Whether the work is done in a studio or on the street, the range of photography assignments and projects is extensive. Wherever you land, you'll have the opportunity to communicate with compelling visual images.

Program Student Learning Outcomes

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

- Professional Presentation - produce a portfolio of original work for current media and multiple platforms, demonstrating industry standards, personal interest and career specialization
- Critical Thinking - articulate how they place themselves and their work within a historical and cultural context
- Visual Communication - use problem-solving processes to produce visually compelling imagery reflective of their personal styles and visions
- Business Skills - demonstrate the ability to conceptualize, plan and implement marketing strategies and a business model reflective of industry standards, while demonstrating personal motivation and ethical practices
- Knowledge - demonstrate a comprehensive knowledge of the theory of applied photography and demonstrate practical technical excellence gained in their various areas of photographic studies
- Digital Skills - demonstrate the ability to use photographic equipment and software correctly, including proper usage of image manipulation and digital illustration

Bachelor of Fine Arts Core Courses		Credits
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-Traditional	3
GWDA 133	Fundamentals of Web Design	3
MAAP309	Portfolio I	3
MAAP409	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	Introduction to Photography Applications	3
PHOA 105	Photojournalism	3
PHOA 113	Lighting	3
PHOA 115	History of Photography I	3
PHOA 123	Color Management and Printing	3
PHOA 203	Photographic Post-Production	3
PHOA 212	Editorial Photography	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
	Digital Photography Program Electives (Choose 10)	30
 General Education Courses		Credits
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 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	Introduction to Psychology	4
SCIA 125	Environmental Science	4
	Social Science Elective	4
	Humanities Elective	4
Total General Education Credits		48
Total Core Credits		132
Total Credits for Bachelor of Fine Arts Degree		180

Fashion Design

ASSOCIATE OF APPLIED ARTS

The Fashion Design program explores 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.

Program Student Learning Outcomes

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

- **Basic Skills** - demonstrate knowledge of apparel production processes from concept development through finished product
- **Process Skills** - demonstrate advanced skills in construction, draping, fitting, and patternmaking as well as in specialty textile design, and product and concept development
- **Technology and Production** - demonstrate the ability to use industry software to create, grade, and mark patterns; use software to develop specification sheets; and develop advanced knowledge of technical sketching and computer design
- **Communication** - explain connections between world events and design, color, and forecasting trends in the apparel industry, and apply current events to business trends
- **Professional Practice** - demonstrate ability to apply professional standards and business concepts related to apparel design, including the ability to work collaboratively and to present and articulate concepts

Associate of Applied Arts Core Courses		Credits
FADA424	Portfolio Development	3
FASA105	Fashion Design I	3
FASA113	Construction I	3
FASA123	Construction II	3
FASA125	Fashion Design II	3
FASA133	Pattern Making and Draping I	3
FASA135	Fashion Illustration II	3
FASA143	Pattern Making and Draping II	3
FASA 145	Fashion Trends I	3
FASA 155	Fashion Illustration I	3
FASA160	Sustainable Textiles	3
FASA203	Pattern Making and Draping III	3
FASA215	History of Fashion I	3
FASA218	Fashion Buying for Design	3
FASA223	Construction III	3
FASA233	Construction IV	3
FASA234	Pattern Making and Draping IV	3
FASA 245	Fashion Trends II	3
FASA255	Fashion Trends III	3
FASA263	Computerized Pattern Making	3
FASA273	Advanced Pattern Making and Draping	3
FASA283	Advanced Construction	3
General Education Courses		Credits
ARHA 125	History of Western Art I	4
CGSA 202	Computer Concepts and 2D Applications	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 115	Applied Mathematics	4
	Social Science Elective	4
Total General Education Credits		24
Total Core Credits		66
Total Credits for Associate of Applied Arts Degree		90

Fashion Design

BACHELOR OF FINE ARTS

The Fashion Design program explores 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 offers exposure to global fashion business practices, product development, entrepreneurship and professional presentations.

Program Student Learning Outcomes

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

- **Design:** Demonstrate illustration and technical drawing abilities and knowledge of textiles and historical fashion design
- **Production Skills:** Demonstrate skills in construction, draping, fitting, pattern making, and textile selection
- **Technology:** Use industry software to develop technical drawing, specification packages, and pattern making
- **Context and Critical Thinking:** Identify interrelationships between global events and the fashion industry
- **Professionalism:** Apply professional standards and business concepts to apparel design
- **Communication:** Display the ability to professionally communicate their ideas visually and verbally

Bachelor of Fine Arts Core Courses		Credits
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 and Draping I	3
FASA135	Fashion Illustration II	3
FASA143	Pattern Making and Draping II	3
FASA 145	Fashion Trends I	3
FASA 155	Fashion Illustration I	3
FASA160	Sustainable Textiles	3
FASA203	Pattern Making and 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 and Draping IV	3
FASA244	Fabrics and 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 and Draping	3
FASA283	Advanced Construction	3
FASA415	Internship	3
FNDA 135	Image Manipulation	3
GWDA 103	Digital Illustration	3
	Fashion Design Program Elective	3

General Education Courses		Credits
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
	Social Science Electives (Choose 3)	12
	Science Elective	4
	Humanities Elective	4
Total General Education Credits		48
Total Core Credits		132
Total Credits for Bachelor of Fine Arts Degree		180

Fashion Marketing & Management

BACHELOR OF FINE ARTS

The Bachelor of Fine Arts in Fashion Marketing & Management degree program is a twelve-quarter program that is designed to offer experience across disciplines in business, fashion, and design, covering both soft and hard lines. This cross-functional focus will allow students to expand beyond traditional fashion design positions and choose among options in manufacturing, design and retailing. The content of the curriculum includes fashion industry trends and manufacturing, general business, management, operations and compliance, retailing, marketing, advertising, and design. Students can learn how to effectively bridge the gap between designers and the retail market. They will be required to both identify and anticipate fashion trends, as well as to develop the decision-making skills needed to insure that the preferred consumer goods are in stock at the appropriate time.

Program Student Learning Outcomes

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

- Demonstrate proficiency with common business computer programs including inventory management, presentation, spreadsheet, and Web software
- Accurately use industry terminology to analyze and meet client needs. This process will include trend forecasting, textile evaluation, buying plans, and usage for specific markets
- Demonstrate the ability to plan and analyze key marketing and management processes including event planning, product development, target market identification, market research strategies, branding, electronic marketing, and supply chain distribution
- Demonstrate the knowledge of Visual Merchandising as a communication tool to market the merchandise to the consumer
- Demonstrate professional presentation skills to include appropriate interpersonal communication skills; articulation of knowledge of fashion marketing and management; and mastery of industry standards, professional practices and ethics
- Demonstrate an understanding of the complexities of the global marketplace in terms of trade restrictions and international business

Bachelor of Fine Arts Core Courses		Credits
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
FASA224	Visual Merchandising II	3
FASA220	Digital Store Planning	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
FMDA 318	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
FMDA 135	Image Manipulation	3
FMDA 150	Digital Color Theory	3
GWDA 103	Digital Illustration	3
MARA307	Consumer Behavior	3
	Fashion Marketing & Management Program	
	Elective	3

General Education Courses		Credits
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
	Humanities Elective	4
	Social Science Electives (Choose 3)	12
	Science Elective	4
Total General Education Credits		48
Total Core Credits		132
Total Credits for Bachelor of Fine Arts Degree		180

Fashion Retailing

CERTIFICATE

The Fashion Retailing Certificate program is designed to teach students how to use their combined creative and business skills to display, market, and sell fashion merchandise. Graduates 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. Students in the Fashion Retailing Certificate program will have the opportunity to learn how to evaluate apparel construction, identify appropriate characteristics and uses of different textiles. They can also gain knowledge of consumer behavior, retail operations, visual merchandising, the larger marketplace, and business skills.

Program Student Learning Outcomes

Upon completion of this program, graduates should be able to:

- Demonstrate the ability to combine creative and business skills to display, market, and sell fashion merchandise
- Demonstrate the ability to understand and meet the customer's needs, and ultimately encourage sales
- Demonstrate an awareness of the changing needs of the consumer, identify and predict new style trends, and use this information to conceptualize and promote fashion displays and sales campaigns
- Demonstrate the ability to evaluate apparel construction and identify appropriate characteristics and uses of different textiles
- Demonstrate knowledge of consumer behavior, retail operations, visual merchandising, the larger marketplace, and business skills

Certificate Courses		Credits
FASA 145	Fashion Trends I	3
FASA 116	Visual Merchandising I	3
FASA108	Management I	3
FASA206	Styling I	3
FASA160	Sustainable Textiles	3
FASA118	Retail Marketing	3
FASA220	Digital Store Planning	3
FASA258	Advertising for Fashion I	3
FASA 158	International Retailing	3
FASA128	Sales Promotion	3
FASA228	Fashion Buying I	3
FMDA302	Product Development I	3
MARA307	Consumer Behavior	3
FMDA308	Electronic and Direct Marketing	3
FMDA351	Fashion Omnichannel and E-Commerce	3
FMDA 318	Introduction to Cosmetics and Fragrance	3
Total Credits for Certificate		48

Game Art & Design

BACHELOR OF FINE ARTS

The process of designing and producing digital games and other types of interactive multimedia involves a variety of people utilizing specialized skills. Some of these skills are conceptual: designing game concepts and interactions or creating stories. Some of these skills are artistic: drawing and sketching, creating 3D models, 3D animation, and texture mapping for 3D, using industry standard software; photo manipulation and original creation of 2D art for backgrounds, and characters, and props using imaging software. Some of these skills are managerial: determining budgets and schedules for project completion and assembling the right group of creative people. Game artists may be specialists in one or two aspects of the total game development process, but their value as participants in that process is enhanced by a comprehensive knowledge of the entire operation.

In pursuing the Bachelor of Fine Arts in Game Art & Design degree program, 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 of Fine Arts in Game Art & Design degree program can also 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.

Program Student Learning Outcomes

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

- **Basic Skills** - demonstrate the ability to apply traditional and digital art skills showing a solid foundation of the principles of game art and design according to professional industry standards
- **Employ the principles of gaming, balance and usability** to plan and create game rules, mechanics, environments, aesthetics and experiences
- **Process Skills** - demonstrate the requisite presentation, interviewing, resume-building and game business knowledge critical to seeking an entry-level artist and/or designer position in the industry
- **Technology and Production** - demonstrate the ability to apply the skills necessary to create game art assets for use in industry standard engines through all stages of the production pipeline
- **Communication** - complete assignments and projects to include designing level play and background stories, creating characters and related environments, and applying knowledge of video and computer games to evaluate game products
- **Professional Practice** - demonstrate knowledge of the managerial and developmental aspects of the game production pipeline and demonstrate knowledge of planning, scope, soft skills, problem solving, deadlines and economics that go into making a market-ready game

Bachelor of Fine Arts Core Courses		Credits
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
GADA202	Game Design and Gameplay	3
GADA203	Texture Mapping for Games	3
GADA205	Concept Design and Illustration	3
GADA212	Level Design	3
GADA323	Team Production I	3
GADA303	Game Prototyping	3
GADA 312	Game Animation	3
GADA403	Team Production II	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography-Traditional	3
GWDA 123	Programming Logic	3
MAAA 102	Life Drawing and Gesture	3
MAAA 111	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 Design & Layout	3
MAAA 303	3D Character Rigging	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		Credits
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
	Social Sciences Electives (Choose 2)	8
	Humanities Elective	4
Total General Education Credits		48
Total Core Credits		132
Total Credits for Bachelor of Fine Arts Degree		180

GRAPHIC DESIGN

ASSOCIATE OF APPLIED ARTS

The Associate of Applied Arts in Graphic Design degree program is a six-quarter, 90-credit program, emphasizing hands-on learning and technical skills. Students in the Graphic Design program have the opportunity to utilize industry-related technology and software to complete projects. Course topics include typography, illustration, interface design and web development. With an Associate of Applied Arts degree in Graphic Design, graduates can pursue entry-level jobs such as graphic designer and production artist.

Students have the opportunity to develop an understanding of color, composition, design and technology. As they progress through the program, training is provided in technical problem solving and offering solutions that are effective in the business world and applicable on various mediums.

Emphasis is placed on technical competency and creative problem solving as it relates to technology, design, and development. Skills and techniques of advanced technologies are often taught by industry professionals. Tools include scanners, digital cameras, mobile devices and various hardware and software.

Program Student Learning Outcomes

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

- Design - demonstrate versatile, aesthetic solutions of layout and design. This includes proper understanding and usage of; space, line, color, shape, texture, form and value. Typographic and photographic hierarchy structures will also be considered
- Conceptual - demonstrate conceptual thinking through work that reflects historical and contemporary trends by answering design problems with creative visuals and writings
- Visual Communication - express a clear message to specific demographics using various mediums
- Professional Presentation - articulate their chosen design direction and solution by communicating their mastery knowledge of graphic design, problem solving, ethics and industry standards in a visual presentation

Associate of Applied Arts Core Courses		Credits
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	Pre-Press and 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 Electives (Choose 2)	6

General Education Courses		Credits
COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
MATA 101	College Algebra	4
	Humanities Elective	4
	Science Elective	4
	Social Science Elective	4

Total General Education Credits	24
Total Core Credits	66
Total Credits for Associate of Applied Arts	90

Graphic & Web Design

BACHELOR OF FINE ARTS

The Bachelor of Fine Arts in Graphic & Web Design degree program is a twelve-quarter, 180 credit program. The Graphic & Web Design degree program is designed to teach students how to express themselves creatively while visually communicating a message while 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 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 Bachelor of Fine Arts degree in Graphic & Web Design, graduates can pursue entry-level jobs such as graphic designer, production artist, web designer, and interactive designer.

The Graphic & Web Design program at the University is the first step toward a career in creativity. Initially, students have the opportunity to develop an understanding of color and composition, design and technology. As students progress through the program, training is provided in creative problem solving and they have the opportunity to 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. Skills and techniques of advanced technologies are often taught by industry professionals. Tools include scanners, digital cameras, handheld devices and various hardware and software.

There are two separate concentrations in this program. One is graphic design focused and the other is web design focused. Students can further differentiate their sub-specialization by choosing elective courses that fit their future career goals and paths.

Program Student Learning Outcomes

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

Graphic & Web Outcomes:

- Design - demonstrate versatile, aesthetic solutions of layout and design. This includes proper understanding and usage of; space, line, color, shape, texture, form and value. Typographic and photographic hierarchy structures will also be considered
- Conceptual - demonstrate conceptual thinking through work that reflects historical and contemporary trends by answering design problems with creative visuals and writings
- Visual Communication - express a clear message to specific demographics using various mediums
- Professional Presentation - articulate their chosen design direction and solution by communicating their mastery knowledge of graphic design, problem solving, ethics and industry standards in a visual presentation

Graphic Design Specific Outcome:

- Technical - demonstrate, through a printed and online portfolio, the application of competencies through projects that highlight their mastery of industry software and technology in the print design field. This includes technical aspects of prepress, output, and quality reproduction as well as web design

Web Design Specific Outcome:

- Technical - demonstrate, through a live web site, a mastery of interactive design and development using industry software, authoring systems and/or web scripting. This includes the application and integration of advanced functionality within interactive business solutions for clients

Graphic & Web Design – Graphic Design Concentration

Bachelor of Fine Arts Core Courses		Credits
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 and Experimental	3
GWDA 222	Intermediate Layout Design	3
GWDA 224	Advanced Digital Illustration	3
GWDA 232	Form and 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* (or elective **)	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 & Web Design Program Electives (Choose 7)	21

General Education Courses		Credits
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
ENGA 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
Total General Education Credits		48
Total Core Credits		132
Total Credits for Bachelor of Fine Arts		180

Graphic & Web Design – Web Design Concentration

Bachelor of Fine Arts Core Courses		Credits
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
GWDA 318	Interactive Industry & Business Operations	3
GWDA 323	Design Team: Pre-Production	3
GWDA 372	Content Management Systems	3
GWDA 382	Design for Mobile Devices	3
GWDA 405	Internship	3
GWDA 407	Interactive Communication Usability and Prototyping	3
GWDA 413	Design Team: Production	3
GWDA 420	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		Credits
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
Total General Education Credits		48
Total Core Credits		132
Total Credits for Bachelor of Fine Arts		180

Interior Design

BACHELOR OF FINE ARTS

The Bachelor of Fine Arts in Interior Design degree program is rich in theory and practice. The focus on theory at the beginning of the program articulates the guiding principles which provide the foundation for the hands-on application of design concepts. Students have the opportunity to develop abilities in all aspects of the design of three-dimensional space, residential and commercial, rooted in historical and cultural context. They can learn to communicate design solutions through a variety of visual media, interface with professionals and manage the business of their profession. Students can develop aesthetic and ethical sensitivities over the course of the program, preparing them to seek entry-level employment in the fields of commercial and/or residential interior design upon graduation.

Program Student Learning Outcomes

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

- **Problem Solving** - solve complex interior design problems using the design process and their knowledge of interior design principles, theories and applications to analyze the client profile and project program, both individually and collaboratively
- **Communication** - 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
- **Building Systems** - produce interior design solutions that constructively integrate with available building, environmental, and property management systems, as well as prevailing standards of use, maintenance and sustainability
- **Interior Finish Materials** - specify and apply to their interior design solutions finish materials that meet prevailing standards of use, maintenance, sustainability, regulatory compliance, and aesthetics
- **Professionalism** - provide professional services based on the interior design body of knowledge with a standard of care that both meets client needs and protects the health, safety, and welfare of the public in an ethical and legal manner resulting from exposure to academic and real-world experiences

Bachelor of Fine Arts Core Courses		Credits
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 and 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 and Specifications	3
INTA 202	Presentation Techniques	3
INTA 211	Codes and Regulations	3
INTA 212	Residential Design I	3
INTA 213	Kitchen and 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 I	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 and Mechanical Systems	3
INTA 332	Environmental and 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 Program Electives (Choose 5)	15

General Education Courses		Credits
ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
ARHA 145	History of Architecture, Interiors, and Furniture I	4
ARHA 146	History of Architecture, Interiors, and 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
Total General Education Credits		48
Total Core Credits		132
Total Credits for Bachelor of Fine Arts Degree		180

Media Arts & Animation

BACHELOR OF FINE ARTS

The Bachelor of Fine Arts in Media Arts & Animation degree program is a twelve quarter program. The program is designed to provide the graduate with art, design, technical, business, and life skills needed to develop and seek a career in the fields of animation and related media arts.

Program Student Learning Outcomes

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

- Demonstrate application of learned concepts from foundation level art courses. These would include: drawing, color, form, design, composition and foundation level digital art skills
- Demonstrate an applied technical knowledge of animation tools and software according to current industry standards
- 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)
- Demonstrate professionalism, through the creation and presentation of a demo-reel and self-promotion package, according to current industry standards
- Demonstrate the ability to conceptualize, plan, execute, and deliver quality animation projects
- Demonstrate the ability to work on team-based projects

Bachelor of Fine Arts Core Courses		Credits
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	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 Design and Layout	3
MAAA 303	3D Character Rigging	3
MAAA 333	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
	Media Art & Animation Program Electives (Choose 6)	18

General Education Courses		Credits
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 Electives (Choose 2)	8
Total General Education Credits		48
Total Core Credits		132
Total Credits for Bachelor of Fine Arts Degree		180

Restaurant & Catering Management

ASSOCIATE OF APPLIED SCIENCE

Participation in this program may be limited by local drinking age requirements. Please contact your campus Culinary Chair for information.

Students have 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 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.

Program Student Learning Outcomes

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

- Describe and perform business and operational tasks related to the culinary industry such as food and beverage purchasing, cost control, quality control, staff management, and marketing
- Demonstrate proficiency with accounting and financial management needs of the culinary industry
- Develop strong leadership and managerial skills
- Demonstrate a variety of cooking techniques that meet industry standards
- Analyze and plan for various dining room service needs including the execution of a food buffet
- Complete a business plan for a 100 seat restaurant and two catered events

Associate of Applied Science Core Courses		Credits
ACGA320	Introduction to Accounting Principles	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	A La Carte Kitchen	6
CULA303	Food Service Technology and Information	3
CULA322	Catering and Event Management	3
MANA301	Human Resource Management	3
MARA312	Marketing	3

General Education Courses		Credits
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
Total General Education Credits		24
Total Core Credits		66
Total Credits for Associate of Applied Science		90

Web Design & Interactive Communications

CERTIFICATE

The Web Design & Interactive Communications Certificate program is designed to teach students how to create the look, feel and functionality of World Wide Web pages for client Web sites with a specific emphasis on professional standards and practical deployment. This course of study extends foundation principles in visual communications and interactive media as related to dynamic delivery through multiple channels including mobile technologies. Students will have the opportunity to develop abilities in computer languages, usability principles and information architecture in a team oriented environment that is designed to prepare them to seek entry-level employment upon graduation. Training will also be provided in current web technologies and in project management on assignments that will enhance their personal portfolio.

Program Student Learning Outcomes

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

- Demonstrate the use of appropriate visual elements and visual communication skills for interactive media
- Create applications that solve specified problems through a variety of scripting techniques
- Critique and evaluate appropriate design solutions
- Design and develop media marketing and business plans

Certificate Core Courses	Credits
FNDA 135 Image Manipulation	3
GWDA 103 Digital Illustration	3
GWDA 111 Introduction to Layout Design	3
GWDA 112 Typography - Traditional	3
GWDA 123 Programming Logic	3
GWDA 132 Information Architecture	3
GWDA 133 Fundamentals of Web Design	3
GWDA 202 Interface Design	3
GWDA 209 Portfolio I	3
GWDA 213 Timeline Animation and Interaction	3
GWDA 243 Object Oriented Scripting	3
GWDA 273 Intermediate Web Design	3
GWDA 283 Advanced Web Design	3
GWDA 382 Design for Mobile Devices	3
MAAA 233 Motion Graphics	3
Core Electives (Select One)	Credits
GWDA 201 Audio and Video	3
GWDA 263 Web Standards	3
GWDA 313 Emerging Technology	3
GWDA 318 Interactive Industry and Business Operations	3
GWDA 372 Content Management Systems	3
Total Credits for Certificate	48

UNDERGRADUATE COURSE DESCRIPTIONS

Not all courses are offered at all schools. Please check with the Academic Affairs Office at your campus to determine what course offerings are available.

Course descriptions describe the learning opportunities that are provided through the classroom and coursework. It is each student's responsibility to participate in the activities that will lead to successfully meeting the learning outcomes.

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.

Prerequisite(s): None

ADVA 101 Fundamentals of Advertising (3 credits)

Examines various methods, objectives and types of advertising and marketing communications in the context of current and emerging trends and cultural influences necessary to produce a variety of advertising campaigns.

Prerequisite(s): None

ADVA 171 Advertising Design (3 credits)

This course will further define the role of graphic design in an advertising context. Students will be introduced to informational and administrative approaches to the development of advertising. Campaign strategies based on media and marketing realities will be defined and applied.

Prerequisite(s): Academic Approval Required

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.

Prerequisite(s): 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.

Prerequisite(s): MARA312

ADVA 208 Principles of Marketing Research (3 credits)

Marketing research as a tool for developing strategies. The source of data, sampling procedures, questionnaire design, data collection and analysis.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): ADVA 101

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.

Prerequisite(s): ADVA 209

Note: Students in the BFA in Advertising Design 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.

Prerequisite(s): ADVA 332

ADVA 304 Writing for Interactive Media (3 credits)

This is a specialized writing course for interactive design production. Students identify the requirements of different types of writing and the unique characteristics and techniques of interactive media writing. Students examine how various forms of media work together to reach audiences. Students further explore how to use interactive media to express ideas. These techniques are then applied to various forms of media and creating an interactive resume.

Prerequisite(s): ADVA 214

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.

Prerequisite(s): 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.

Prerequisite(s): ADVA 303

ADVA 312 Emerging Media in Advertising (3 credits)

Explore advanced industry concepts and practices in emerging media; discovering and applying these ideas to a campaign. Students prepare, present and defend a graduate project suitable for a professional audience.

Prerequisite(s): 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.

Prerequisite(s): MATA 115

ADVA 322 Digital Media 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).

Prerequisite(s): ADVA 303 and ADVA 214

ADVA 332 Intermediate Ad Campaigns (3 credits)

Students create integrated advertising campaigns, each consisting of different media executions of a single unified theme or concept. Social media executions are included in these campaigns.

Prerequisite(s): 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.

Prerequisite(s): ADVA 308

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 402 Online Community Management (3 credits)

Focus on developing the knowledge and skills for how to design, create and manage online communities as a business model for relationship marketing. Build and maintain a fan base using social networking tools and engage participants in ongoing conversation around a brand or idea.

Prerequisite(s): BSC104 and ADVA 303 and GWDA 308

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.

Prerequisite(s): 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.

Prerequisite(s): None

ADVA 410 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.

Prerequisite(s): 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.

Prerequisite(s): ADVA 332

ADVA420 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.

Prerequisite(s): ADVA410 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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

ARHA326 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.

Prerequisite(s): 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

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): AUDA 103 and MATA 115 or MATA 101

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): AUDA 113

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.

Prerequisite(s): AUDA 203

AUDA 243 Digital Audio II - Digital Audio Systems (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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): AUDA 233

AUDA 311 Mastering (3 credits)

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

Prerequisite(s): Academic Approval Required

AUDA 312 Special Topics (3 credits)

Students, in consultation with the instructor, identify an area of special interest in audio production for focused skill development. Such skill development may include both community and curricular-based projects.

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): AUDA253

AUDA332 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.

Prerequisite(s): Academic Approval Required

AUDA333 Sound for Interactive Media (3 credits)

Students learn the techniques of recording, mixing, and mastering for various interactive media such as CD-ROM, DVD, and the internet. The unique challenges of memory allocation and optimization are examined with a focus on quality differences between different formats. In addition, students examine coding and compression techniques.

Prerequisite(s): AUDA233

AUDA 334 Midi Systems II

This course will expand on the knowledge acquired in MIDI Systems I. Students will deepen into a theoretical and skills-based knowledge and resources of the sequencing environment within the context of the contemporary MIDI production studio. Students proficiency in MIDI production processes will be enhanced through variously-sized production projects. Both live and studio applications of MIDI will be covered.

Prerequisite(s): AUDA 223

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.

Prerequisite(s): AUDA 313

AUDA 343 Advanced Recording Techniques II (3 credits)

This course provides the student a greater understanding of Solid State Logic (SSL) consoles and Voltage Controlled Automation (VCA) automation systems. Students use SMPTE (Society of Motion Picture and Television Engineers) Time Code for synchronization to a variety of multitrack formats, use digital audio sampling for sound replacement, and integrate software and MIDI sequencers into the analog studio mixing environment. Critical listening skills and critical analysis of master tapes are emphasized. Students participate in in-class recording sessions and engineer recording projects during and out of class hours, which may be included in their portfolio.

Prerequisite(s): AUDA 323

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.

Prerequisite(s): AUDA 263

AUDA 373 Advanced Electronics (3 credits)

This course focuses on the theoretical principles, physical properties, design, and characteristics of various audio electronics such as microphones, loudspeakers, and consoles. They will learn system design of a standard studio and live sound setup, as well as troubleshoot and repair various devices and systems.

Prerequisite(s): AUDA 273

AUDA 383 Live Sound Reinforcement III (3 credits)

Students work within the parameters of professional sound reinforcement companies to improve their audio skills and gain practical show experience by using hands-on, in the field, live sound reinforcement. Lighting, video, electrics, rigging, backline and remote recording are explored in both a classroom and lab setting. Students design sound systems using current industry software.

Prerequisite(s): AUDA 353

AUDA 402 Advanced Acoustics (3 credits)

This course focuses on applied acoustics, advanced room acoustics, and special topics in acoustics and electroacoustics. Students apply the physical properties of sound waves and human perception of sound to the understanding and design of acoustic environments, the behavior and construction of acoustic transducers, and the exploration of divergent acoustic phenomenon. The class emphasizes application of acoustic theory commonly used by acousticians, engineers, architects and designers in real world, professional applications.

Prerequisite(s): AUDA 215

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.

Prerequisite(s): AUDA 322

AUDA 404 Live Sound for Television (3 credits)

This course covers core knowledge and competency in digital audio, broadcast communication systems and multi-channel sound design and production, as well as promotes communication skills and team interaction which are required to complete production objectives and timelines.

Prerequisite(s): AUDA 301

AUDA 405 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. Prerequisite(s): AUDA 303

AUDA 412 Sound System Design and Installation (3 credits)

This course provides students with skills necessary for work in the audio and video installations field. Constant voltage amplifiers, intercoms, plasma TV, surround sound installations, and movie a/v systems will be discussed. Students will learn how to work with contractors, retailers, and installers to create and maintain audio and video environments.

Prerequisite(s): Academic Approval Required

AUDA 413 Advanced Broadcast Audio (3 credits)

This course provides students with the skills to analyze and support live broadcast scenarios.

Prerequisite(s): AUDA 301 and Academic Approval Required

AUDA 415 Composition and Scoring (3 credits)

In this course students are introduced to the special technical and artistic demands of composing music for film and television. Topics include instrumentation, orchestration, musical motif, notation, spotting sessions, midi mockups, scoring and tempo markers, and stems.

Prerequisite(s): AUDA 112, AUDA 313

AUDA 425 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.

Prerequisite(s): AUDA 112

AUDA 443 Field Recording (3 credits)

Students are introduced to the equipment, techniques, protocols, and procedures used in on-site recording for radio, film, and TV. Students participate in a location film/video shoot. Topics include power requirements and electrical noise, acoustic isolation and location mixing, audio post-production tools and processes, field and post synchronization, sampling sounds and environments, microphone placement, wireless microphones, communication, and audio processing in the field.

Prerequisite(s): AUDA 223

AUDA 443 Field Recording I (3 credits)

Students are introduced to the equipment, techniques, protocols, and procedures used in on-site recording for radio, film, and TV. Students participate in a location film/video shoot. Topics include power requirements and electrical noise, acoustic isolation and location mixing, audio post-production tools and processes, field and post synchronization, sampling sounds and environments, microphone placement, wireless microphones, communication, and audio processing in the field.

Prerequisite(s): AUDA 203

AUDA 446 Interactive Music (3 credits)

This course explores concepts and techniques for real-time interaction between digital audio software, hardware controllers, and acoustic sound. Topics will include: audio signal routing for real-time processing, looping, and layering; mapping and programming software parameters for manipulation with hardware controllers; real-time performance, processing, and recording of acoustic and electronic sounds; approaches to controlling software parameters with various control surfaces (e.g., pads, rotary knobs, sliders, keyboards, and pedals); issues related to audio signal flow in electroacoustic music; and some of the historical, theoretical, and artistic dimensions of interactive and electroacoustic music. The course will be divided evenly between three components: 1) lectures, assigned listening, and readings, 2) hands-on exercises designed to develop skills and familiarity with specific techniques, and 3) creative projects that explore and extend these techniques.

Prerequisite(s): AUDA 334

AUDA 453 Acoustic Recording and Production (3 credits)

In this course, students study recording and editing of classical music and jazz. The scope of the course will include studio and location digital recording of music in real time. Computer based wave form editing will be taught using music scores and recording notes to create a seamless master from multiple takes.

Prerequisite(s): Academic Approval Required

AUDA 463 Analog Systems (3 credits)

This course covers the history of analog audio production and application in today's industry. Analog tape machine alignment procedures and test equipment are featured as well as mixing techniques on an analog console.

Prerequisite(s): Academic Approval Required

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.

Prerequisite(s): 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.

Prerequisite(s): CULA123

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 your Culinary Chair for information.

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.

Prerequisite(s): 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.

Prerequisite(s): CULA123

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 your Culinary Chair for information.

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.

Prerequisite(s): 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.

Prerequisite(s): CULA123

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 your Culinary Chair for information.

BSC104 Public Relations I (3 credits)

Examines the role of public relations, showing the principles, methods and means of influencing public opinion. Prerequisite(s): 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, worker's compensation, health, life and professional insurance needs and coverage will be examined in the context of the hospitality operation.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): None

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.

Prerequisite(s): 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 your Culinary Chair for information.

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.

Prerequisite(s): 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.

Prerequisite(s): 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 your Culinary Chair for information.

CULA105 Culinary Basics (3 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

CULA106 (3 Credits)

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): CULA 101 and CULA103

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 your Culinary Chair for information.

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

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 your Culinary Chair for information.

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.

Prerequisite(s): 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.

Prerequisite(s): CULA101 and CULA103

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.

Prerequisite(s): Academic Approval Required

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 your Culinary Chair for information.

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.

Prerequisite(s): 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 your Culinary Chair for information.

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.

Prerequisite(s): Academic Approval Required

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 your Culinary Chair for information.

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.

Prerequisite(s): 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.

Prerequisite(s): CULA101 and CULA103

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.

Prerequisite(s): CULA101 and CULA103

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.

Prerequisite(s): Academic Approval Required

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 your campus Culinary Chair for information.

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.

Prerequisite(s): 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. Prerequisite(s): 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.

Prerequisite(s): 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 varietals 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.

Prerequisite(s): 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 your campus Culinary Chair for information.

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.

Prerequisite(s): Academic Approval Required

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 your campus Culinary Chair for information.

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.

Prerequisite(s): 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.

Prerequisite(s): CULA209

DFVA 103 Fundamentals of Video Production (3 credits)

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

Prerequisite(s): 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.

Prerequisite(s): None

DFVA 107 Fundamentals of Producing and Directing (3 credits)

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

Prerequisite(s): 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.

Prerequisite(s): None

DFVA 113 Fundamentals of Editing (3 credits)

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

Prerequisite(s): None

DFVA 123 Intermediate Video Production (3 credits)

Covers the principles of visual design for motion pictures, develop the student's ability to evaluate the visual potential of locations, and determine the proper technical tools and use of motion picture elements to achieve the story's intended look.

Prerequisite(s): DFVA 103

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.

Prerequisite(s): DFVA103

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.

Prerequisite(s): 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.

Prerequisite(s): DFVA 111

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): None

DFVA 212 Broadcast Graphics I (3 credits)

Students study the nature and attributes of motion and broadcast graphics and learn to generate, select, and manipulate still and motion graphics for broadcast and other media delivery.

Prerequisite(s): DFVA 113

DFVA 213 Studio Production (3 credits)

Focuses on broadcast studio operation, live production, studio management, lighting, crew, and sound. Students will also explore the theoretical basis of the electronics behind the equipment needed for studio production.

Prerequisite(s): DFVA 202

DFVA 214 Advanced Scriptwriting (3 credits)

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

Prerequisite(s): DFVA 201

DFVA 222 Broadcast Graphics II (3 credits)

Reinforces compositing concepts, techniques and vocabulary acquired in Broadcast Graphics I and introduces more sophisticated tools and techniques.

Prerequisite(s): DFVA 212

DFVA 223 Intermediate Audio (3 credits)

Explores the various methods and techniques for digital sound composition and design. Students will focus on using digital sound systems and manipulating sound elements for intended effects in media content.

Prerequisite(s): AUDA 101

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 306 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.

Prerequisite(s): Academic Approval Required

DFVA 307 Media Theory and Criticism (3 credits)

Introduces 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 212

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 and Academic Approval Required

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.

Prerequisite(s): 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.

Prerequisite(s): DFVA 332

DFVA 343 Advanced Editing (3 credits)

Using advanced editing methods; this course focuses on processing audio and video elements in media content and organizing such content for total effect and final delivery.

Prerequisite(s): DFVA 203

DFVA 353 Compositing for Digital Film (3 credits)

Students in this course learn the concepts, techniques, and vocabulary of compositing. Students apply rotoscoping, match moving, keying, and layering to finalize their multiple-source projects.

Prerequisite(s): DFVA 212 or MAAA 233

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.

Prerequisite(s): DFVA 333

ECO 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.

Prerequisite(s): 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.

Prerequisite(s): 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)

This is a course in expository and creative writing, including the development and revision of paragraphs and essays using advanced rhetorical strategies; reading and discussion of selected essays, short stories and poems; and production of poems and fiction. This course is designed to stimulate the imagination and to hone the student's writing skills.

Prerequisite(s): Academic Approval Required

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

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): FADA263 and FADA323

FADA315 Knitwear Design (3 credits)

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

Prerequisite(s): 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.

Prerequisite(s): FASA273 and FASA283

FADA407 Apparel Product Management (3 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.

Prerequisite(s) 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.

Prerequisite(s): None

FADA417 Computerized Textile Design (3 credits)

This computer-aided design course will focus on the elements of fabrication and how they relate to total fabric performance. Emphasis is on determining suitable fabric in apparel design. Students will have the opportunity to learn to develop prints and woven patterns with the use of industry specific software developing original prints and patterns within a seamless repeat, and creating a seasonal collection of color coordinate designs.

Prerequisite(s): CGSA 202

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.

Prerequisite(s): 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

Co-requisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): None

Co-requisite (s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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

Co-requisite(s): FASA143

FASA 125 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): None

Co-requisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): FASA128

FASA143 Patternmaking and Draping II (3 credits)

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

Prerequisite(s): FASA133

Co-requisite (s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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

Prerequisite(s): 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.

Prerequisite(s): None

FASA203 Patternmaking and Draping III (3 credits)

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

Prerequisite(s): FASA143

Co-requisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.
Prerequisite(s): FASA123
Co-requisites (s): FASA203

FASA224 Visual Merchandising II (3 credits)
Visual Merchandising II applies the basic concepts of design to create effective displays. Students gain insight into the basics of 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

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.
Prerequisite(s): 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.
Prerequisite(s): MATA 115 and CGSA 202 or Academic Approval

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.
Prerequisite(s): FASA216 and FASA224
Co-requisite (s): FASA248

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.
Prerequisite(s): FASA223
Co-requisites (s): 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
Prerequisite(s): FASA203
Co-requisite (s): 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.
Prerequisite(s): FASA215

FASA238 Business Policy (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.

Prerequisite(s): None

FASA244 Fabrics and 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.

Prerequisite(s): 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.

Prerequisite(s): 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

Co-requisite (s): 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.

Prerequisite(s): 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.

Prerequisite(s): FASA273 and 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.

Prerequisite(s): 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.

Prerequisite(s): 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

Co-requisite(s): 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

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.

Prerequisite(s): MATA 101 or MATA 115

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.

Prerequisite(s): None

FMDA304 Fashion Magazines (3 credits)

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

Prerequisite(s): BSC104 and FMDA308

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.

Prerequisite(s): 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.

Prerequisite(s): 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

FMDA 318 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.

Prerequisite(s): 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 digital magazine composition, photoshoots, and marketing techniques, along with an examination of the ethical and legal issues associated with publishing.

Prerequisite (s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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 Prerequisite(s): FASA229

FMDA408 Small Business Management (3 credits)

The fundamentals of small business management are introduced and analyzed. A comprehensive business plan will be developed after students select a form of business organization, and determine size, scope and location. Administration, financial planning and profit-making techniques will also be discussed.

Prerequisite(s): FASA108

FNDA 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.

Prerequisite(s): 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.

Prerequisite(s): 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. Students will draw three-dimensional objects in one-, two-, and three-point perspective.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): GADA323

GWDA 101 Applications and Industry (3 credits)

This course focuses on web design and graphic design applications, tools, and industry practices. This includes file management practices, basics of markup language and styling. Students will be introduced to illustration and image manipulation software relevant to the web design and graphic design industries.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): GWDA 111

Note: Students in the BFA in Advertising Design 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): None

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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): GWDA 203

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): GWDA 273

GWDA 292 Experiential 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.

Prerequisite(s): GWDA 202

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.

Prerequisite(s): 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.

Prerequisite(s): ADVA 209 or Academic Approval Required

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 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.

Prerequisite(s): 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.

Prerequisite(s): GWDA 213

GWDA 315 Contemporary Issues in Typography (3 credits)

The use of typographic techniques inspired by contemporary type designers will also be explored. Students will define multiple typographic styles found in history. Development of type centered visual communications will be implemented to create marketable pieces.

Prerequisite(s): GWDA 212

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.

Prerequisite(s): GWDA 204

GWDA 318 Interactive Industry and Business Operations (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 an interactive media and design profession.

Prerequisite(s): None

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.

Prerequisite(s): GWDA 372 or GWDA 305 and GWDA 209 or Academic Approval Required

GWDA 342 Editorial Illustration (3 credits)

In this course, students translate narrative content into visual conceptual imagery through illustrative solutions. These illustrations are then incorporated into page layouts, and other publication design formats. Students research visual solutions and explore appropriate media, imagery, and style to interpret the author's point-of-view.

Prerequisite(s): None

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): GWDA 392

GWDA 353 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 fundamentals of interactive web development will be explored. Students will be introduced to concepts related to data-driven dynamic web site creation based on server side processing. Emphasis is placed on forms and content management.

Prerequisite(s): GWDA 273

GWDA 363 Client-Side Scripting (3 credits)

This course provides a further exploration to designing dynamic sites. Students explore the components of software that makes up a web server, the differences between server-sided and client-sided authoring and basic scripting that uses this information to help design more dynamic sites. Client-side scripting, as a method to develop advanced dynamic web applications will be developed.

Prerequisite(s): GWDA 243

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): GWDA 202 and GWDA 273 or Academic Approval Required

GWDA 402 Book Illustration (3 credits)

Students research illustrative trends and explore media for creating appropriate imagery that interprets an author's point-of-view. In this course, students translate narrative content into visually consistent imagery used to tell a story. Character studies are created to give the student a three-dimensional understanding of each of the various subjects-allowing each character to be drawn at any angle. Character consistency is required. Illustrative solutions are produced to be consistent throughout the book. These illustrative solutions are combined with the narrative into a page layout-book design-format.

Prerequisite(s): GWDA 102

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.

Prerequisite(s): Academic Approval Required

GWDA 407 Interactive Communication Usability and Prototyping (3 credits)

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

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): None

HUMA 207 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.

Prerequisite(s): None

INTA 101 Architectural Drafting (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.

Prerequisite(s): 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.

Prerequisite(s): None

INTA 103 CAD (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.

Prerequisite(s): INTA 101

INTA 105 Sketching and Ideation (3 credits)

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

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): INTA 103 and INTA 211

INTA 252 Interior Detailing (3 credits)

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

Prerequisite(s): INTA 103

INTA 262 Construction Documents I (3 credits)

This course introduces students to the contract document process for interior spaces.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): INTA 201

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): INTA 342

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): None

MAAA 204 Acting and Movement for Animators (3 credits)

The 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): None

MAAA 243 Materials 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): MAAA 232

MAAA303 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.

Prerequisite(s): 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): Academic Approval Required

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.

Prerequisite(s): 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 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 animation production.

Prerequisite(s): Academic Approval Required

MAAA 353 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.

Prerequisite(s): MAAA 223

MAAA 363 Advanced Illustration for Production (3 credits)

Building on knowledge from preceding drawing courses, students will develop their drawing skills in the context of professional media arts and animation applications. This course will place emphasis on advanced drawing techniques and strengthening skills through real world observation.

Prerequisite(s): MAAA 312

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.

Prerequisite(s): MAAA 333

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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).

Prerequisite(s): 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

Prerequisite(s): None

MARA312 Marketing

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.

Prerequisite(s): None

MASP 300 Senior Project I

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.

Prerequisite(s): None

MASP 400 Senior Project II

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

Prerequisite(s): MASP300

MAST200 Media Arts Special Topics 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

MAST300 Media Arts Special Topics 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

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): MAT100 or MATA 100

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.

Prerequisite(s): None

PHOA 101 Principles of Photography (3 credits)

Students will identify basic photographic tools and their intended purposes, including the proper use of aperture, shutter speed, ISO, focal length, and light metering. Students will analyze photographs and produce their own visually compelling images by employing professional photographic techniques and digital workflow.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): PHOA 101

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.

Prerequisite(s): 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.

Prerequisite(s): None

PHOA 122 View Camera Theory (3 credits)

Working individually and in teams, students will utilize large format cameras both in the studio and on location, working with various light sources. Students will develop a frame of reference for their own work by examining the effective and ineffective characteristics in various examples of art and design.

Prerequisite(s): 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.

Prerequisite(s): FNDA 135

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.

Prerequisite(s): 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.

Prerequisite(s): FNDA 135

PHOA 208 Business of Photography (3 credits)

An overview of current trends and an assessment of the skills and materials necessary for a student to comprehend small business operations and/or make themselves a productive member of a commercially viable team.

Prerequisite(s): PHOA 203

PHOA 212 Editorial Photography (3 credits)

Editorial photography is an exploration of the non-fiction narrative delivered through a variety of media. The class is devoted to subject research and creative photography. Emphasis is placed on storytelling, the production process and contemporary media output methods.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): PHOA 213

PHOA 305 History of Photography II (3 credits)

Students examine emerging photographic styles and perspectives of a newer generation of photographers reacting to the cultural revolution of the 60's and 70's; the eruption in the 80's of Post-Modernism and Critical Theory; and the digital revolution of the 90's. Students will further examine contemporary issues focusing on the theoretical swing from Post-Modernism back to Modernist practices; and lastly a look at the popular trend of using alternative processes from the nineteenth century.

Prerequisite(s): PHOA 115

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.

Prerequisite(s): PHOA 303

PHOA 308 Marketing for Photographers (3 credits)

Explores professional development tools, including résumés, cover letters, networking, and interviewing. Students apply the techniques used to research and identify efficient ways of selling work through agents and examine how to create a successful self-promotion campaign. Students develop individual plans for marketing their talents and finding work after graduation, with emphasis on targeting markets to suit their personal goals.

Prerequisite(s): PHOA 208

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): PHOA 305

PHOA 332 Special Topics I (3 credits)

Students, in consultation with the instructor, identify an area of special interest in digital photography for focused skill development. Such skill development may include both community and curricular-based projects.

Prerequisite(s): Academic Approval Required

PHOA 412 Special Topics II (3 credits)

Students will continue to work in an area of special interest in digital photography for focused skill development. Such skill development may include both community and curricular-based projects.

Prerequisite(s): Academic Approval Required

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): None

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.

Prerequisite(s): Academic Approval Required Co

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.

Prerequisite(s): PSYA 101

SCIA125 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): None

VIAA345 Figure Sculpture I (3 credits)

This class 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.

Prerequisite(s): VIAA146 or Academic Approval Required

VIAA350 Introduction to Printmaking (3 credits)

This studio course is an introduction to the fundamentals of printmaking, incorporating drawing, painting and collage. Processes may include intaglio, relief and monotype.

Prerequisite(s): None

VIAA360 Intermediate Printmaking (3 credits)

This studio course will develop skills in printmaking technique which may include such processes as intaglio, relief, serigraphy, and collographs. Students will produce a signed and numbered edition of prints as well as experiment with printmaking techniques through the development of proofs

Prerequisite(s): VIAA350

VIAA413 Figure Sculpture (3 credits)

Basic principles of design, such as balance, rhythm, contrast, and harmony are covered in this course. Students develop three-dimensional designs and sculptures from paper, found materials, and clay. Three-dimensional forms, compositions, and aesthetics are discussed and applied. The course also emphasizes character development.

Prerequisite(s): MAAA 122

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.

Prerequisite(s): FNDA 110

GRADUATE PROGRAMS

Design & Media Management

MASTER OF ARTS

OFFERED AT THE ART INSTITUTE OF DALLAS

The Master of Arts in Design & Media Management was created to prepare graduates to seek employment in management at a variety of art and design enterprises. The curriculum was developed to address the critical management competencies and challenges of this evolving discipline through the study of theoretical management concepts and the application of professional skills. The program has two specialization tracks: Design Management and Media Arts Management. Both specializations include a common foundation of six courses and culminating capstone courses. Students focus their studies toward future goals through the selection of electives and a track based on either the design industry or the media arts industry.

Program Student Learning Outcomes

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

- Demonstrate the application of leadership theory, capacity management, risk assessment, marketing, and investment strategies in their academic coursework
- Demonstrate a range of effective communication skills that support the development and management of a business
- Demonstrate effective information literacy skills
- Demonstrate effective critical thinking skills in the development and execution of projects
- Demonstrate conceptual and creative thinking skills in the development and support of their academic coursework

Master of Arts Courses		Credits
DMMA 503	Information Management and New Technologies	4
DMMA 504	Building and Leading Creative Teams	4
DMMA 507	Law, Policy and Ethics in Design and Media Arts	4
DMMA 508	Assessment and Analysis for Managers in Design	4
DMMA 511	Academic Writing and Research	4
DMMA 518	Design and Media Arts Innovation: Marketing Plan	4
DMMA 637	Entrepreneurship	4
DMMA 638	Planning, Producing and Promoting a Venture	4
DMMA 640	Capstone 1	4
DMMA 650	Capstone 2	4
	Design Management Program Elective (Choose 2)	8
Total Credits for Masters of Arts Program		48

GRADUATE COURSE DESCRIPTIONS

Course descriptions describe the learning opportunities that are provided through the classroom and coursework. It is each student's responsibility to participate in the activities that will lead to successfully meeting the learning outcomes.

DMMA 503 Information Management and New Technologies in Design and Media Arts (4 credits)

This course is designed to apply financial, marketing, and operations theories and tools to assess and analyze domestic and global markets, establish requirements and sources of capital, assess risks, and analyze processes to meet demand. The assessment and analysis provides design and media arts organizations with the foundation to begin to address market needs.

Prerequisite(s): None

DMMA 504 Building and Leading Creative Teams (4 credits)

Teams are a basic organizational building block. The purpose of this course is to provide students with the knowledge and practical skills to become a productive team leader in a creative organization. Collective creativity requires a team with a diverse set of skills. The creativity of the team is enhanced by other types of diversity such as personality type, creative style and experience level. "Building" a team means not only assembling the right set of people to do the job, but the process by which the team grows in capability and alignment. This course addresses motivation, leadership, and communications. Also included are negotiation, conflict resolution and team building.

Prerequisite(s): None

DMMA 505 Strategic Planning and Management in Creative Organizations (4 credits)

This course is designed to lead students through the development, implementation, documentation, and evaluation of strategic and business planning in creative organizations. Students will develop tools and techniques that enable them to develop a long-range strategic plan as well as an operational plan in a creative enterprise. Strategic presentation skills, including data driven presentations are also covered.

Prerequisite(s): None

DMMA 506 Collaboration at a Distance (4 credits)

In today's global economy, creative professionals must work in partnership with people and organizations world-wide. Small entrepreneurial companies as well as large multi-national corporations engage teams across cultural boundaries. This course examines topics such as cultural and national differences, global business practices in creative industries and communication and team skills necessary for success.

Prerequisite(s): Successful completion of all core courses with a grade of B or better.

DMMA 507 Law, Policy and Ethics in Design and Media Arts (4 credits)

In this course, students explore legal and regulatory issues and questions facing copyright holders, technology developers, and artist and designers. The impact of emerging technology, digital media, and ethical issues created by digital media will also be examined. A working knowledge of the legal system (standard legal agreements such as contracts, charters, and non-disclosure agreements), how it impacts business decisions, and how it can affect liability will also be presented.

Prerequisite(s): None

DMMA 508 Strategic Planning and Management in Creative Organizations (4 credits)

This course is designed to lead students through the development, implementation, documentation, and evaluation of strategic and business planning in creative organizations. Students will develop tools and techniques that enable them to develop a long-range strategic plan as well as an operational plan in a creative enterprise. Strategic presentation skills, including data driven presentations are also covered.

Prerequisite(s): None

DMMA 511 Academic Writing and Research (4 credits)

This course introduces the graduate student to the expectations of graduate level academic writing, communication styles, and research methodologies. Emphasis will be placed on the foundation skills necessary for the successful completion of the Design and Media Management Capstone Project. This course will also develop the critical thinking and writing skills needed for post-program professional success in the design and media industries.

Prerequisite(s): None

DMMA 514 Communication, Grant Writing and Management in Creative Organizations (4 credits)

This course is designed to provide knowledge and skills related to the development of grant proposals that result in funding creative, non-profit organizations. Students will assess organizational needs, identify potential funding sources, and research and write a prospective proposal. They will also discuss internal and external factors that impact funding, management of resources and administration of grants.

Prerequisite(s): Successful completion of all core courses with a grade of B or better.

DMMA 515 Planning, Producing and Promoting a Design Venture (4 credits)

This course focuses on design managers as they work in the context of product development, planning, marketing, and implementation. Based on the goals of a design venture, students will apply design, innovation, and business theory to realistic business opportunities with successful, meaningful application for customers. Topics will include advanced concepts of branding, strategic planning and communication.

Prerequisite(s): Successful completion of all core courses with a grade of B or better.

DMMA 517 Assessment and Analysis for Managers in Design and Media Arts (4 credits)

This course is designed to apply financial, marketing and operations theory and tools to assess and analyze domestic and global markets, establish requirements and sources of capital, assess risks and analyze processes to meet demand. The assessment and analysis provides design and media arts organizations with the foundation to begin to address market needs.

Prerequisite(s): None

DMMA 518 Design and Media Arts Innovation: Marketing, Planning and Strategy (4 credits)

This course emphasizes the identification, analysis, and selection of target markets; development and management of products and services; pricing; demand analysis and forecasting, distribution systems and advertising and promotion. Forces impacting marketing strategy such as web marketing, consumer trends, and competition are examined. Students will identify opportunities at operational and strategic levels, and develop a marketing plan for a design or media arts innovation.

Prerequisite(s): None

DMMA 528 Entrepreneurship in Design (4 credits)

Throughout this course, students will research possibilities for creating beneficial and profitable design ventures, and assess competitive environments and performance prospects. They will examine successful and unsuccessful entrepreneurial design ventures and design entrepreneurs. They will also identify the components of a business plan and examine various business plans.

Prerequisite(s): Successful completion of all core courses with a grade of B or better.

DMMA 538 Entrepreneurship in Media Arts (4 credits)

Throughout this course, students will research possibilities for creating beneficial and profitable media arts ventures, and assess competitive environments and performance prospects. They will examine successful and unsuccessful entrepreneurial media arts ventures and media arts entrepreneurs. They will also identify the components of a business plan and examine various business plans.

Prerequisite(s): Successful completion of all core courses with a grade of B or better.

DMMA 548 Project Management in Design and Media Arts (4 credits)

This course focuses on the creation and management of all aspects of a project plan for a design or media arts project. The student will develop skills in assessment, planning, organization and controlling the resources needed to produce a creative company's product or services and to exercise successful team management to ensure that the project is completed in a quality manner within budget and on time.

Prerequisite(s): Successful completion of all core courses with a grade of B or better.

DMMA 558 Managing New Technologies in Creative Organizations (4 credits)

In this course, students will develop skills in assessing, analyzing, new types of design and media technologies and upgrades of current technology. This course also addresses decision-making related to new technology adoption and implementation, financial considerations, deployment of new technologies within the company, training, and monitoring technology trends and innovation within the creative industry.

Prerequisite(s): Successful completion of all core courses with a grade of B or better.

DMMA 603 Collaboration at a Distance (4 credits)

In today's global economy, creative professionals must work in partnership with people and organizations world-wide. Small entrepreneurial companies as well as large multi-national corporations must work as a team, regardless of location. This course examines topics such as cultural and national differences, global business practices in creative industries, global monetary systems, and communication and team skills necessary for success.

Prerequisite(s): Completion of Foundation Courses

DMMA 604 Communication, Grant Writing and Management in Creative Organizations (4 credits)

This course is designed to provide knowledge and skills related to the development of grant proposals that result in funding for creative, non-profit organizations. Students will assess organizational needs, identify potential funding sources, and research and write a prospective proposal. They will also discuss internal and external factors that impact funding, management of resources and administration of grants.

Prerequisite(s): Completion of Foundation Courses

DMMA637 Entrepreneurship (4 credits)

Throughout this course, students will research possibilities for creating beneficial and profitable design ventures, and assess competitive environments and performance prospects. They will examine successful and unsuccessful entrepreneurial design ventures and design entrepreneurs. They will also identify the components of a business plan and examine various business plans.

Prerequisite(s): Completion of Foundation Courses

DMMA 608 Planning, Producing and Promoting a Design Venture (4 credits)

This course focuses on design managers as they work in the context of product development, planning, marketing, engineering, and implementation. Based on the goals of a design venture, students will apply design, innovation, and business theory to realistic business opportunities with successful, meaningful application for customers. Topics will include advanced concepts of branding, strategic planning, communication, outcomes and evaluation of launch, and follow-up revision, addition, and deletion of strategies.

Prerequisite(s): Completion of all Foundation Courses and DMMA 607 or DMMA 617

DMMA 613 Managing New Technologies in Creative Organizations (4 credits)

In this course, students will develop skills in assessing and analyzing new types of design and media technologies and upgrades of current technology. This course also addresses decision-making related to new technology adoption and implementation, financial considerations, deployment of new technologies within the company, training, and monitoring technology trends and innovation within the creative industry.

Prerequisite(s): Completion of Foundation Courses

DMMA 627 Creative Problem Solving (4 credits)

In this course, students will focus on the creative problem solving process. They will utilize generating and focusing tools in applying the problem solving process to translate ideas into useful and implementable creative products and actions. They will also gain a better understanding and appreciation of their own and others problem-solving styles and creativity. Course topics include harnessing creativity, recognizing innovation, and solving innovation dilemmas and challenges.

Prerequisite(s): Completion of Foundation Courses

DMMA 628 Project Management in Design and Media Arts (4 credits)

This course focuses on the creation and management of all aspects of a project plan for a design or media arts project. The student will develop skills in assessment, planning, organization and controlling the resources needed to produce a creative company's product or services and to exercise successful team management to ensure that the project is completed in a quality manner within budget and on time.

Prerequisite(s): Completion of Foundation Courses

DMMA 637 Entrepreneurship (4 credits)

Throughout this course, students will research possibilities for creating beneficial and profitable design ventures, and assess competitive environments and performance prospects. They will examine successful and unsuccessful entrepreneurial design ventures and design entrepreneurs. They will also identify the components of a business plan and examine various business plans.

Prerequisite(s): Completion of Foundation Courses

DMMA 638 Planning, Producing and Promoting a Venture (4 credits)

This course focuses on media arts managers as they work in the context of product development, planning, marketing, engineering, and implementation. Based on the goals of a media arts venture, students will apply design, innovation, and business theory to realistic business opportunities with successful, meaningful application for customers. Topics will include advanced concepts of branding, strategic planning, communication, outcomes and evaluation of launch, and follow-up revision, addition, and deletion of strategies.

Prerequisite(s): None

DMMA 640 Capstone I (4 credits)

This course represents the culmination of the knowledge and skills that the student has learned in this program applied to a capstone project. The course is intended to help students frame and provide solutions for design or media art research or business problems. At the completion of this course, the student will have completed an approved draft of the first two chapters of the required Capstone project.

Prerequisite(s): Completion of all Foundation Courses

DMMA 650 Capstone II (4 credits)

This course represents the culmination of the knowledge and skills that the students has learned in this program applied to a capstone project. The course is intended to help students frame and provide solutions for media arts research or business problems. Using the first three chapters of the Capstone project completed in DMMA610, during this class the student will complete the Capstone paper.

Prerequisite(s): DMMA 640

GENERAL INFORMATION

The University has a long tradition of academically and practically preparing students for careers in their chosen field of study. The University provides a challenging educational environment that combines the conceptual framework for each respective academic discipline in combination with the practical skills needed to reach your professional goals as a fully educated person. Miami International University of Art & Design's approach to education responds to changing technologies and the needs of the marketplace. The University is proud of its mission of providing graduates with both academics and the creative and technical skills demanded by today's employers. The University provides employers with employees who can think critically, write and speak well, and have the appropriate practical skills to perform the tasks associated with their jobs.

ADMISSIONS

A prospective student seeking admission to any bachelor's or associate's degree at The Art Institute of Dallas must be a high school graduate, or hold a General Educational Development (GED) (or HiSET test for students in the state of Texas) certificate. Each campus reserves the right to request any additional information necessary to evaluate an applicant's potential for academic success. This admissions policy serves to guide the decision-making process concerning which applicants can be successful in the programs of study offered by The Art Institute of Dallas.

How to Apply

Applications may be submitted at any time of year and should be directed to the appropriate location as follows:

- Admissions, Miami International University of Art & Design, 1501 Biscayne Blvd., Suite 100, Miami, Florida 33132-1418. Requests for application information should be made by calling 1-800-225-9023 or 305-428-5700, faxing 305-374-5933, or visiting the web site at <http://www.aimiu.aii.edu>.
- Admissions, The Art Institute of Dallas a branch of Miami International University of Art & Design, 8080 Park Lane, Suite 100, Dallas, Texas, 75231. Requests for application information should be made by calling 1-800-275-4243 or visiting the web site at <http://www.artinstitutes.edu/dallas>.

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 University:

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 University, 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 University 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 University 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 University 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.

Admissions Requirements - Culinary Standards

To participate in any culinary program, 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 cooking or baking practical

Admissions Requirements - Master's Programs

To qualify for admission into the Master of Arts in Design & Media Management, the student must meet the following requirements:

- Possess an earned bachelor's degree from a nationally or regionally accredited (recognized by the U.S. Department of Education) institution in Design, Media Arts, or another area with substantial background and experience in Design and/or Media Arts. Non-design majors are considered in light of their resume and portfolio.
- Have a GPA of 2.7 or better on a 4.0 scale or a minimum combined GMAT score at or above the 50th percentile.
- Submit an electronic portfolio (Web-based Portfolio, CD/ DVD, or Flashdrive). Alternative forms of submission may be acceptable at the discretion of Academic Affairs.
- Demonstrate an ability to express one's self in writing through the submission of an academic writing sample. The sample should represent the candidate's writing skills and ability to format using a common scholarly writing style such as MLA or APA.
- Submit a Letter of Intent. Applicants must submit a typewritten letter of intent stating why they wish to pursue an M.A. degree and what area of interest they intend to research and develop for their thesis project. The letter of intent is an important element of the application and should accurately reflect the applicant's ability to express him/herself in a manner consistent with the expectations of graduate coursework. Applications to all graduate programs must include three letters of support submitted at the time of application for the review of the graduate admissions committee.
- Applicants to the Master of Arts in Design & Media Management should submit a portfolio of work completed individually and/or as part of a creative team. An academic writing sample, resume/CV, and three letters of recommendation are also required for the Graduate acceptance committee review.
- Submit three (3) letters of recommendation. Letters should originate from both academic and employment sources.

Admissions Requirements – Returning Students

Students wishing to return to the University after an absence should contact a staff representative at the Office of Admission. Students who interrupt their education for one or more quarters per academic year will be subject to any changes in curriculum and graduation requirements that took effect during their leave.

Admission Requirements for Transfer Applicants and/or Applicants Possessing a Previously Earned Degree

Transfer students will complete the Interview and Application for admission to the University 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.

Application Requirements – Students Seeking a Second Baccalaureate Degree

Students who have earned a degree from another regionally or nationally accredited college/university must complete requirement one and two above, in addition to providing official transcripts from the prior college/university showing all courses and degree 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.

Admissions Requirements – International Students

All international students must meet the same admissions standards as all other students when seeking to enroll in the University. 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 University requires 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). 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 a University International Admissions Representative for more detail.

Admissions Requirements – Students Requiring Form I-20 Sponsorship

International students requiring the University's 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

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. Not more than 1 online course or 3 online credits per academic term may be counted toward meeting the "full course of study" requirement. Please note that not all Art Institute locations offer online courses. Speak with an admissions representative for more information. 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. THIS SCHOOL IS AUTHORIZED UNDER FEDERAL LAW TO ENROLL NONIMMIGRANT ALIEN STUDENTS.

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.

English Language Proficiency Policy

As the lectures, seminars, materials, and discourse which comprise programs of study at the University are presented in English, the University 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 for students in the state of Texas) 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	54-55	61	79-80
		Level	Level
IELTS	Level 5.5	6.0	6.5
American College Testing (ACT) En	17	19	21
EF International Language Schools	C1	C1	C2
		Level	Level
ELS Language Schools	Level 108	109	112
iTEP	4.0	4.5	5.0
Pearson	42	44	53
Michigan English Language Assess Battery (MELAB or "Michigan Test")	73	80	85
Scholastic Aptitude Test (SAT)-Eng Section**	420	526	572
Students from Puerto Rico: Prueba Academica (PAA) English Proficien 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 for students in the state of Texas) 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 an International Student Admissions Representative for questions about acceptable alternative measures of English Language Proficiency.

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 36 quarter/24 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 36 quarter/24 semester college or university credits (of at least one full academic year) earned.

Applicants to a graduate program may present a bachelor's degree as a form of proof of graduation from high school. Accreditation requirements must adhere to the list of acceptable accreditation. A student who is home-schooled must be able to present a high school credential evidencing that he or she completed secondary education or complies with applicable State requirements for home-schooling in the State in which the student resided during home-schooling.

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.

Exception to "Certificate of Completion" at Miami International University and its branches:

If a student has a "Certificate of Completion" **and** has attended an accredited college or university **and** has successfully completed and passed 24 semester credit hours or trimester credit hours or 36 quarter credit hours at the college level from a single institution, that does not result in the awarding of an associates 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. The student can be **considered** for admission at The Art Institutes. The successful completion (passing grades) of 24 semester credit hours or 36 quarter credit hours meets the criteria of "ability to benefit" for admission at The Art Institutes. A stand alone "Certificate of Completion" without the additional college or university course work does not suffice for admission to The Art Institutes.

TECHNOLOGY SERVICES

It is the responsibility of the Technology staff to ensure that the technical resources are available when needed. Every effort will be made to minimize the time in which systems are unavailable; however, there will be times when the system or specific resources will not be available for use for regularly scheduled maintenance or when unexpected problems occur. Audits will be conducted from time-to-time to ensure compliance with the above policies. Reports or discovery of suspected abuse will be immediately investigated. Violators of this policy will be subject to disciplinary procedures. Disciplinary action may include academic probation and expulsion from the University.

The University treats all violations of this policy seriously. The University will pursue disciplinary, criminal, or civil prosecution of violators when appropriate. This policy is available in its entirety in the office of the Campus Technology Manager.

Electronic Account Protection

With all electronic accounts, students are required to use only their accounts, secure their account password information, and notify staff if they suspect their account has been used by anyone other than themselves. This includes the Brightspace Learning Management System and the multi-factor authentication (MFA) identity verification protocol for distance education and campus based courses.

Network Use, Computer Software, and Internet Statement Policy

The University requires all persons using the University's technology and networks to abide by the Proper Use of Information Technology and Network Policy. Technology and networks covered under this policy include, but are not limited to, the following:

- Electronic mail (e-mail)
- Local databases
- Games
- CD-ROMs
- Photographs
- Digitized information
- Any records media
- Externally-accessed databases

All students and temporary users are responsible for safeguarding the integrity of all resources used in completing their class projects. All users must respect the rights of other users, respect the integrity of the physical facilities and controls, and comply with all licenses, laws, and contractual agreements with the highest of ethical standards.

- Users must respect others' privacy, including text (electronic mail and file transfer) and images (graphics and video).
- No cell phones may be used by faculty or students in the computer labs as a courtesy to others using the labs. Cell phones must be turned off prior to entering the labs.
- No eating (including chewing gum) or drinking is permitted in the computer labs. Open containers are not allowed on carpeted areas or outside the lab entrance.
- Open labs are designed for completion of University work only. Use of University computer labs for playing games and completion of freelance work is prohibited.
- No student peripherals or software may be used or installed in University computer labs without expressed written consent from the Campus Technology Manager.
- During open lab times, leave the computers with specific uses open for student access. These include computers with dedicated scanners or video equipment.
- The safest place for your work is a removable media disk or a personal on-the-cloud storage service. You are responsible for backing up your data.

The University network is for school-related use only. Using the network for illegal file sharing, music sharing, and any other illegal downloading of any copyrighted material is not allowed. Violation of this policy will result in disciplinary action and/or legal action.

Students are responsible for the appropriate use of equipment, network, and Internet access provided to them. In order to promote understanding of what is considered unacceptable conduct, to encourage consistent action, and to assist those who, through lack of understanding or experience, could experience difficulties in defining “appropriate use,” the following guidelines are included here:

- It is inappropriate to violate software license agreements by making unauthorized copies of computer software or loading unauthorized copies of software onto the University’s computers.
- It is inappropriate to send e-mail messages that include profanity, vulgarity, or discriminatory or derogatory language or remarks.
- It is inappropriate to broadcast messages of personal statements regarding private issues, especially those of a political, religious, or controversial nature.
- It is inappropriate to use facilities for soliciting other students, sending chain letters, or for pranks.
- It is inappropriate to use facilities for freelance work.
- It is inappropriate to use facilities for illegal activities.
- It is inappropriate to use the Internet access to visit sites that are pornographic, vulgar, obscene, or that are otherwise of questionable moral value.

The preceding list is not meant to be exhaustive, but is only a representative sample of the types of inappropriate conduct to be avoided. In order to ensure proper use of equipment and networks, the University reserves the right to monitor or audit the use of all of the University’s technical resources, including electronic communications. All Internet access through the University network will be monitored. The University reserves the right to extend, to limit, to restrict, or deny privileges and access to its information resources. No individuals other than University faculty, staff, and students will be permitted access to technical resources without the express written consent of the Campus Technology Manager.

Digital Bookshelf and Digital Textbooks

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. Students enrolling in a course that includes a Digital Textbook will incur an additional Digital Textbook charge, in addition to the course tuition.

Hardware Specifications for eBooks and the Digital Bookshelf

The University uses Brightspace D2L to deliver its digital resources. As with any software, the faster the processor, the more RAM, and the larger hard drive space you provide, the better the performance. Users wanting to move their material to their hard drive may need additional space. It is also important that users understand the process and benefits of maintaining their machines in top operating condition by keeping them current with the latest operating system updates, correctly configuring virus control, and other beneficial habits

Minimum Hardware Specifications for Online Courses:

Academic Program	Platform	OS	PROC	RAM	VIDEO	STORAGE
Interior Design	WIN	Windows 10 v.1809 or newer	64 bit Intel or AMD; 2GHz or faster; SSE 4.2 or later	16 GB	Supported GPU's	256GB HDD
Graphic Design	MAC	10.14X or newer	64 bit Intel; 2GHz or faster; SSE 4.2 or later	16 GB	Metal support w/ 2GB RAM	256GB HDD
Game Art & Design	WIN	Windows 10 v.1809 or newer	64 bit Intel; 2GHz or faster; SSE 4.2 or later	16 GB	Supported GPUs (1) Supported GPU's (2)	256GB HDD
Animation	WIN	Windows 10 v.1809 or newer	64 bit Intel; 2GHz or faster; SSE 4.2 or later	16 GB	Supported GPUs (1) Supported GPU's (2)	256GB HDD
Fashion Marketing	WIN	Windows 10 v.1809 or newer	64 bit Intel or AMD; 2GHz or faster; SSE 4.2 or later	8 GB	Supported GPU's	256GB HDD
Audio Production	MAC	10.14.6 or newer	Intel Core i5 - 6th Gen or newer	16 GB	1920 x 1080 or larger display	256GB HDD
Film	MAC	10.14X or newer	Intel 6th Gen or newer	16 GB	Metal support w/ 2GB RAM	256GB HDD
Design Media Mgt.	WIN	10.14.X or newer	64 bit Intel; 2GHz or faster; SSE 4.2 or later	8 GB	Metal support w/ 2GB RAM	256GB
	MAC	Windows 10 v.1809 or newer	64 bit Intel or AMD; 2GHz or faster; SSE 4.2 or later	8 GB	Supported GPU's	HDD

Equipment Cage/Media Resource Center

The University provides a checkout system of video, audio, and photography equipment from the Equipment Cage for the purpose of completing University projects. The Equipment Cage hours vary from quarter to quarter, and the hours of operation are posted outside the room.

Equipment Checkout Policy

Students may request a one-time, 24-hour checkout, with written permission on most items at the time of checkout. In most cases this request will be granted. Students may NOT renew equipment over the phone.

A student's account must be in good standing to checkout equipment. Good standing includes no late fines or history of missing or damaged items. There are no overnight or 24-hour checkouts during the last week of the quarter or during student breaks. Damaged or lost items will be replaced at the cost of the student and charged to that student's account

STUDENT FINANCIAL SERVICES

Financing a College Education

The University understands the significant financial commitment a college education requires. The student financial services staff works one-on-one with students and their families to develop a personal financial plan based on each individual's particular financial needs that allow students to reach their educational and career goals. Financial aid officers at each branch guide families through the process of assessing educational costs, applying for financial aid programs, completing financial aid paperwork (including the Free Application for Federal Student Aid or FAFSA), and developing a payment plan. The University provides customized payment plans for those who wish to spread their financial commitment out over time.

Accounting Services

Quarterly tuition and fee notices are mailed to the student, parents, or others assisting with educational expenses in accordance with the student financial plan developed during the planning process. In order to remain in good financial standing with the University, students must adhere to their agreed-upon payment schedule. Failure to meet one's financial obligations may lead to termination from the University, the withholding of academic transcripts and diplomas, and assignment to a collection agency.

Tuition, Fees and other Costs

A complete explanation of tuition, fees and other costs is given in the Enrollment Agreement. Tuition is charged per credit. The students, or parents when applicable, receive periodic tuition and fee payment notices. Payments are due on the dates agreed upon in the financial plan developed with the Student Financial Services Office (SFS).

At the time of initial enrollment, the student works with a Financial Planner and develops a financial plan to assure that he/she will be able to meet the expenses involved in the educational process (tuition, fees, supplies, cost of living, etc.). As the student progresses, the plan is updated as actual eligibility becomes known. The school is sensitive to the unforeseen circumstances that can affect a student's ability to meet financial commitments. Consequently, the staff offers planning services to all students. Any student who has incurred or anticipates a financial problem is encouraged to meet with the Student Financial Services staff and receive consulting assistance as needed to assure his/her ability to complete the program.

The campus offers its students the opportunity to apply for a variety of financial assistance programs. These programs include loan, grant, and work-study assistance for qualified applicants. Details regarding these programs are available in the Student Financial Services Office.

Students who receive financial assistance are cautioned to remember the various responsibilities they have under these programs:

- To maintain satisfactory academic progress as outlined in this handbook and in the catalog.
- To inform the Student Financial Services Office of address changes, schedule changes, program changes, or any other status change(s) that might affect the student's eligibility for financial assistance.
- To initiate loan and grant renewal applications in advance of the second or third academic years, as applicable.

Some students do not initially apply for financial assistance or apply and are determined to be ineligible for assistance. The continuing student should be aware that the federal and state eligibility criteria are periodically reviewed and modified. Therefore, any students whose financial circumstances change or for whom a financial need arises should contact the Student Financial Services Office for assistance.

As noted above, the student who receives financial assistance must maintain satisfactory academic progress to remain eligible for such assistance on a continuing basis. Satisfactory academic progress policies and related financial assistance eligibility are outlined in the following paragraphs.

A detailed list of the cost of each program, tuition, fees, and required materials can be found in the enrollment agreement provided by the Admissions Department.

Students in need of purchasing books for their classes will need to sign an authorization form either approving or not approving the use of excess Title IV funds, if applicable, to cover the cost of books and supplies. If the purchase of books and supplies should exceed the amount of the student's credit balance after all aid pays in, the remaining amount due will be posted to the student's account and the student will be responsible for making alternative payment arrangements.

Students who do not authorize and who have excess Title IV funding due to receiving funds from a Pell Grant will receive the lesser amount of either the amount of their Pell Grant excess or their full credit balance amount, for the term in question, within seven days of the start of the term. Students who do not authorize and who are

receiving excess Title IV funds but do not have a Pell Grant will receive a stipend within the later of the term begin date or 14 days of the date of their credit balance on their ledger card. For detailed information on all financial aid awards, processes, requirements, and deadlines, please refer to the school's current Financial Aid Guide or contact the Student Financial Services Office directly.

Refund Policy

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. Examples of Student Refunds are provided below:

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. The applicant may cancel the contract and receive a full refund of all monies paid if cancellation is requested 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 the school by notifying the Office of the Registrar in person or in writing. 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. The last day of attendance or date of written notification determines the last date of withdrawal.
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. Refunds for a student who completes a previous quarter of study and does not notify the school prior to the end of that quarter that he/she will not be returning for the following quarter will be paid within thirty (30) calendar days of the first day of that following quarter in which the student was expected to return.
5. 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 the Dean of 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.

6. A separate lease agreement and refund policy exists for students who lease housing accommodations arranged by the school. The school reserves the right to apply any student payment, or any refund due to a student, to any student financial account that is in arrears.
7. Each academic quarter is typically eleven (11) weeks in duration. The calculation of refunds is based upon the last day of attendance within the quarter. Any portion of a week's attendance is considered a full week of attendance for refund purposes.
8. Session I and 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. Any portion of a week's attendance is considered a full week of attendance for refund purposes. Information in the catalog or student handbook will apply except for the following changes specific to Session II classes. For students only scheduled to attend Session II, the add/drop period is five (5) days from the start of Session II classes. If you drop or add one or more classes, your financial aid eligibility may change. Please see your Financial Aid Officer before you drop or add a class.
9. In the event the school cancels or changes a course or program of study in such a way that a student who had started the program or course is unable to complete it, the school will refund all monies paid by the student for the course or program within thirty (30) calendar days.
10. Examples of the calculation of the tuition and fee refund policy are available upon request from the Student Accounting Office.
11. Students may add/drop classes during the first week of the quarter (or the first five (5) days for the mid-quarter starts), and tuition will be refunded. Students may not add classes to their schedule after the first week of the quarter. Tuition will not be adjusted for any classes dropped after week one unless the student completely withdraws from the program (see the refund calculation policies below).
12. Any changes made to a student's schedule may change the student's financial aid eligibility.
13. 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.
14. 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

In accordance with school policy, if a student withdraws from the school, the school will earn tuition and fees as follows, based on the week in which the student withdraws:

Quarter Start or Single Course:	Mid-Quarter Start or Single Course:		
Week One	Week One	0%	
Weeks Two and Three	Week Two	50%	
Weeks Four and Five	After Week Two	100%	
After Week Five			100%

Refund Policy for Oklahoma Residents at The Art Institutes of Dallas Enrolled in a Program:

1. For first quarter students who terminate within the first week of training, the school will retain no more than ten percent (10%) of the contract price of the program.
2. For a student terminating training after completing the first week but within the first twenty-five percent (25%) of the program, the tuition and fees retained by the school shall not exceed twenty-five percent (25%) of the contract price of the program.
3. For a student terminating training after completing over twenty-five percent (25%) up through fifty percent (50%) of the program, the tuition and fees retained by the school shall not exceed fifty percent (50%) of the contract price of the program.
4. A student completing more than fifty percent (50%) of the program is not entitled to a refund of any tuition.
5. In case of a student's prolonged illness or accident, death in the family, or any other circumstances that make it impractical to complete the course, that school shall make settlement, which is reasonable and fair to both.
6. In all other respects and circumstances, the refund policy set forth above applies to Oklahoma students.

Refund Policy for Oklahoma Students at The Art Institutes of Dallas Enrolled in a Single Course:

1. If withdraw prior to the second course meeting, a refund of 100% of the course's tuition and fees.
2. After the second course meeting and within the first week of training, the school will retain no more than ten percent (10%) of the contract price of the class.
3. For a student terminating training after completing the first week but within the first twenty-five percent (25%) of the class, the tuition and fees retained by the school shall not exceed twenty-five percent (25%) of the contract price of the class.
4. For a student terminating training after completing over twenty-five percent (25%) up through fifty percent (50%) of the class, the tuition and fees retained by the school shall not exceed fifty percent (50%) of the contract price of the class.
5. A student completing more than fifty percent (50%) of the class is not entitled to a refund of any tuition.
6. In case of a student's prolonged illness or accident, death in the family, or any other circumstances that make it impractical to complete the course, that school shall make settlement, which is reasonable and fair to both.
7. In all other respects and circumstances, the refund policy set forth above applies to Oklahoma students.

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.

Refund Policy for Online Course Withdrawal

Students who withdrawal 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.

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 Perkins Loan
4. Federal PLUS
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. Other federal, state, private, or institutional aid programs, if required by the program
8. Students

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 Academic Counselor 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 the Academic Affairs Office. 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.

FINANCIAL AID

The University offers a comprehensive financial aid program for those who qualify. The following is a list of financial aid options. The University’s financial aid officers can provide detailed information about each of these options, which are presented in more detail in the financial aid materials that will be sent to you or you may speak to a Financial Aid Officer at any time.

Military and Veteran Institutional Scholarship Opportunities

The Art Institutes are proud to offer institutional scholarship opportunities to qualifying military and veteran students. Eligibility is based upon current or former military affiliation or relationship to a current military service member. Documentation will be required to prove eligibility. School personnel will be able to advise you regarding available scholarships, eligibility requirements and required documentation.

Military Personnel & Veterans

The Art Institutes are pleased to offer a military tuition scholarship of 10% to eligible Active Duty, Active and Drilling members of the Reserve and National Guard, spouse of an active duty service member, and Veterans.

Student Financial Assistance Eligibility Policy Full-Time Programs

If you receive federal or state sponsored financial assistance, you must maintain satisfactory academic progress. If you wish to appeal actions taken in compliance with the Satisfactory Academic Progress Policy, you may do so as described in the appeals process outlined in the Students' Rights Policies.

Student Aid Programs

The purpose of federal student financial aid programs is to ensure that all students have an opportunity to obtain a college education, and that no student will be denied that opportunity because of lack of funds. Central to the purpose of financial aid is the belief that students and their families, to the extent possible, have the primary responsibility to pay for the student’s college education. Financial aid is made available to assist students when

family resources are not sufficient to meet college costs. All students are to be treated fairly and equitably by applying policies and procedures for determining eligibility consistently. Though applicants are encouraged to seek financial aid, students should not rely solely on these monies to support themselves throughout the academic year. Students receiving any form of financial aid are required to meet standards for academic progress and attendance. Proof of such progress on a periodic basis is verified prior to any disbursements of financial aid. Failure to make satisfactory academic progress or satisfactory attendance requirements may result in the termination or reduction of financial aid. Though The Art Institute of Dallas's financial aid staff is responsible for accurate distribution, explanation, documentation, and validation of financial aid requirements, it is the student's responsibility to comply with all requests in a timely fashion if the student wishes to continue receiving benefits. Federal aid grants are awarded on a fiscal year basis, beginning July 1 and ending June 30. Some applicants may need to complete the application process twice during an academic or calendar year.

Federal Pell Grant Program

Federal Pell Grants are based on financial need, as defined by the U.S. Department of Education. To be eligible for a Federal Pell Grant, students must: make application; prove U.S. citizenship or permanent resident status; be able to show graduation from high school or its equivalency; not owe a refund on a federal grant nor be in default on a federal loan; and maintain satisfactory academic progress in school.

Federal Supplemental Education Opportunity Grant Program (FSEOG)

Federal Supplemental Educational Opportunity Grants are for students who demonstrate exceptional financial need (with priority given to Pell Grant recipients). This typically does not have to be repaid.

Federal Direct Loan Program – Subsidized

The Federal Direct Subsidized Loan is a variable interest loan available to students through eligible lenders. The loan is obtained directly from private banks, savings and loan associations, and credit unions. To be eligible, a student must be a citizen or permanent resident alien of the United States and meet other eligibility requirements. Repayment of the loan begins six (6) months after the student's last day of attendance.

Federal Direct Loan Program – Unsubsidized

The Federal Direct Unsubsidized Loan is a variable interest loan available to students through eligible lenders. Independent students may borrow the Unsubsidized Loan without credit requirements. The Unsubsidized Loans repayment begins six (6) months after the student's last day of attendance. Dependent students who do not meet the need requirements for a Subsidized Loan, or whose parents are denied a PLUS Loan, may also apply for this loan.

Federal Direct Loan Program – Plus Loans

The Direct Parent Loan for Undergraduate Students is a variable interest loan available to parents through eligible lenders. The PLUS loan is a credit-worthy loan available to parents of dependent students. The PLUS loan repayment begins 60 days after the loan is disbursed.

Federal Work Study Program

Through the Federal Work-Study program, students have the opportunity to meet part of their expenses by working part-time on or off campus. A limited number of assignments are available, with priority given to students with the greatest need. The Student Financial Services Department has more details. The maximum students can earn through this program is the amount of their unmet need (the difference between expenses and all their resources). For a more complete description of federal aid programs, please ask for the Current Guide to Financial Aid for your campus.

For detailed and complete information on all financial aid awards, processes, requirements, and deadlines, please refer to your campus's current Financial Aid Guide, the Student Consumer Information on each campus's website, or contact the Student Financial Services Office directly.

Scholarships and Grants

The Art Institute of Dallas offers the following scholarships and grants to continuing eligible undergraduate students each quarter. For information regarding scholarships for high school seniors, contact the Admissions Department.

For application and eligibility information on Pell or SEOG grants, students should speak with a representative from Student Financial Services.

The 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.

U.S. Departments of Veterans Affairs and Defense Education Benefits

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. 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 Dallas (AiD). AiD 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 AiD Policy updates impacting students as of August 1, 2021 in the **Military Brochure that can be found here** <https://www.artinstitutes.edu/military-benefits>.

Federal Title IV Aid – Retaking Courses

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.

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 the 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.

Additional information

For in-depth information on financial aid, please contact The Art Institutes at 1-855-300-1247 or 1-888-479-6245 for online programs.

ACADEMIC AFFAIRS

The student is responsible at all times for knowing his or her scholastic standing and for fulfilling all requirements of the University by referring to published academic policies, regulations and standards and by consulting with the appropriate Department Chair. It is the student's responsibility to ascertain and meet course requirements, prerequisite requirements, graduation requirements, appropriate course sequencing, and any other requirements of the University.

The Academic Affairs Department consists of all of the areas of the University related to the delivery of instruction, registration, academic advisement, and learning resources. Academic advising is available to all students at the University.

Students may receive assistance with registration and advice on course sequencing and completion of academic requirements. New and reentry students are pre-registered and informed of their schedules.

While every effort is made to assist students in planning academic schedules, it is the student's responsibility to know program requirements, transfer of credits from previous institutions, 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 University may adjust students' schedules as needed for compliance with prerequisites.

Library Services

Through its collections and services, the library provides direct support of the school's educational mission, encouraging the professional development of students in the creative arts and business-related and general education curricula that emphasize the communicative, interpersonal, reasoning, and technical skills necessary for their success.

The library collection consists of a wealth of digital resources in the Online Library and a physical library collection on campus. The Arts Institute Online Library, available on and off campus through the portals as well as the Brightspace online classrooms, includes both general academic research collections and specialty databases that directly support Art Institute programs, totaling hundreds of thousands of full-text electronic books, electronic journals, music and sound effect clips, streaming videos, and software tutorials, as well as millions of images. The campus library houses a collection of physical materials that includes print books, journal and magazine titles, multimedia resources including DVDs, reference materials such as encyclopedias and dictionaries, and other vital resources relevant to the academic programs. All digital and physical library resources are discoverable through the library catalog and the Discover It search tool on the Online Library.

Library staff, available in-person in the library or remotely via email and chat through the Ask-A-Librarian Service, assists in the use of library resources and help with research, citations, and educational technology. Library staff members also offer one-on-one and group training opportunities in-person or online webinar tools. The calendar of events on the Online Library advertises scheduled group webinars; users can register to attend the live session or can receive a recorded version for later viewing.

The library maintains a set of policies governing library use and library resources circulation, which may include the possible assessment of fines and fees for violations of library policies. Library staff members enforce these policies. Please visit the library for more information.

Registrar Services

Many of the University's academic services are provided through the Registrar's Office. Among other things, the office:

- Maintains academic records.
- Processes verification of enrollment requests.
- Records final grades.
- Records changes of address, telephone numbers, and name.
- Processes and releases academic transcript requests.
- Maintains attendance records.
- Processes students' withdrawals.

- Monitors the Satisfactory Academic Progress Policy (SAPP).
- Coordinates diplomas for graduates.

The Registrar's Office maintains all official student records in accordance with the Family Educational Rights and Privacy Act (FERPA). For a detailed explanation of FERPA, see Family Educational Rights and Privacy Act section under the Academic and student Records.

Course Scheduling

The University reserves the right to reschedule students at any time to accommodate curriculum and facilities' needs. The University, through the actions of the Academic Affairs Department and Board of Trustees, reserves the right to alter or change course titles, course content, or the sequencing of classes, subject to regulatory approval, at any time necessary to enhance the academic program.

Registration Procedures

Courses are scheduled and available based upon the needs of students who are following the prescribed sequence for their program. It is important that each student clears all holds and registers during the designated registration period. Registration for the subsequent term begins during the sixth week of each term. At that time, students may register either with their academic administrator. Students must register and complete all outstanding paperwork with the financial aid offices by the end of the registration period. Students with holds placed on their accounts will not be allowed to register or attend classes until all holds have been cleared. Students are urged to clear all of their holds prior to or during week six so that they are able to register for the classes that they need and to attend all classes beginning the first week of the quarter to avoid violating the attendance policy.

Add/Drop Period and Course Withdrawal Policy

The Add/Drop period is the time during which students may make registration adjustments. The Registration and Add/Drop periods are the only times during which students may add a course to their schedule or change to a different section (i.e. time/day) of a course they are registered to. Changing sections is considered an Add/Drop (i.e. one section is added while another is dropped) and is therefore subject to add/drop policies and deadlines as detailed in this section. The Registration and Add/Drop periods are also the only time during which a course can be dropped without financial penalty (i.e. voided). Every effort should be made to make adjustments to schedules before the start of the quarter so that no class time is lost.

It is the student's responsibility to ensure the accuracy of their schedule and comply with add/drop deadlines and policies. Students who do not intend to attend a particular course are responsible for dropping said course during the Add/Drop period.

After the end of the Add/Drop period, students may be permitted to withdraw from a course and receive a "W" grade up until the close of business on the last business day of the ninth week of the quarter. The "W" grade is not computed in either the GPA or CGPA calculations. Students withdrawing from a course after the ninth week will receive a "WF" grade. The "WF" grade is computed in both the GPA and the CGPA as 0 earned credits (same as an F grade). Please note that no refunds will be given for individual course withdrawals after the Add/Drop period regardless of attendance (or lack thereof), the grade posted, or the date that the course is withdrawn.

Course withdrawals cannot be completed online. Students should contact Academic Affairs or the Registrar's Office to initiate the required form. Withdrawing from a course requires several approvals. The Withdrawal from Course form must be submitted to the Registrar's Office by the deadline as specified below. The grade assigned ("W" or "WF") will depend on the date that the form is submitted to the Registrar's Office.

Advanced Course Credit

Credit will be given for college courses that are comparable to those offered by The Art Institute of Dallas's program to which the student applies. Credit must be successfully completed with a grade of a "C" or higher,

only college level credits (100- level course or equivalent) and non-remedial courses will be considered. The credit must be from a college that is accredited by an accrediting association that is recognized by the U.S. Department of Education.

Credit will be given for designated Advanced Placement classes in which the student scores a three (3) or above on the Advanced Placement Test. Also, credit will be given for designated international baccalaureate (IB) classes in which the student scores a four (4) or above on the Higher Level (HL) International Baccalaureate Test. Official grades must be on file. All advanced course credit must be applied for and approved prior to matriculation (defined as the first day of scheduled attendance) at The Art Institute of Dallas. The Art Institute of Dallas reserves the right not to accept any advanced course credit applications and the transfer of any credit based solely on its internal guidelines, and on a case-by-case basis.

All exceptions must be approved by a designee of the Academic Affairs Department.

Course Attendance

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 activities 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.

Grading – Consecutive Days Absence Policy (Ground)

Students who are not marked present for all 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.

Appeal Process – Withdrawal due to Consecutive Days Absent

Students who are administratively withdrawn from school for violating the consecutive days absence attendance policy may submit an appeal to the Academic Affairs Office for reinstatement into their course(s) in the active term based on mitigating circumstances. Students, who appeal, must do so in writing and must include documentation of mitigating circumstances. 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 at campuses 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 at campuses 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.

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.

Attendance Exceptions – Qualifying Military Services, Disasters, 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.

Attendance Policy – Blended Degree Programs

Students who are part of a degree program that has both synchronous and asynchronous learning attend asynchronously by signing in and posting in the online discussion area. Be aware that just submitting a paper for grading does not count as participation. The last date of attendance is defined as the last date that a student signs in and posts work asynchronously or attends a synchronous class meeting (whichever is later). Attendance for asynchronous participation is recorded on the basis of meeting participation requirements throughout the week (Sunday-Saturday). Attendance for synchronous class meetings is recorded based on roll call during the class meeting.

Students are required to sign in and post work a minimum of two different days per week. This contact is essential for providing a quality learning experience where the sharing of ideas and the offering of critical feedback are paramount in the development of both the student's work and the individual as a professional. Students are required to post every assignment on time and participate in all classroom discussions and critiques as indicated in the curriculum. Failure to do so will adversely affect student's grades and may jeopardize their completing the program. Grading for late work is deducted at 25% per day. It is the students' responsibility to contact their instructor if, for any reason, they are not able to complete an assignment or post it to the "Discussion Area" by an established deadline.

Students must attend a minimum of 20 hours of synchronous classes and participate in a minimum of ten weeks of online discussion per course in order to receive a passing grade. The only exceptions to this policy are university imposed cancelling of classes. Attending fewer than three synchronous classes or 20 hours of on-ground course instruction, or fewer than nine weeks of online discussion will result in course failure unless the Department Chair determines that there are acceptable mitigating circumstances. Students should be prepared to provide written documentation of mitigating circumstances that contributed to any absence for consideration by the Chair. If the student is allowed to remain in the class and receive a grade, there will need to be a description of appropriate make-up work from the respective Instructor. Please note that a student can withdraw from any class through the ninth week without receiving an "F." Course withdrawal forms must be submitted to the Registrar's Office by the close of business on Friday of week nine in order to receive a "W" grade. Withdrawals from courses or from school after the ninth week will receive a grade of "WF" (Failures due to late withdrawal.)

It is the student's responsibility to immediately contact his or her instructor regarding absences due to prolonged serious illness or personal emergency. For absence due to technical problems, the student is expected to contact the facilitator immediately, after notifying the appropriate technical support. Failure to notify the facilitator will be considered a missed deadline. All assigned work must be ultimately completed regardless of the reason for absence.

Change of Academic Program

Undergraduate students may change their academic program only one time during their course of study. Changing within the academic program from one degree level to another (associate degree to baccalaureate degree) is not considered a change of academic program in this context. A change of academic program cannot be made during the last quarter of study.

Graduate students are not permitted to change their academic program of study. Students are accepted into the graduate academic programs if they have met specific requirements for admission to a specific discipline. Therefore, if a graduate student wishes to change his/her academic program of study, he/she needs to withdraw and reapply to the University for the new academic program. Acceptance in one graduate academic program of study does not imply acceptance into any other graduate academic program of study at the University.

Satisfactory Academic Progress Policy

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 Office 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 the Academic Affairs Office 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.

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 Transitional Studies courses are considered to be maintaining Satisfactory Academic Progress (SAP).
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**. Students who are only participating in Transitional studies courses are considered to be maintaining SAP.
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. Transitional Studies courses are based on the result of the academic assessment tool. Like any course, students must successfully complete such courses in order to progress in the program. Transitional Studies course credits do not count towards the total number of credits for graduation nor do they count in the CGPA. Additionally, the courses do not count in determining the maximum time frame allowable to earn the certificate or diploma or in the incremental completion rate as attempted credits and, if successful, earned credits.
8. Transitional Studies courses do have credit hours assigned to them for enrollment and tuition charging purposes. While Transitional Studies courses are not included in the CGPA, a student who attempts but does not pass or withdraws from the same Transitional Studies course three times is **dismissed** and there is no right to appeal the termination.
9. 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.
10. 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.
11. 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.

All other components of the **Undergraduate Student Academic Progress Policy** apply.

CERTIFICATE/DIPLOMA		
Evaluation Point	Milestones (CGPA and ICR)	Required Action
End of First Quarter	< 1.0 and/or 33.33%	Academic/Financial Aid Warning
End of Second Quarter	< 1.5 and/or 50.00%	Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Academic/Financial Aid Warning)
End of Third Quarter and every quarter thereafter	< 2.0 and/or 66.67%	Academic/Financial Aid Warning (if 1st time)/ Academic/Financial Aid Dismissal (if on Warning)
At Any Time	Anything in excess of 150% MTF	Academic/Financial Aid Dismissal

Please note that if you do not pass the same Transitional Studies course after three attempts, the result will be Academic / Financial Aid Dismissal with no right to appeal the 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. *Placement into Transitional Studies* courses are based on the result of the academic assessment tool. Like any course, students must successfully complete such courses in order to progress in the program. Transitional studies course credits do not count towards the total number of credits for graduation nor do they count in the CGPA. Additionally, the transitional study course(s) do not count in determining the maximum time frame allowable to earn the degree and do not count in the incremental completion rate as attempted credits and, if successful, earned credits. Please note that the student will be dismissed immediately if the student does not successfully complete the same Transitional Study upon a third attempt.
6. **Transitional** Studies courses do have credit hours assigned to them for enrollment and tuition charging purposes. While Transitional Studies courses are not included in the CGPA, a student who attempts but does not pass or withdraws from the same Transitional Studies course three times is **dismissed** and there is no right to appeal the dismissal.
7. 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**.
8. 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.
9. 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.
10. **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

Please note that if you do not pass the same Transitional Studies course after three attempts, the result will be Academic / Financial Aid Dismissal with no right to appeal the dismissal.

Unless otherwise noted, Academic/Financial Aid Dismissals may be appealed. Please see the Appeal Process below.

A student enrolled in Transitional Studies courses must be able to pass the same Transitional Studies course after three attempts or that student will be placed on Academic/Financial Aid Dismissal.

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

GRADUATE DEGREE		
Evaluation Point	Both Milestones (CGPA and ICR) Must be Met	Required Action
Pre-Thesis/Capstone Stage	End of every Quarter must be < 3.00 and 66.67%	Warning (if 1 st time)/ Dismissal (if on Warning Before)
Mid Program Assessment	Depending on Program: Failure to Provide an acceptable mid program assessment.	Warning (if first time) Dismissed, if second unsuccessful submission.
Thesis/Capstone Stage	End of every quarter during Thesis/Capstone Stage: < 3.00 and 66.67% Earns a Grade lower than a 'B'	Warning (if 1st time)/Dismissal (if on Warning Before) Required to repeat the course.
Throughout the entire Program	Exceeds the 5 Year time limit to complete the program including Thesis. Anything in excess of 150% MTF	Academic/Financial Aid Dismissal

the Satisfactory Academic Progress requirements at the next applicable measuring point.

Graduate Programs

The Satisfactory Academic Progress Policy ensures that all students are maintaining satisfactory academic progress towards successful completion of their academic programs. 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. The evaluation points and milestones contained in the policy are meant to identify problems for which actions of early intervention and/or remediation can be taken. Milestones and Evaluation Points for Satisfactory Academic Progress are included below.

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.

The most critical to this policy is a student's ability to enroll in and complete courses on a consistent and successful manner. This ability is measured in three ways:

- Cumulative Grade Point Average (CGPA);
- Incremental Completion Rate (ICR); and
- Within a Maximum Time Frame (MTF).

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 3.00, ICR of 66.67%, pass the Thesis Committee review, meet portfolio or other requirements as outlined by the student's degree program, and completion of the program in no more than 150% of total program credits and 5 years beginning with the first day of class. Refer to the Metrics of SAP section below for additional information regarding the calculation of CGPA, ICR and MTF.

Periods of attendance when a student does not receive Title IV aid are included in determining Satisfactory Academic Progress. Periods of Non Attendance are not included in determining SAP. While the terms Academic Warning/Financial Aid Warning and Academic Probation/Financial Aid Probation are used, the statuses apply to all students whether receiving financial aid or not.

Thesis/Capstone Completion and Timeline

Each graduate academic program has specific guidelines for the thesis/capstone and timelines for completion. Students should consult often with Academic Affairs and the advisor of their thesis/capstone committee to ensure that they are aware of program requirements.

The thesis is the culminating project of a student's graduate studies that demonstrates original scholarship and contribution to the general knowledge of the discipline. The finished product must demonstrate originality, critical and independent thinking, clarity of purpose, and significant analysis. Individual graduate programs have different requirements for this final project and may refer to it as a capstone, thesis project, or thesis. Each thesis/capstone project will include a written component. The nature of the written piece will be determined by each graduate degree program.

Satisfactory Academic Progress Policies in the Pre-Thesis/Capstone stage:

1. For all quarter evaluations a student must achieve a minimum cumulative grade point average (CGPA) of 3.00 and an incremental completion rate (ICR) of 66.67%. A student not achieving these minimum standards (and has not reached the thesis/capstone stage of his or her program) is placed on academic warning/financial aid warning for the next quarter. If a student who is already on academic warning/financial aid warning fails to achieve these milestones the following term, s/he will be academically dismissed from the graduate program.
2. The student has one quarter to improve his or her CGPA or ICR to the mandatory level of at least 3.00 CGPA or ICR 66.67%. If a student fails to do so, the result is dismissal from the graduate program. NOTE: If a student is on academic/financial aid warning for failing to meet the CGPA and ICR requirements, it will be very difficult for him/her to meet the CGPA and ICR milestones of 3.00 and 66.67%. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

Passing the Mid-Program Assessment/Approval to Thesis/Capstone Stage:

1. A mid-program assessment (typically, within the first three quarters of the program) of each student takes place to determine whether they will be accepted into the Thesis/Capstone stage of the program. This assessment occurs separately from a particular class and involves faculty from throughout the department. Students must successfully complete their mid-program assessments (as determined by the department chair) prior to being accepted into the thesis/capstone stage of their programs. Unacceptable assessments will result in academic warning/financial aid warning for the following quarter.
2. The student has one quarter to resubmit and successfully complete the mid-program assessment. If at the second attempt, the student's assessment is still unacceptable, the result is an immediate dismissal from the graduate program.

Thesis/Capstone stage of any graduate program refers to the point at which a graduate student has assembled and is working with an approved thesis committee on the written and/or project portion of his or her thesis. This stage usually commences after the mid-program review but may vary per program.

1. For all quarter evaluations a student must achieve a minimum cumulative grade point average (CGPA) of 3.00 and an incremental completion rate (ICR) of 66.67%. A student not achieving these minimum standards (and has not reached the thesis/capstone stage of his or her program) is placed on academic warning/financial aid warning for the next quarter. If a student who is already on academic warning/financial aid warning fails to achieve these milestones the following term, s/he will be academically dismissed from the graduate program.
2. There are no academic appeals for dismissals allowed during the thesis stage.
3. If a student is in the thesis/capstone stage of the program, the student may not receive a grade less than a "B." The result of a grade lower than a "B" will be the requirement to retake the course.
4. At the end of the program, each student is required to make a thesis presentation to his or her thesis committee.
5. Students have a maximum time limit of five years to complete their programs from the first day of attendance and 150% of the program length in credit hours whichever is less, to complete their programs.

Allowable Academic/Financial Aid Probation

Students may be on an academic warning/financial aid warning status once and academic probation/financial aid probation only once, after successful appeal during their enrollment. Students not meeting the minimum SAP requirements will be notified in writing by the campus registrar and a meeting with the Academic Affairs Office. Students on academic warning/financial aid warning or academic/financial aid probation status are eligible for financial aid.

Appealing Dismissal

A student who is dismissed for violating Satisfactory Academic Progress must appeal in writing to the Academic Affairs Office 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.

The Academic Affairs Office 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 the Academic Affairs Office or the Appeals Committee. Upon the Appeals Committee decision, the student will be notified by the Academic Affairs Office 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.

The Academic Affairs Office 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 Art Institute Vice President of Academic Affairs. Student life 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 Chairs 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 the Academic Affairs Office 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.

A student who attempts but does not pass the same Transitional Studies course three times is Dismissed and there is not a right to appeal the dismissal.

Additional Appeal Procedures

While an appeal can be made for Maximum Time Frame, 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 Vice President of Academic Affairs.

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.

Transitional Studies Courses

Many Art Institutes require academic assessments. Depending on assessment scores, students may be required to take Transitional Studies courses. Students must successfully complete such courses in order to progress in the program. Transitional Studies course credits do not count towards the total number of credits for graduation nor do they count in the CGPA. Additionally, they do not count in determining the maximum timeframe and the incremental completion rate.

While Transitional Studies course(s) are not included in the CGPA, each individual Transitional Studies course may be attempted no more than three times. Failure to pass the courses within the attempts permitted will result in dismissal from the Institution and there is no right to appeal the dismissal.

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.

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

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)
IPA = Incomplete Pass	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.
S = Suspension	Affects ICR/MTF/CGPA(Computes as an F)
NC = No Credit	This grade is reserved for zero-credit courses only. Non-credit courses are not computed in the CGPA/ ICR/ MTF.
NP = Not passing/Fail	Does not affect ICR/CGPA This grade designation is utilized to indicate that a student did not acceptably complete a non-credited course
P or PR= Proficiency Credit by Exam or Portfolio	This does not affect CGPA. They do impact ICR and MTF.
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	This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.
T = Termination from course	Affects ICR/MTF/CGPA (Computes as an F)
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.
WV = Waiver	Commonly used when waiving a Transitional courses and does not affect ICR/MTF/CGPA
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.

Changing a 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 Academic Department Director and the Academic Affairs Office. 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 the Academic Affairs Office no later than Thursday of Week One of the quarter immediately following the finalized grade being appealed.

The Academic Affairs Office 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.

Academic Progress

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. Student academic performance is recorded, reported and monitored each quarter by the following measurements:

- Grade Point Average (GPA): The grade point average for all courses taken or completed during any quarter of study.
- Cumulative Grade Point Average (CGPA): The grade point average for all courses taken or completed for all quarters of study.
- Grade Point Computations: The grade for a four credit hour course has greater value than the grade for a three credit hour course in computing the grade point average. Grade points in a course are determined by

multiplying the letter grade equivalent grade points times the credit hours. The total grade points earned are divided by the total credit hours earned to determine the grade point average. Credit hours are a different measure of academic achievement than contact hours of class attendance.

- Incremental Completion Rate (ICR): represents the cumulative completion rate of all courses attempted in the current program of enrollment
- Maximum Allowable Timeframe (MTF): represents the maximum number of credits that can be attempted. For an undergraduate program, a period that is no longer than 150 percent of the published length in the educational program as measured in credit hours. Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits. Transitional study courses do not count in this calculation.

Grade Point Average 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. Transitional study courses do not count in this calculation. 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.

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.

Incremental completion rate

Incremental completion rate is determined as follows (transitional study credits do not count in this calculation):

(EARNED CREDITS at the institution + TRANSFER CREDITS Accepted)

(ATTEMPTED CREDITS at the institution + TRANSFER CREDITS Accepted)

Maximum Time Frame

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. Transitional study courses do not count in this calculation.

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.

Transfer Students – Calculation of Maximum Time Frame

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.

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.

Changes in Program

Unless a second change is specifically approved for the specific student by the Dean, 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 (Transitional credits do not count in this calculation):

(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.

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.

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.

1. 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

2. Honors Designation at Graduation
Students who achieve a CGPA of 3.5 or better are designated as Honor Graduates. Transitional studies courses are not considered when evaluating honors designations.

Minimum Academic Achievement Standards – Students Receiving 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.

Academic Dishonesty

The University does not tolerate any form of Academic Dishonesty including such acts as plagiarism, cheating, and copying another student's academic work. Academic Dishonesty violations can encompass more than the violating student. If another student is proven to be an accessory to the violation, the accessory student will be

considered a violator as well. Students who witness any act of academic dishonesty should report the incident to a faculty member, Academic Affairs, or to any another member of the University staff or administration immediately. If one knows of an academic violation and does not report the violation they are indirectly supporting Academic Dishonesty.

Academic Dishonesty consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data, information, records, or any other material that is relevant to the student's participation in any course, laboratory, or other academic exercise or function.

Any second violation of the Academic Dishonesty Policy, including plagiarism and/or cheating or copying, regardless of severity, will result in immediate permanent dismissal from the University.

Cheating

Cheating or other forms of academic dishonesty that are intended to gain unfair academic advantage. The following list of offenses is not intended to be fully exhaustive of all potential instances of cheating, plagiarism or academic dishonesty. Faculty and administrators may identify other acts constituting any of said types of Student Misconduct.

- Disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the professor as part of any academic exercise.
- Copying answers, data, or other information (or allowing others to do so) during an examination, quiz, laboratory experiment, or any other academic exercise in which the student is not expressly permitted to work jointly with others.
- Assuming another individual's identity or allowing another person to do so on one's own behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student's grade or academic standing.
- Using any device, implement, or other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise without the faculty member's permission.

Consequences of Cheating

Students found to be in violation of the University cheating or copying policy will be placed on Academic Probation for the remainder of their studies at the University. The incident will be reported in writing to the Academic Affairs Office. An investigation of the alleged incident can include interviews with the faculty member, other witnesses, and Academic Affairs. If the investigation reveals that there is evidence of an academic violation, disciplinary action will be taken that is commensurate with the severity of the offense. At the conclusion of the investigation, the student has the right to a hearing and has the right to question both the evidence and the witnesses to the violation.

Disciplinary action for a first-time offense may include one or more of the following:

1. Failure of the assignment, project, test, or paper.
2. Course failure.
3. Immediate administrative withdrawal from all courses in the term and a grade of WF in each.

Students are notified in writing of the decision and disciplinary action taken by the Academic Affairs Office, who then places them on Academic Probation for the remainder of their time at the University. All relevant materials associated with the infraction are placed in the student's academic file. Cheating may result

in immediate academic suspension from all classes taken at the University. A grade of "F" is given for all classes at that time. Students who are academically suspended must go through the re-entry process, including a written letter of appeal to the Academic Affairs Office.

Plagiarism

Deliberately presenting work, words, ideas, theories, etc., derived in whole or in part from a source external to the student as though they are the student's own efforts. Examples of plagiarism include, but are not limited to the following:

- Any information used from any source (books, magazines, articles, newspapers, interviews, television documentaries, films, websites, paintings, images, or other forms of original art or design work etc.) must be cited by providing the author's name and appropriate reference information adhering to the Modern Language Association (MLA) or American Psychological Association (APA) style. These citations must be provided when using anyone else's ideas, concepts, theories, opinions, words, statements, images, photographs, and/or artwork. Failure to cite such information constitutes plagiarism on the part of the student.
- Use of exact words from any source (three or more words copied exactly) must be placed within quotation marks. Use of quotation marks indicates that the phrase, sentence, or paragraph was copied word for word. Failure to quote constitutes plagiarism on the part of the student.
- Summarization or paraphrasing ideas or words of a source must be cited using the MLA Style. Copying word for word from a source and changing only one word is not paraphrasing and still constitutes plagiarism.
- Simply highlighting or copying and pasting written work together from one or more source with no original written thought on the part of the student (even if external sources are cited) is plagiarism. Students are expected to research, paraphrase, rewrite, summarize, expand upon, and reach their own conclusions in their own words.
- Presenting any work completed in whole or in part by any individual or group other than the student, as though the work is the student's own, in any academic exercise.
- Buying, selling, bartering, or in any other fashion obtaining or distributing material to be used fraudulently as part of any academic exercise.

Students should be advised that the zero tolerance policy in regards to plagiarism applies to all courses at the University. Students are given the opportunity to ask for help on any assignment from their course instructors. Students may also receive clarification about plagiarism from their instructors, staff at the Learning Center (in Miami), the Library, or from the MLA and/or APA style manual.

Consequences of Plagiarism

Students found to be in violation of the University plagiarism policy will be placed on Academic Probation for the remainder of their studies at the University. The incident will be reported in writing to the Academic Affairs Office. An investigation of the alleged incident can include interviews with the faculty member, other witnesses, and Academic Affairs. If the investigation reveals that there is evidence of an academic violation, disciplinary action will be taken that is commensurate with the severity of the offense. At the conclusion of the investigation, the student has the right to a hearing and has the right to question both the evidence and the witnesses to the violation. Disciplinary action for a first-time offense may include one or more of the following:

1. Failure of the assignment, project, test, or paper.
2. Course failure
3. Immediate administrative withdrawal from all courses in the term and a grade of WF in each.

Students are notified in writing of the decision and disciplinary action taken by the Academic Affairs Office who then places them on Academic Probation for the remainder of their studies at the University. All relevant materials associated with the infraction are placed in the student's academic file.

Extreme instances of plagiarism (multiple assignments plagiarized, use of essay writing services, etc.) may result in immediate academic suspension from all classes taken at the University. A grade of "F" is given for all classes at that time. Students who are academically suspended must go through the re-entry process, including a written letter of appeal to the Academic Affairs Office.

Appeal Process – Cheating/Plagiarism

Students wishing to appeal the decision must do so in writing to the Academic Affairs Office within 72 hours of the receipt of the written notification. All appeals must be submitted in writing to the Academic Affairs Office. The appeal must clearly show there was a *material* error in how the decision was arrived at or the appeal must show that there is more or new evidence that was not considered in the judgment rendered. If the decision is

overturned by the Academic Affairs Office, a new written notice will be sent to the student, the faculty member of the course in which the violation occurred, the Academic Affairs Office and the Registrar.

Appeal Process – Academic Probation/Financial Aid Probation

A student who is dismissed for violating Satisfactory Academic Progress must appeal in writing to the Academic Affairs Office 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.

The result of the appeal (appeal granted or appeal denied) must be provided to the student and catalogued in the Student Information System as well as the student's academic file. As part of the appeal the student must document in writing why he or she did not meet SAP and what in the student's situation has changed that will allow he or she to meet SAP according to a written academic plan.

If the student's appeal is granted, he or she will be placed on Academic Probation/Financial Aid Probation for one quarter due to the shorter length of the program. Students are eligible to receive Title IV aid while on Academic Probation/Financial Aid Probation if he or she is otherwise eligible. Failure to meet the minimum CGPA and ICR milestones following the Academic Probation/Financial Aid Probation period will result in a permanent dismissal.

If a student appeals and is denied the appeal, he or she must remain out of school until one year after the quarter in which the appeal was denied. The appeal procedure described in this section will apply. The student must demonstrate resolution to the mitigating circumstance(s) and demonstrate that he or she will be able to meet satisfactory academic progress if re-admitted.

The applicants will have to include describing why they failed to meet satisfactory academic progress before and what has changed to ensure that he or she will be able to meet satisfactory academic progress if re-admitted. Should the student have his or her appeal denied a second time, the student will be permanently dismissed from the institute. Students cannot be on academic probation/financial probation more than once during their enrollment. The result of the appeal (whether granted or denied) will be provided in writing to the student and recorded in the student's academic file by the school. Any student who is on Academic/Financial Aid Dismissal can no longer attend school nor get Title IV at the Institution.

Note: Graduate students can only be on Academic Affairs Warning/Financial Aid Warning and Academic Affairs Probation/Financial Aid Probation once during their enrollment.

Mitigating Circumstances for Appeal

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)
- Severe Illness of an immediate family member where the student is a 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 the School Counselor and/or 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.

Students who have an appeal denied can reapply however the passage of time by itself does not impact the Appeal Committee's decision.

Deans of Academic Affairs are responsible for determining the appropriateness of the mitigating circumstance in regards to severity, timeliness, and the student's ability to avoid the circumstance. Any consideration of conditions outside of the list provided should be discussed with The Ai VPAA. Student life issues and making the transition to college are not considered mitigating circumstances under this policy. For purposes of SAP, a family member means the students; spouse, father, mother, sibling or child.

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 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 a student's ability to meet satisfactory academic progress with accommodations from the institution.

Students are NOT allowed to appeal dismissals for violating the 150% completion rate.

Other Reasons for Dismissal

Students may be dismissed from The Art Institutes for other reasons than those stated above if the institution determines that the student cannot satisfactorily meet the academic, professional, or ethical expectations, or other expectations of the program. Dismissal normally occurs when the Chief Conduct Officer or his/her delegate makes a decision for dismissal and communicates that decision to the student.

It is the responsibility of all students to be familiar with The Art Institute Student Conduct Policy in the student handbook (see Section Three, Reach and Section V, Disciplinary Offenses).

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.

Students receive grades at the end of each 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.

Student Conduct Policy

Section I – Guiding Principles

The University 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 (Dean of Student Success, Academic Affairs Office or a delegate as appointed by the President or Campus Leader), 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 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 wrong doing. 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 Campus Leader 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 Campus Leader 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 Campus Leader 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 or Campus Leader 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 Campus Leader his/her delegate with its recommendation following its review of the appeal. The President or Campus Leader 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.

Graduate Program Policies

Procedure for Grade Appeal

A student who believes that an assigned grade is incorrect should first discuss the assignment of the grade with the instructor of record no later than the end of the second week of the following session. The instructor will review the grade and process the change or, upon finding that the grade in question is correct, will inform the student of the actual nature of the grade. Students who do not think the problem has been or will be resolved to their satisfaction should address their concern to Academic Affairs, who will seek to resolve the matter with the instructor and the student. Consistent with principles of academic freedom, responsibility for evaluation of a student's work rests with the course instructor. All decisions of Academic Affairs regarding grade appeals are final.

Procedure for Appealing Academic Termination

A student terminated for violating the Satisfactory Academic Progress Policy (SAPP) must appeal in writing to the Academic Affairs Office for re-entry before the start of the quarter in which she or he wishes to return. Only those students who are found to have had mitigating circumstances (refer to the **Mitigating Circumstances for Appeal** within the Graduate Satisfactory Academic Progress Policy that led to the unsatisfactory academic progress will be considered for readmission. All pertinent documentation must be submitted along with the appeal letter. Students who are readmitted are placed on academic probation and must show significant improvement upon readmission. The Academic Affairs Office, after consultation with Academic Affairs, and, if applicable, his or her thesis/capstone advisor, will make a decision regarding readmission. All decisions of the Academic Affairs Office regarding

academic terminations and their subsequent appeals are final. Students who are reinstated into the University will be placed on academic probation until they have met all requirements for satisfactory academic progress.

Listed below are the documents needed for an appeal to be considered by the Academic Affairs Office. Missing documents will result in a delay in the appeals process.

1. Written Appeal Letter to the Academic Affairs Office

Materials should be sent/emailed/faxed to:

Alfonso E. Gutierrez | Dean of Academic Affairs

aegutierrez@aaii.edu

Academic Affairs Office

1501 Biscayne Boulevard, Suite 100

Miami, FL 33132

Phone: (305) 428-5655 | Fax: (305) 374-7946

2. Documentation of Mitigating Circumstances

Examples of mitigating circumstances include death in the immediate family, hospitalization of a student, documented medical problems, and other special circumstances such as independently documented work related transfers, natural disasters, and family emergencies. Mitigating circumstances are generally events that are outside the student's control and are unavoidable.

3. Plan of Action

The written appeal must be supported with appropriate documentation of the mitigating circumstances with explanation on how the circumstances have been remedied or changed.

Procedure for Appealing Honor Code Violation

Students wishing to appeal the decision must do so in writing to the Academic Affairs Office within 72 hours of the receipt of the written notification. All appeals must be submitted in writing to the Academic Affairs Office. The appeal must clearly show there was a material error in how the decision was arrived at or the appeal must show that there is more or new evidence that was not considered in the judgment rendered. If the decision is overturned by the Academic Affairs Office, a new written notice will be sent to the student, the faculty member of the course in which the violation occurred, the Academic Affairs Office and the Registrar.

Academic Termination Re-entry Process

Any student academically terminated who does not appeal at the time of termination and does not continue into the immediately following term is considered a re-entry student and must appeal before the start of the quarter in which he or she wishes to return. Likewise, any student who ceased attendance during the term and who subsequently does not meet minimum satisfactory academic progress requirements must go through the same appeal process in order to return the following term. Any student appealing for re-entry must follow the procedure outlined in the previous section. If the appeal is granted, the re-entering student will be placed on probation during the quarter of return. The student must meet the minimum standards of satisfactory academic progress to continue in the program. The student must successfully retake courses previously failed so that the recalculated cumulative GPA and successful completion percentage meet or exceed the minimum requirements. The academic affairs department will conduct an evaluation of the student's academic performance as part of the re-entry process, a copy of which will be given to the student.

Intellectual Property Policy

I. 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 Miami International University of Art & Design, including its branches – The Art Institute of Dallas and The Art Institute of Tampa'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 Miami International University of Art & Design, including its branches – The Art Institute of Dallas and The Art Institute of Tampa.

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 University's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using the University's information technology system. The

University's policies prohibit use of the University'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.

As a creative community of teachers, artists and scholars, the University is 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 University itself, which supports this creative and scholarly work.

This document expresses the University'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 University – faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with the University and this Policy governs in all circumstances, unless the University 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 University 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.

II. Definitions (if applicable)

The following terms are used throughout the Policy and are defined as follows:

- A. *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).
- B. *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.
- C. *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.
- D. *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.
- E. *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.

F. *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.

G. *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.

H. *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.

I. *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.

J. *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.

K. *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.

L. *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

A. *Faculty, Staff and Student Works*

1. General Rule.

Subject to the exceptions noted in this Policy, as a general rule, the University does 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.

2. 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 University and constitutes a Work Made for Hire.
- (e) The Intellectual Property is developed by a creator who is assigned, directed or funded by the University to create the Intellectual Property.
- (f) The Intellectual Property is developed under a grant, program or agreement which provides the University 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 University (or by the University 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 University under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by the University's Campus Leader, and to execute any document deemed necessary by the University to perfect legal rights in the University and enable the University to file applications for registration when desired.

3. 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:

- a) 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 University. Likewise, student rosters, attendance forms, interim grade reports, and assessments of student projects, including all Intellectual Property associated therewith, belong solely to the University.
- b) 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 University as Works Made for Hire or otherwise.
- c) If any Intellectual Property to be owned by the University 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.
- d) Where Intellectual Property is to be developed using Substantial Institutional Resources, authorized representatives of the University 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 University.
- e) 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.
- f) (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 University will not use the Student's Work without the Student's permission to do so.
- g) Students working on a project governed by an existing written agreement to which the University is a party are bound by all terms of that agreement.
- h) Students hired to carry out specific tasks that contribute to Intellectual Property of the University retain no rights of ownership in whole or in part to that Intellectual Property or to the Student's contribution to that work.

- i) 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 University outlining their rights before commencing work on such projects. Either party has the right to initiate such agreement.
- j) The rights of the University to a perpetual, worldwide license (exclusive or non-exclusive, as the University deems necessary), to use and reproduce copyrighted materials for educational, research, and promotional purposes must be included in any agreement with a non- Institution sponsor.

B. *Independent Contractor Works.*

As a general rule the University will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or the University 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 University does 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.

III. 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 University 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 University. Where practicable, the University will use best efforts to cite the creator of the Work if the University exercises such usage rights.

IV. Institution's Marks

Intellectual Property comprised of or associated with the University's 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 University and/or its affiliates. This Policy is designed to protect the reputation of the University and its affiliates, and to prevent the illegal or unapproved use of the University's Marks.

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of the University. However, faculty, staff, and Students may identify their status or professional affiliation with the University as appropriate, but any use of the University's Marks in this regard must avoid any confusing, misleading or false impression of affiliation with, or sponsorship or endorsement by, the University. No products or services may be marked, offered, sold, promoted or distributed with or under the University's Marks without the University's prior written permission and compliance with the licensing policies of the University. 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 University's Marks.

V. 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 University, 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 University deems necessary in order to establish an appropriate standard.

VI. Review Scheme

Questions concerning this Intellectual Property Policy should be addressed to the Academic Affairs Office.

VII. Reservation of Rights

The University reserves the right at any time in its sole discretion to modify and/or make changes to the Policy as advisable or appropriate. The University agrees, 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.

VIII. Effective Date

This Policy supersedes any preexisting Intellectual Property policy of the University and will remain in effect until modified or revoked by the University. 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 the University changes or terminates.

IX. 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.

Copy Center

There are copiers for student use located in the Library. Students will be charged a fee for copies. Students must comply with all federal copyright laws.

Student Identification Cards

A photo ID card is issued to each student. Students are required to carry their photo ID card at all times and must swipe their ID cards upon every entrance to the University. ID cards should not be loaned to anyone for any reason; the card is the personal responsibility of the student whose name appears on it. Students will be charged for replacement ID cards.

Revised Programs

Each of the programs in this catalog is current but may have been revised from previous versions. However, students remain in the previous versions of the programs unless they elect to move to the current version. The previous versions of programs are included in prior year catalogs (accessible through the campus website).

Academic Advising Services

Academic advising is provided by Faculty, Department Chairs, and the Academic Affairs Office. Campus personnel are available to advise students in personal and other nonacademic areas. Advising services are provided on an individual and small group basis to help students deal with concerns or problems so that they may maximize their experiences at The Art Institute of Dallas.

Requirements for Undergraduate Graduation

To be qualified to graduate from The Art Institute of Dallas, a student must:

- Receive a passing grade or credit for all required coursework.
- Earn the minimum required credits for the program.
- Achieve a minimum CGPA of 2.0.
- Meet portfolio or other requirements as outlined by the student's degree program.
- Satisfy all financial obligations to The Art Institute of Dallas.

Requirements for Graduate Graduation

Design & Media Management – The Art Institute of Dallas Campus

To qualify to graduate from the Master of Arts in Design & Media Management program at The Art Institute of Dallas, all graduate students must:

- Achieve a minimum CGPA of 3.0
- Accumulate the total credit requirements for an academic program through coursework and completion of all Capstone/Thesis requirements
- Complete the Capstone/Thesis project and all related documents including final approval
- Satisfy all financial obligations to The Art Institute of Dallas

Student Course Load Policy

To complete program requirements in a timely manner, most on-campus students choose to attend classes full-time and enroll in 4 quarters per year. Course load designations for on-campus students are as follows:

Undergraduate

Half-time: 6-8 credit hours.

Three-quarter time: 9-11 credit hours.

Full-time: 12 or more credit hours.

Graduate

Half-time: 4 credit hours.

Three-quarter time: 6 credit hours.

Full-time: 8 or more credit hours.

Students in online programs participate in a minimum of 30 weeks of instructional time, with a full-time status of 36 (undergraduate) or 32 (graduate) earned credits. All non-term students in online programs who remain continuously enrolled, including breaks of 29 consecutive calendar days or less, are classified as full-time.

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.

APPLICATION OF CREDIT HOUR DEFINITION

The definition of credit hour mentioned above applies to all programs offered at the institution, undergraduate and graduate, regardless of the delivery method. The institution follows a “Time on Task” approach. It requires that the total amount of time spent by a student, including contact hours inside the classroom (instructional time) and student effort outside the classroom completing course assignments, remains the same in all formats, whether the course uses a face to face, online synchronous or asynchronous, flex (concurrent modalities) or hybrid delivery modes. Under this approach, a 3-Quarter Credit Hour class is equivalent to 94 hours of TOT (Time on Task); a 4-Quarter Credit Hour class is equivalent to 125 hours of TOT (Time on Task).

At the University, a quarter hour of work is the equivalent of fifty (50) minutes of class time (often referred to as a “contact hour”) of instruction per week over the entire term. This equivalency follows the Quarter Credit Hour definition, as specified in the General Section. The credit hour is the unit by which the University measures its

course work. The number of credit hours assigned to a course quantitatively reflects the outcomes expected, the amount of time spent in class, and the amount of outside preparatory work expected for class. All these parameters are considered, as the institution follows a Time on Task model for effective application of the Credit Hours Policy. It requires that the total amount of time spent by a student, including contact hours inside the classroom (instructional time) and student effort outside the classroom completing course assignments, remains the same in all formats, whether the course uses a face to face, online synchronous or asynchronous, flex (concurrent modalities) or hybrid delivery modes. Under this approach, a 3-Quarter Credit Hour class is equivalent to 94 hours of TOT (Time on Task); a 4-Quarter Credit Hour class is equivalent to 125 hours of TOT (Time on Task). The working understanding is that for every hour a student spends in class, the student will be assigned two hours of work outside the class. Courses that occur entirely at the on-ground level (on campus delivery) follow the additional parameters, while also adhering to the TOT structure:

□ **Lecture:** If a class is pedagogically lecture oriented, Miami International University of Art & Design and its branches, The Art Institute of Dallas and The Art Institute of Tampa, assigns one quarter credit hour per week per hour of lecture conducted in the class. For example, a four-credit-hour General Education course is conducted primarily with four hours of lecture per week over the entire term. Thus, the credit value of four credit hours is linked to the mode of instruction (lecture), the outcomes expected (delivery of content-oriented knowledge), and the amount of time spent in class (four hours per week over the entire term).

□ **Lab:** If a class has a lab component, Miami International University of Art & Design and its branches, The Art Institute of Dallas and The Art Institute of Tampa, consider two hours of the lab component as one hour of credit. For example, since the majors at Miami International University of Art & Design and its branches, and The Art Institute of Tampa, are primarily from the creative disciplines, many of the upper division courses are pedagogically delivered with a lecture portion and then include a lab experience so the student can practice and experience the content of the lecture in a student-centered learning environment. Miami International University of Art & Design and its branches, and The Art Institute of Tampa, believes in *praxis*, a setting where knowledge and practice meet in a student-centered environment.

□ **Studio:** At Miami International University of Art & Design and its branches, The Art Institute of Dallas and The Art Institute of Tampa, if a class is designated as a studio class, it does not necessarily have “direct instruction” or a lecture component with a lab experience. Rather, the student/students may work on the practice of a designated skill related to their respective disciplines with ongoing critique and evaluation involving help from the Instructor and, in some cases, from other students. In addition, some Studio classes involve the sustained development of a thesis topic, assignment or project, which needs extended time in class for adequate development and input from an instructor, committee, or peers.

□ **Internship:** The Internship course is a course that brings together an academic component and a structured professional experience in the student’s discipline of study. The student, thus, taking an Internship course has an academic supervisor and a professional in the field that also provides oversight over the Internship experience. The student attends three class sessions during the quarter and the remaining time is spent under the tutelage of a working professional who provides regular weekly reports to the instructor or Academic Supervisor. Students may earn two to four hours of college credit for an Internship class depending on the requirements of the discipline of study. Students take only one Internship class per discipline during their entire academic program. The number of hours earned for an Internship class is based on the hours per quarter spent in class and in the field working with an assigned professional.

- 2 credit hours: Student is required to attend 12 hours of classroom time (3 sessions) and 6 hours per week of Internship for the entire quarter.
- 3 credit hours: Student is required to attend 12 hours of classroom time (3 sessions) and 12 hours per week of Internship for the entire quarter.
- 4 credit hours: Student is required to attend 12 hours of classroom time (3 sessions) and 18 hours per week of Internship for the entire quarter.

Credit Hour and Outside Classwork Expectations

The Art Institute of Dallas operates on a quarter system with each quarter having approximately 10 to 12 weeks.

Students can expect ten (10) hours of instructional engagement for every one quarter credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face- to-face meeting or in the e-classroom.

In addition to instructional engagement, students can expect to complete at least twenty (20) hours of outside work for every one quarter credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work also includes, but is not limited to all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations, and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

Other academic work leading to the awarding of credit hours requires at least an equivalent amount of work as listed in the paragraph above and shall be applied to other academic activities as established by the institution, including laboratory work, internships, practica, guided research, and studio work. For example, one quarter credit hour is also equivalent to at least 20 hours of lab work, 30 hours of externship, clinical practicum, or guided research, or a combination of the equivalencies.

Credit Hour Conversions

Semester credit hours are converted to quarter credit hours by multiplying the number of semester credits by 3 and then dividing the result by 2. For example, a 3 semester credit hour course equals a 4.5 quarter credit hour course (3 semester hours multiplied by 3, with the result divided by 2) while a 2 semester credit hour course equals a 3 quarter credit hour course (2 semester hours multiplied by 3, with the result divided by 2). Credits will be rounded up or down as appropriate (i.e., 2.0 to 2.49 will be rounded down to 2 credit hours, 2.50 to 2.99 will be rounded up to 3 credit hours).

Program Length

The Master of Arts degree program is six (6) quarters if the student successfully completes a minimum of eight (12) credit hours per quarter.

The Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), and Bachelor of Science (BS) degree programs are twelve (12) quarters in length. Completion of a BA, BFA, or BS degree program in twelve (12) quarters occurs if the student successfully completes fifteen (15) credit hours per quarter.

The Associate of Applied Arts (AAA) and Associate of Applied Science (AAS) degree programs are six (6) quarters in length. Completion of an AAA or AAS degree program in six (6) quarters occurs if the student successfully completes fifteen (15) credit hours per quarter.

The Certificate programs are four (4) to six (6) quarters in length. Completion of a Certificate program in the amount of quarters prescribed in this catalog occurs if the student successfully completes twelve (12) credit hours per quarter.

Schedule Adjustment Period

During the Schedule Adjustment Period students may add or drop courses, or change sections. The Schedule Adjustment Period begins on Monday of the first week of the quarter and concludes at the end of the first class day of the second week. Tuition is charged based on registered credits at the end of this period. Students are responsible for all charges regardless of attendance. Students who fail to attend any classes or notify the Academic Affairs Department during the Schedule Adjustment Period will be withdrawn from school. If a continuing student attends a class and withdraws from school during the Schedule Adjustment Period, the student may be financially responsible for all registered courses based on the school's Refund Policy, as published in the College's *Catalog*.

Retention of Student Records

Transcripts and other student records are retained in paper and/or electronic form on each campus. In the event that a campus has changed locations or ceased operations in a geographical area, students should contact the main institutional campus, Miami International University of Art & Design, 800- 225-9023 for information in how to access to their records.

Change of Program within an Art Institutes School

A student petitioning to change from one program to another within The Art Institute must obtain approval from the Department Director 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.

Cancellation of Classes

Prior to opening the registration period, the University 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 Policies

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 The Academic Affairs Office for all matters related to Transfer Credit and Program Change.

TRANSFERABILITY OF CREDIT 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 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, the Academic Affairs Office 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 the Academic Affairs Office. The student must submit a letter of appeal that clearly states which courses he/she was expecting to transfer with supporting justification provided.

For 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.

At least one-third of the credit hours required for the graduate degree must be earned through instruction delivered at the institution awarding the degree.

TRANSFER OF CREDIT FROM OUTSIDE COLLEGES AND UNIVERSITIES BEFORE MATRICULATION AT AN ART INSTITUTES SCHOOL

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 the Academic Affairs Office.

It is the student's responsibility that all college transcripts are received prior to enrollment in the courses. There is no retroactive awarding of credits once the quarterly schedule adjustment period has passed.

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.

Proficiency Credit from External Sources

Official documents related to CLEP or AP scores or similar means to demonstrate proficiency for credit must be received by an Art Institutes school prior to the class start. No more than 25 percent of a program's required credits will be considered for any type of proficiency credit.

- *Advanced Placement.* Some foundation courses can be obtained through College Board's AP Studio examinations. Students who take the College Board Advanced Placement (AP) or International Baccalaureate (IB) courses and score three or higher on the AP exam or four or higher on the IB exam for those courses while in secondary school may receive proficiency credit. This score applies to all subjects. All materials must be received from the Scholastic College Board organization and evaluated prior to the end of the schedule adjustment period (add/drop) of the student's first quarter of attendance.
- *College Level Examination Program (CLEP).* Complete the College Level Examination Program (CLEP) and earn a score of 50 or higher on computer-based CLEP examinations equivalent to University courses prior to the end of the scheduled adjustment period (add/drop) of the student's first quarter of attendance.
- *Articulation Agreement Credit.* Successfully complete programs included in articulation agreements that have been established between the University and their high schools.
- *Military Experience Credits.* Complete training, employment, or other educational experience in the military as measured through DANTES, DSST examinations, or as shown on the Joint Service Transcript, the Community College of the Air Force Transcript or as recommended by the American Council on Education (ACE).
- *Internal Proficiency Testing for Credit.* Requests for testing out of specific courses approved by the Institute must be made through the Department Director prior to the class start.
- *Experiential Learning.* Students may request advanced standing for experiential learning. Students will present relevant work or life experiences for review by the Academic Affairs Office or designee. The Academic Affairs Office or designee will have the necessary forms for the student to complete. Documentation such as portfolios, writing samples, publications, verification of employment, and references represents a sampling of what may be requested by the Department Chair from the student in order for the advanced standing review to be completed.
- *Portfolio Review for Credit.* Requests for portfolio review, and/or relevant work experience documented by appropriate samples of work outcomes, references, and verification of employment must be received prior to the class start.

Class Proficiency Test

Requests for testing out of specific classes approved by the Institute must be made through the department Director 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 OR RE-ENTRY TO THE INSTITUTION) AT AN ART INSTITUTES SCHOOL

NOTE: Transfer credit after matriculation must be completed prior to the student's final term of study.

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 the Dean of 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 General Education Director, the Department Director, or the Academic Affairs Office 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 the Academic Affairs Office 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 the Academic Affairs Office 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 the Academic Affairs Office. Transfer Credit may be awarded if all other criteria for transfer of credit are met.

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 WITHIN AN ART INSTITUTES SCHOOL

A student petitioning to change from one program to another within The Art Institute must obtain approval from the Department Director 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 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 Program Chair or designee for consideration at their Campus, which includes details as to why the request for a course substitution is needed. The Program 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 Program Chair, may be appealed to the Academic Affairs Office or designee. The decision of the Academic Affairs Office is final.

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 Atlanta or the branch campus 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.

WAIVING GENERAL EDUCATION REQUIREMENTS

Students who have earned at least a baccalaureate degree from another regionally accredited college/university will be exempt from the general education requirements. However, this would not preclude program requirements for the major that happen to be general education courses. In the case of degrees earned from foreign institutions the English Composition courses will not be transferred/waived.

GRADUATE TRANSFER CREDITS

Students applying to Miami International University of Art & Design's graduate programs may, in some circumstances, be eligible to receive advanced standing credit. Depending on the program, no more than 18 credits can be awarded. Advanced standing credits are adjudicated on a case by case basis as determined by the Department of the relevant program. Equivalent courses must have been successfully completed at an accredited institution and a grade of B or better must have been earned for the course. Courses at the thesis project level are not transferable. Any requests for advanced standing must be accompanied by an official graduate transcript, a portfolio, research papers, or other documentation where relevant.

COLLEGE BOUND

College Bound is a year round program offered at The Art Institute of Dallas. The program allows high school juniors and seniors to take college-level foundational course work relating to fashion, design, and media arts. Courses typically on campus on Saturday mornings for 11 weeks. A summer intensive program is also offered on campus. Online classes are 5 ½ weeks long and participation requires students to meet technology and software.

Students who successfully complete a course receive a Certificate of Completion and are able to invite their friends and family to an online showcase highlighting their portfolio of work and achievement. Students also have the opportunity, upon enrollment with The Art Institute of Dallas to request proficiency credit for the equivalent course. Completion of each course can prepare students to request up to 3 or 4 proficiency credits toward their degree program, depending on their enrollment location and program selection.

While College Bound courses are offered as non-credit, it is the exact college level course you would take otherwise, taught by a credentialed The Art Institute of Dallas faculty member. College Bound is challenging and rigorous but can help prepare students to begin their creative arts education ahead of their peers.

Field Trips

Field trips provide various program and course-related activities over and above class work. On local field trips, students are required to provide their own transportation (car, car-pool, or public transportation). Students who have a car and drive fellow students on field trips are responsible for having adequate insurance coverage. The University is not responsible in the event of accidents involving students' cars. Field trips outside the local area (in general, more than 50 miles) typically involve prearranged public or private transportation and, in some instances, overnight accommodations. Students participating in field trips are required to complete a travel release form to assure their understanding of the conditions established for such a trip. Parents or legal guardians of students less than eighteen years old must also sign the release form. Field trips which involve admission cost or transportation are not mandatory. Students must, instead, attend class in which an alternative assignment is given.

International Sponsored Student Policy on Online/Distance Education:

No more than one online/distance education class or three (3) credits per academic term may count toward satisfying the "full course of study" requirement (above) for I-20 sponsored international students. A student qualifying for a Reduced Course Load in his or her last quarter may not attend only via distance education; he or she must have at least one (1) on-ground course.

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 University 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 Office of 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 University 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:

1. To University 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 University has a legitimate educational interest.

2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.

3. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
4. To organizations conducting certain studies for or on behalf of the school.
5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To officials of another school in which a student seeks or intends to enroll.
10. 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.
11. 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)).
 - a. Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.
12. 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.
13. Directory information (see Section IV below).
14. 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 Miami International University of Art & Design 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, and 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 University officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), the University 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 University designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student's consent):

1. Student's name
2. Address: Local, email and website
3. Telephone number (local)
4. Date and place of birth
5. Program of study
6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
12. Student honors and awards received.
13. The height and weight of athletic team members.

Notice of these categories and of the right of an individual in attendance at the University 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 at:

The Art Institute of Dallas, a branch of Miami International University of Art & Design, 8080 Park Lane, Suite 100, Dallas, TX 75231

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 Director of Administrative and Financial Services or the Academic Affairs Office 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 University 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 University 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 University. 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 University 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 University 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 University 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 University will:
 - (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 University 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

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, counseling, international advising. 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 Success Advisors

The Student Success Advisors partner with students as they select courses and progress through the student life-cycle as well as assist with financial aid questions while in school.

Students can seek guidance in registering for classes, financial aid, tips on being a successful student, support services, and goal setting.

While every effort is made to assist students in planning academic schedules, it is the student's responsibility to understand 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 University may adjust students' schedules as needed for

compliance with prerequisites.

Career Advisors

The Career 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, building a resume, planning a career, developing job-search strategies and more. The department also facilitates virtual interviewing and information sessions for students and graduates to engage with employers interested in recruiting entry level talent.

Graduate employment information is available on the College website under student consumer information.

Student Organizations

Students are encouraged to participate in extracurricular school organizations as part of their education at the campuses. These organizations allow students to socialize and network with fellow students as well as with employers in their field of study. The Student Groups promote the quality of the educational experience and represent the student body. The Student Groups provide a channel of communication between students, administration, and faculty. This organization hosts a number of social events every quarter. For more information, please contact Student Services. Students are also encouraged and given the opportunity to join local, regional and national organizations representing fields in the different disciplines at the campuses.

Animals on Campus

The Art Institute of Dallas prohibits any animals on campus property, with the exception of approved registered service animals. In order to receive approval to bring a service animal on campus property, please contact the Director of Student Service at your campus.

Student Health Insurance

The Art Institute does not offer or provide referrals to student health insurance providers. International students are strongly encouraged to obtain health insurance while studying in the United States.

Immunization Policy

The Art Institute of Dallas shall recognize all state and federal vaccination and immunization requirements and are responsible for ensuring compliance with applicable requirements. Information regarding immunization requirements is published on The Art Institute of Dallas' website under the Student Consumer Information pages, and if applicable in the Student Handbook or during enrollment or orientation, where appropriate.

Lost and Found

Lost articles may be turned in and claimed in the Security Office at the campus. Lost articles are kept for one quarter.

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 the following <https://d1dmo9iwh0r4qt.cloudfront.net/~media/ai/main/documents/student-consumer-information/dallas/crime-report-dallas.pdf>

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) 719-7214.

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 Dallas, a branch of Miami International University of Art & Design 8080 Park Lane, Suite 100, Dallas, TX 75231.5993
Main Campus 800.275.4243
Student Affairs 469.587.1409
<https://www.artinstitutes.edu/dallas>

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 Misconduct and Relationship Violence Policy.) This complaint procedure is intended to provide a fair, prompt and reliable determination about whether the University Non-Discrimination Policy has been violated.

1. 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 with either:

Director of Student Services, 8080 Park Lane Suite 100, Dallas, TX 75231-5993, 469-587-1409; or with Academic Affairs, 8080 Park Lane Suite 100, Dallas, TX 75231-5993, 469-587-1243.

Students can also submit their complaints via the following phone number or email address: Student Resolution (888) 719-7214, AISTudentResolution@aii.edu.

2. The University 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 the University'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.

3. 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.
4. The decision of the Investigator may be appealed by petitioning the Campus Leader's Office of the University. 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.
5. Insert the University will not retaliate against persons bringing forward allegations of harassment or discrimination.
6. 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.
7. 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 Dallas 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:
[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=T&app=9&p_dir=P&p_rloc=164570&p_tloc=&p_ploc=1&pg=7&p_tac=&ti=19&pt=1&ch=1&rl=116](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=T&app=9&p_dir=P&p_rloc=164570&p_tloc=&p_ploc=1&pg=7&p_tac=&ti=19&pt=1&ch=1&rl=116)

A description of the Texas Higher Education Coordinating Board's complaint procedure and online forms can be found at: <http://www.thecb.state.tx.us/links/student-complaints/>.

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.

NO HARASSMENT POLICY

The University 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's 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 Misconduct & Relationship Violence Policy.)

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.

Sexual Harassment Policy

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.

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.

Definitions

"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.

"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.

"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.

"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

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).

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 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.

"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.

"Dating Violence" is violence committed by a person –

7. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
8. 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.

"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.

"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.

“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.

“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.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.

“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.

“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.

“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.

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

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.

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.

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
nschell@aii.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.

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

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.

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.

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.

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.

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.

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.

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.

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.

Investigation

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.

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.

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.

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.

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.

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.

Adjudication

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.

9. 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.

10. 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.

11. 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.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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.

17. 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.

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.

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.

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.

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.

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.

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.

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 foregoing 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.

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.

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](#).

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 Dean of Student Success at adburt@aii.edu. Students can also submit their complaints via the following phone number or email address: Student Resolution (888) 719-7214 or AIStudentResolution@aii.edu.

The University will investigate the complaint. The written account should indicate your name, phone number, and ID# and discuss the steps you have taken to remedy the situation. The appropriate University staff member or department will be notified of the complaint. A follow-up meeting with you and the Dean of Student Success 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 Campus Leader'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 Students Texas Higher Education Coordinating Board
P.O. 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)

or you may contact:

Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane Decatur, GA 30033-4097
404-679-4500 Or Fax 404-679-4558

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 University'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 University's policies prohibit use of The University'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).

STUDENT EMPLOYMENT

Students seeking employment while in school are encouraged to work with our Student Employment Advisors/Career Services Advisors who will share information on part-time, freelance, and internship positions that are both general and field-related to the student's academic program.

Through quarterly job fairs and constantly updated job listings, every effort is made to provide our students with pertinent resources and job leads. The Career Services Department offers students quarterly resume workshops, career seminars, and one-on-one counseling to assist them in building professional skills while in school.

CAREER SERVICES ADVISORS

Once you reach your last two quarters, you will partner with a Career Services Advisor specific to your field. Together, you and your advisor will discuss your professional development thus far and create a plan to get you started on the career path you have chosen. Through internships, career seminars and workshops, mock interviews, and individual counseling, you will receive help with resume enhancement, job-search techniques, interviewing skills, portfolio presentation, and more.

At the end of your last quarter, you will participate in Portfolio Review. Portfolio Review serves as a way to showcase newly graduating students' work and accomplishments to prospective employers. Graduating students display their work to recruiting companies as well as to family and friends. Participation in Portfolio Review is a graduation recommendation for all undergraduate students attending the University.

TUITION AND FEES

The Art Institute of Dallas

Program of Study	Degree	Credit Hours	Program Length (Qtrs)	Instructional Weeks	Tuition per Credit Hour	Lab Fee	Approx. Total Cost / Program†
Academic Associate of Arts (AAA)							
Fashion Design	AAA	90	6	66	\$575		\$51,750
Graphic Design	AAA	90	6	66	\$575		\$51,750
Associate of Applied Science (AAS)							
Baking & Pastry	AAS	90	7	77	\$575		\$51,750
Culinary Arts	AAS	90	7	77	\$575		\$51,750
Digital Filmmaking & Video Production	AAS	90	6	66	\$575		\$51,750
Digital Photography	AAS	90	6	66	\$575		\$51,750
Restaurant & Catering Management	AAS	90	6	66	\$575		\$51,750
Bachelor of Fine Arts (BFA)							
Advertising Design	BFA	180	12	132	\$575		\$103,500
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
Fashion Marketing & Management	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
Certificate (C)							
Baking & Pastry	C	57	5	55	\$575	\$1,500	\$34,275
Culinary Arts	C	57	5	55	\$575	\$1,500	\$34,275
Fashion Retailing	C	48	4	44	\$575		\$27,600
Web Design & Interactive Communications	C	48	4	44	\$575		\$27,600
Master of Arts (MA)							
Design & Media Management	MA	48	6	66	\$655		\$31,440

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 Program Director, Program Coordinator 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, 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.

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)

Returned Check Policy

The return of a check (electronic or paper) issued to The Art Institute of Dallas 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:

Miami International University of Art and Design
Attn: Financial Services
1501 Biscayne Blvd., Suite 100
Miami, Florida 33132-1418

Student I.D. Replacement Fee Photographs for student IDs are taken during orientation and student IDs are issued to new students during their first week of classes. There is no charge for the initial student ID. Students who lose their IDs may obtain a replacement through the office of the Director of Student Services for a charge of \$10 per occurrence.

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)

FACULTY LISTING

Lois Arguello, Faculty, AAS Culinary Arts, Culinary Institute of America, Adjunct

Melody Bishop, Faculty, Culinary Arts, BA University of Texas; AAS Le Cordon Bleu, Adjunct

Ryan Blitzer, Faculty, MA, Popular Film & Media Studies, Southern Methodist University, Dallas, TX; BFA, Film & Media Arts, Southern Methodist University, Dallas, TX; BA, Advertising, Southern Methodist University, Dallas, TX, Adjunct

Cindy Clark, Faculty, Culinary Arts, BS, University of North Texas; AAS Culinary Arts, The Art Institute of Dallas

Steve Clark, Faculty, MA, English Education, Georgia College & State University, Milledgeville, Georgia; BA, English, Georgia College & State University, Milledgeville, Georgia; BA, Speech, Georgia State University, Atlanta, Georgia, Adjunct

Trey Egan, Faculty, MFA, Studio Art – Drawing and Painting, University of North Texas; BFA, Studio Art – Drawing and Painting, Minor in English, University of North Texas, Adjunct

Michael R. Eudy, Faculty, Media Arts & Animation; MFA., University of North Texas; BFA., The Art Institute of Dallas; AAA, The Art Institute of Dallas, Full-time

Mary Haviland, Faculty, MFA, Studio Art, Texas Woman's University; MA, Art, Texas Woman's University; BFA, Advertising Art, University of North Texas, Adjunct

Kwong Hui, Faculty, MFA, Photography, University of North Texas; BS, Radio/Television/Film, University of Texas, Adjunct

Ebony Jackson, Faculty, MS, Architectural Studies, University of Missouri; BS, Architectural Studies, Interior Design emphasis, University of Missouri, Adjunct

Nilaa Kadiresan, Faculty, MS, Textiles & Clothing, Avinashilingam Institute for Home Science and Higher Education for Women, India; M.Phil., Textiles & Clothing, Avinashilingam Institute for Home Science and Higher Education for Women, India, Adjunct

Kristi Kite, Faculty, Fashion & Retail Merchandising; Ph.D., Texas Woman's University; MS, Texas Women's University; BS, Oral Roberts University, Full-time

Ashley Love, Faculty, MFA, Fashion, Savannah College of Art & Design; BFA, Art, Mississippi State University, Adjunct

Gary McCoy, Faculty, MFA, Photography, Texas Woman's University, Adjunct

James Marstiller, Faculty, MS, Applied Gerontology, University of North Texas; BFA, Interior Design, Texas Tech University, Adjunct

Jean-Patrick Nova, Faculty, MFA, Film and Video Art, University of Texas at Arlington; BA, Cinema, University of Iowa, Adjunct

Kevin O'Gorman, Faculty, MA, Telecommunication, (Concentration in Multimedia Design), Michigan State University; BA, University of Notre Dame, Communications and Theater (Concentration in Film & Video Production), Adjunct

Sheriff Osni, Faculty, Culinary Arts, PhD Texas A&M University – Commerce, TX; MS Texas A&M University – Commerce, TX; AAS Culinary Arts, The Art Institute of Dallas, Adjunct

Anne Perry, Faculty, Ph.D. Arts & Humanities, University of Texas at Dallas; MA, Interdisciplinary Arts, Columbia College; MA, Humanities, University of Arkansas; BA, Aesthetics, Mills College, Adjunct

Allison Proulx, Faculty, MFA, Art, Texas Woman's University; BFA, Illustration, Art Center College of Design, Adjunct

Gregory Shaheen, Faculty, BA, Film and Media Arts, Southern Methodist University, Dallas, TX, Adjunct

Stephen R. Steinbach, Media Arts and Animation; MFA, Florida Atlantic University; BFA., California Institute of the Arts, Full-time

Michael Sims, Faculty, MA, Art History, Southern Methodist University; BA, Art History, Southern Methodist University, Adjunct

George Singleton, Faculty, DBA, Management, Argosy University, Dallas; MBA, Management-Argosy University, Dallas; BA, Mathematics – University of Arkansas, Adjunct

Michael Stephens, Faculty, MFA, Arts and Technology University of Texas Dallas, TX; MA, Arts and Technology University of Texas Dallas, TX; BA, Stephen F. Austin Nacogdoches, TX, Adjunct

Katherine Timer, Faculty, MFA, Computer Art, Savannah College of Art and Design, Savannah, GA, Adjunct

Nga Vu, Faculty, MFA, Fashion Design, University of North Texas, Denton, TX; BFA, Fashion Design/Merchandising, University of North Texas, Denton, TX, Adjunct

Kellie L Wallace, Design Department Chair, MS, Interior Design Oklahoma State University; BS, Oklahoma State University, Full-time

Tamara Wascovich, Faculty, MA, Painting with minor in Graphics Design, Texas Woman's University, Denton, TX.; BFA, Illustration with a minor in Advertising, Columbus College of Art and Design, Columbus, Ohio, Adjunct

Bruce Wynne-Jones, Faculty, Post Graduate Studies, Texas A&M University, Commerce TX; BFA, Michigan State University, East Lansing, Michigan, Adjunct

STAFF LISTING

Leslie C. Baughman, PhD (President)

Roger Hosn, MBA (Vice President of Operations)

John C. Stillwaggon, CPA (Director of Finance)

Alfonso Gutierrez, MM (Dean of Academic Affairs)

April Burt, MA (Dean of Student Success)

Tabitha Dillon, MLS (Librarian)

Lisa Casto (Virtual Education Specialist)

Christopher Mesecar (Dean of Admissions)

Stephanie Byrd (Dean of Enrollment Processing)

Cynthia Hooper (Registrar)